

# Program Overview



## THE MUSIC TEACHER'S PLAYBOOK

I built The Music Teacher's Playbook in 2016 after noticing a consistent gap: musicians were graduating from conservatories and music schools with strong performance training but no practical knowledge of how to run a private teaching studio.

Having built successful studios of my own across several states, I was frequently asked how I did it. I packaged that knowledge into a structured program and began teaching it directly to other music educators.

To date, the program has helped 225 musicians and counting build successful studios in their communities and online, including participants based in the United States, Saudi Arabia, England, Croatia, and Australia.

## Program Structure

The program consists of 17 core modules plus a bonus content library, delivered through:

- Pre-recorded video lessons, organized by module and lesson
- Companion PDFs, worksheets, and guides for nearly every lesson
- A private discussion forum for ongoing peer support
- Weekly live Zoom calls focused on real-world implementation of what participants are working on

Module topics span the full scope of running a private studio:

- Business mindset and identity
- Rate-setting
- Studio policy and legal documents
- Financial management
- Recruiting and marketing
- Classroom and sectional teaching
- Online recruiting
- Event planning
- Community-building
- Curriculum design
- Problem-solving with students and parents
- Business organization.
- Bonus content includes subject-matter-expert sessions on topics like teen mental health and legal considerations for private educators.

# Production Model

When I'm designing any skills-based module, my first question is always what's actually stopping a learner from succeeding. Usually it isn't a lack of information, it's fear, overwhelm, or simply not having seen the skill modeled clearly.

I followed an ADDIE-style process in building the program: analyzing the real-world skills gap musicians face after graduating, designing a 17-module structure sequenced from mindset through advanced business operations, developing content through both my own outlines and team-recorded delivery, implementing through Kajabi with live weekly coaching, and refining continuously based on participant feedback over nearly a decade of iteration.

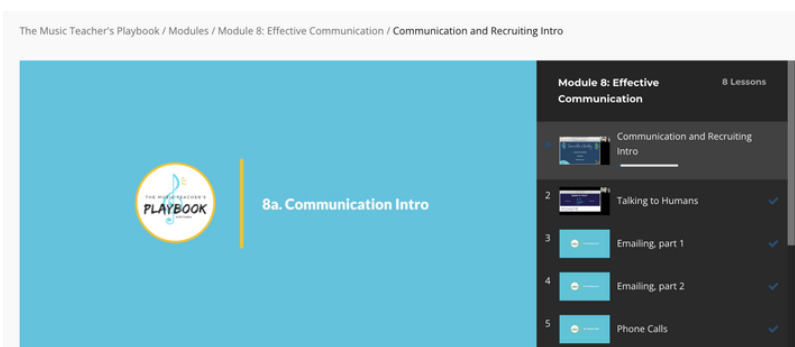
The weekly live coaching calls and discussion forum function as a behavior-level evaluation mechanism, in Kirkpatrick Model terms: rather than only collecting satisfaction feedback, I directly observe whether participants can implement real changes such as a new pricing structure, a difficult parent conversation, a marketing email, and I coach them through it when they can't.

I choose each instructional strategy at the outset based on that diagnosis: if the barrier is emotional, I build in readiness-based sequencing before any technique; if the barrier is "I don't know what good looks like," I lean on worked examples and demonstration; if the barrier is "I understand it but haven't tried it," I build in graduated practice with real-world stakes.

I write all instructional outlines and prepare all materials for every lesson using this diagnostic process. Several lessons in each module are recorded by members of my team from my outlines and scripts; I record the remaining lessons myself, and I personally edit all video content across the program.

## Software

- Kajabi (learning management system and course hosting)
- Canva (worksheets, guides, and visual design)
- Zoom (live coaching calls and screen-recorded lessons)
- Loom (supplemental screen-recorded tutorials)
- Envato (stock video and design assets)
- AI tools for outline cleanup, summary writing, and rough-draft scripting



*What the module looks like in the LMS.*

# Sample 1: Module 8 Effective Communication

An eight-lesson module from The Music Teacher's Playbook addressing the interpersonal and written communication skills private music teachers need to recruit students and build relationships with band directors, parents, and other professional contacts.

The module also loosely follows an ascending Bloom's Taxonomy progression: early lessons operate at the foundational and applied levels (recognizing fear, practicing a basic behavioral ratio), middle lessons move into evaluation (judging which email format or framing fits a given context), and later lessons culminate in full creation and independent execution (drafting and sending a real, personalized outreach email or completing a live phone call).

## Audience

Adult music educators and studio owners who experience anxiety around networking, cold outreach, and professional communication, many of whom have had no formal training in relationship-building, persuasive writing, or sales-adjacent communication.

## Pedagogical Approach

The module sequences learning from psychological readiness to applied skill to system implementation, building competence incrementally rather than assuming learners can perform an anxiety-inducing skill on demand.

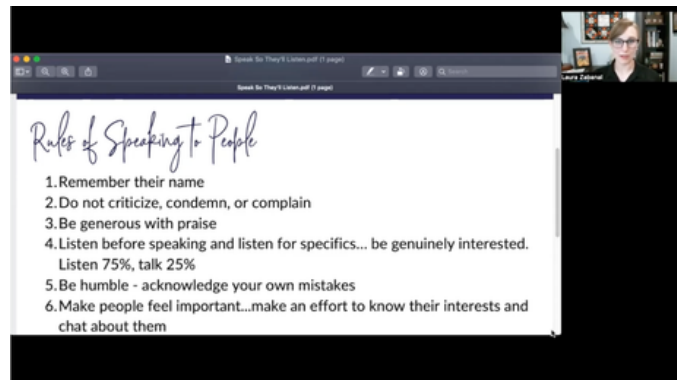
- **Lesson 1: Communication Intro**
  - Addresses the specific fears that stop people from reaching out to potential leads before introducing any technique.
    - Instructional design strategies: Readiness-based sequencing/affective scaffolding. Address emotional barriers before introducing content.



*Visual summary from a companion guide, illustrating the module's three communication channels.*

## • Lesson 2: Talking to Humans

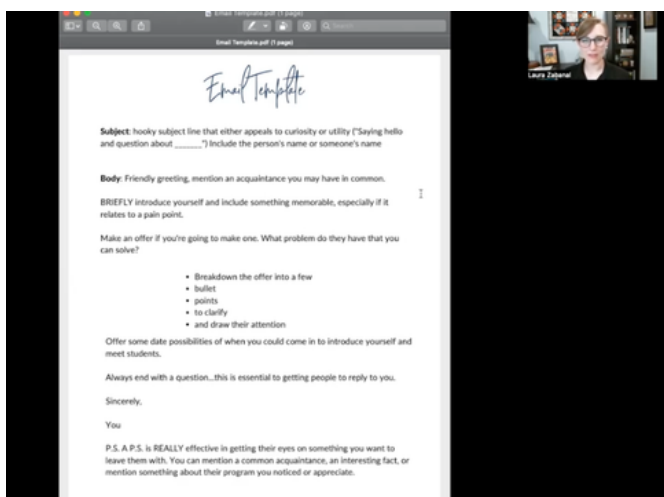
- Adapts a foundational interpersonal communication framework, drawn from Dale Carnegie's How to Win Friends and Influence People, into a paired practice activity targeting a specific behavioral ratio ("listen 75%, talk 25%"), reinforced by a graduated homework assignment requiring three real-world attempts with structured reflection after each one.
  - Instructional design strategies: Guided practice with graduated exposure: paired role-switching, then three real-world attempts of increasing difficulty with reflection.



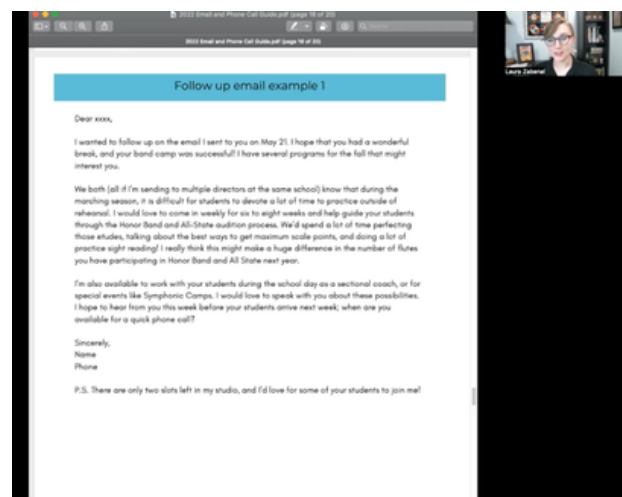
*The actual "Rules of Speaking to People" guide from Lesson 2.*

## • Lessons 3 and 4: Emailing

- Used contrastive successive examples and present the same content in two formats: a paragraph-style template and a scaffolded outline template to accommodate different learner processing preferences.
  - Instructional design strategies: Worked-example instruction + multiple representations (a UDL principle) that contrasts a bad email with a good one, offering paragraph and scaffold formats; Lesson 4 adds authentic assessment with formative feedback loops (draft, submit, revise, send, interpret real reply).



*The Email Template PDF in scaffold format.*



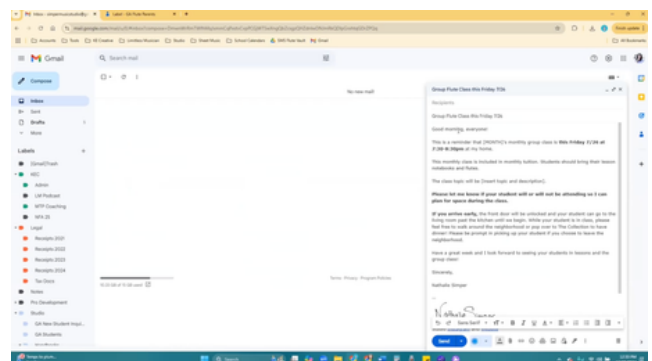
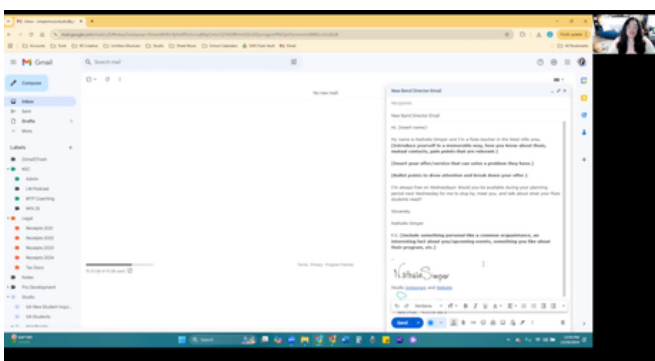
*A real follow-up email example from the Email and Phone Call Guide.*

## Lesson 5: Essential Emailing Practices

- Resets expectations using realistic outcome data so learners persist through an accurate picture of cold outreach.
  - Instructional design strategies: Expectation-setting/self-efficacy framing. Using real outcome data to protect motivation.

## Lessons 6 and 7: Gmail Tutorial for Contact Label and Email Templates

- Shift from communication strategy to tool implementation, walking learners through building reusable email templates and contact labels.
  - Instructional design strategies: Procedural instruction: direct tool walkthroughs (Gmail templates and labels)



Real Gmail screenshots showing actual templates covered in Lessons 6 and 7 in use.

## Lesson 8: Phone Calls

- Closes the module with phone technique, using a scripted framework and a graduated practice progression that culminates in a live mock phone call during a group coaching session.
  - Instructional design strategies: Guided practice with graduated exposure again, culminating in authentic performance assessment; scripted framework, then a live evaluated mock call.



The Perfect Phone Call Framework PDF.

## Participant Outcomes

While I do not formally track completion metrics, participant feedback consistently reflects the behavior-level change this module is designed to produce. One participant, after applying the follow-up email strategy taught in Lesson 5, reported: "The first round I only got 2 emails back. When I followed up I got so many more responses." Another described a shift directly aligned with the module's stated objective: before completing the module, she was "not confident with email communication"; afterward, she reported feeling "more confident in communicating with prospective students/parents and local teachers."