

BIBLICAL PRINCIPLES TO PREVENT BURN-OUT FOR THE MUSIC EDUCATOR

BASED ON

PAUL TRIPP'S BOOK, *LEAD*

by

Shannon Leigh Forester

Liberty University

A MASTER'S CURRICULUM PROJECT PRESENTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN MUSIC EDUCATION

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APPROVED BY:

Dr. Rebecca Watson, D.M.A. Chair of Music Education, Committee Advisor

Mark Greenawalt, D.M.A., Committee Reader

Stephen Muller, PhD, Dean of the School of Music

## **ABSTRACT**

The Christian music educator and worship leader have common leadership roles where music and faith collide. Research and studies have been produced regarding the application of biblical principles to the role of the worship leader and other church leadership positions, but there is little information on how they apply to the role of the Christian music educator. This curriculum project was created to provide Christian music educators with a strong foundation for growing and maintaining spiritual wellness as they enter the field of music education and assist them in developing a plan for integrating these concepts into their everyday teaching methods and philosophy. By embracing this instructional course, future or current Christian music educators will be prompted to incorporate a biblical worldview explicitly and implicitly as the foundation for their teaching, which may affect the lives of their students by inspiring them to lead a godly life. Through the application of principles found in the primary source for this project, “Lead,” by Paul David Tripp, and other Christian leadership resources, this course will provide music educators with faith-based solutions for becoming a healthy, well-balanced, and spiritually fulfilled leader. This topic will bring value to the field of music education as it promotes future teachers to care for their own spiritual wellness and lead with biblical principles in mind, which in turn encourages longevity in the field, may improve overall leadership strategies, and prevents burnout.

*Keywords:* Christian leadership principles, spiritual wellness

## **Dedication**

*To my Daddy,  
Although you have passed on to heaven,  
my love for you lives on.  
The imprint of your teaching and passion remains in my heart.  
I completed this journey in honor of you.*

*To my Momma,  
Your strength has inspired me to keep  
dreaming, keep learning, keep exploring.  
I strive to be the very best parts of you both.*

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## **CHAPTER ONE: INTRODUCTION**

Christian music educators are called to a unique, meaningful vocation. Not only are they expected to educate students about the value of music, train them in pedagogy, provide them with the skills necessary to succeed as a musician, but they are also given the opportunity to model the fruits of the spirit through their leadership. All schools, Christian and non-Christian, possess both an explicit and implicit curriculum. Explicit training is done through formal lesson plans and regulated procedures for learning, whereas implicit education includes the philosophies, classroom environment, and the teacher's example which students experience and are influenced by on a regular basis. While the same subjects may be taught, the Christian music educator may emphasize working with students from a biblical worldview.

### **Background**

Although there is a significant amount of Christian leadership resources written for worship leaders and other pastors, little is available for those who are specifically hoping to grow spiritually and apply their faith to their career in music education. If Christian music educators set out with the goal of finding ways to integrate principles taught directly in the Word of God to their teaching and leadership philosophy, they would be met with limited information. Although there are careers that contain parallels to that of a Christian music educator such as worship leaders in the evangelical Christian church, Christian music education has a unique perspective and needs further examination and research.

## Statement of the Problem

Currently, music education literature specifically designed for the implementation of Christian leadership principles and managing spiritual wellness is rare to find. As seen throughout recent history, educators are prematurely leaving their profession which is the result of constant burnout caused by various factors, including a lack of attention to their own wellbeing.<sup>1</sup> The “main reasons for early retirement are mental and psychosomatic illnesses, which together account for 32%-50% of cases.”<sup>2</sup> With the onset of Covid-19 in 2020 and the challenges which ensued because of the pandemic, statistics have shown a heightened number of teacher shortages and the need for teachers to safeguard their own health has become more obvious.<sup>3</sup> To help avoid burnout and leadership failure, and encourage spiritual growth and application in their career, resources should begin to be developed for Christian leaders as it affects music educators.

For Christian music educators to best represent God’s love through their teaching, they must be rooted and grounded in a firm foundation of Christian leadership principles. Such music educators may gain a great deal of knowledge from the experiences and principles that are embraced by Christian worship leaders. There is a strong correlation drawn between those who are called to either of these vocations: their beliefs, their passion for music, and their need for leadership skills instituted by the Word of God.

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<sup>1</sup> Filip Van Droogenbroeck, Bram Spruyt, Valérie Quittre, and Dominique Lafontaine. “Does the School Context Really Matter for Teacher Burnout? Review of Existing Multilevel Teacher Burnout Research and Results from the Teaching and Learning International Survey 2018 in the Flemish-and French-Speaking Communities of Belgium.” *Educational Researcher* 50, no. 5 (June 2021): 290–305, <https://doi.org/10.3102/0013189X21992361>.

<sup>2</sup> Klaus Scheuch, Eva Haufe, & Reingard Seibt, “Teachers' Health.” *Deutsches Arzteblatt International* 112 (2020): 354, <https://doi.org/10.3238/arztebl.2015.0347>.

<sup>3</sup> Kayla Bill, Amanda Bowsher, Betty Malen, Jennifer King Rice, and Jason E. Saltmarsh. “Making Matters Worse? COVID-19 and Teacher Recruitment.” *Phi Delta Kappan* 103, no. 6 (March 2022): 37, <https://doi.org/10.1177/00317217221082808>.

Worship pastors, as well as other church leaders, often face burnout due to the fact that they neglect personal worship and do not care for their own spiritual wellness.<sup>4</sup> Authors and music educators, Kary Zarate, Daniel M. Maggin, and Amanda Passmore, state that it is not uncommon for teachers to experience this kind of physical and emotional exhaustion, lack of accomplishment, and cynicism towards their job as well.<sup>5</sup> Burnout within any field that works with consumers has been classified as a psychological risk and has been defined as “a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job.”<sup>6</sup>

Burnout in educators has been shown to have “significant negative implications not only for teachers’ well-being in terms of their self-related health and job satisfaction, but also for student achievement and adjustment.”<sup>7</sup> Because burnout among teachers has been found to contribute to low work attendance, high turnover, elevated early retirement rates and a decreased quality of job performance, it is crucial for music educators to develop a plan that defends against this exhaustion.<sup>8</sup> For Christian music educators, it would be most beneficial for this plan to be rooted in Scripture.

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<sup>4</sup> Paul David Tripp, *Dangerous Calling: Confronting the Unique Challenges of Pastoral Ministry* (Wheaton: Crossway, 2012), 119, ProQuest Ebook Central.

<sup>5</sup> Kary Zarate, Daniel M. Maggin, and Amanda Passmore, “Meta-Analysis of Mindfulness Training,” *Psychology in the Schools* 56, no. 10 (2019): 1700, <https://doi.org/10.1002/pits.22308>.

<sup>6</sup> Timo Saloviita and Eija Pakarinen, “Teacher Burnout Explained: Teacher-Student and Organization-level Variables,” *Teaching and Teacher Education* 97, (2021): 1, <https://doi.org/10.1016/j.tate.2020.10322>.

<sup>7</sup> Ibid.

<sup>8</sup> Timo Saloviita and Eija Pakarinen, “Teacher Burnout Explained,” 97.

## Statement of Purpose

The implementation of a course which instructs future Christian music educators on how to apply biblical principles to their teaching based on Christian leadership literature such as “Lead” by Paul David Tripp and “Learning to Lead Like Jesus” by Boyd Bailey, may strengthen the music education curricula of faith-based universities.<sup>9</sup> For Christian teachers to be most impactful in their role and to reflect Jesus’ teachings in their instruction, it is essential that they integrate examples from the Bible into their own leadership strategies. This curriculum will assist Christian music education students in learning to incorporate biblical examples of teaching and leadership into their classrooms.

Music education, and education in general, is a form of leadership. While pastors lead their congregation to work towards the goal of growing in their relationship with the Lord, Christian music educators guide their students with the intent of reaching proficiency in musical skills and understanding. To take this a step further, Christian music educators are trusted to lead their students in a way that embodies Jesus’ own life and follows the guidelines for leadership that Scripture provides. Throughout the Bible, Jesus is often referred to as “teacher” by His disciples and followers. Of the 90 times that Jesus was referred to directly in the gospels, 45 times he was addressed as “teacher.”<sup>10</sup> For Christians, Jesus was an example of what it looks like to be an impactful teacher. Christian music educators may improve their happiness and fulfillment in teaching by implementing biblical principles into their instructional approach.

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<sup>9</sup> Paul David Tripp, *Lead: 12 Gospel Principles for Leadership in the Church*. (Crossway, 2020), 9; Boyd Bailey, *Learning to Lead Like Jesus: 11 Habits to Help You Serve, Inspire, and Equip Others*, (Eugene, OR: Harvest House Publishers, 2018), 2768, Kindle.

<sup>10</sup> Charles B. Williams, “Jesus as a Teacher,” *Review and Expositor* 8, no. 1 (1911): 63, <https://doi.org/10.1177/003463731100800105>.

Through this course, future Christian music teachers will be trained to prioritize matters of the soul, develop healthy spiritual habits, address issues that lead to burnout in music education, and prepare a plan for thriving spiritually as a music educator. By studying the essential guidelines for Christian leadership as discussed in “Lead,” and developing a groundwork for spiritual wellness, future Christian music educators will be equipped to teach students impactfully and feel fulfilled in their vocation, ultimately leading to longevity in the field and enhanced learning outcomes for students. If Christian music educators are flourishing in the classroom because of their own spiritual wellness, music students will be inspired to continue the pursuit of their craft and be encouraged in their walk with Jesus.

#### Significance of the Study

A course for directly applying Christian leadership principles to music education would be beneficial for students who are studying with the intent of receiving a music education degree at a Christian university. The principles reviewed in this curriculum are not only beneficial to those who hope to someday teach at a Christian school, but also apply to those who will be employed by public institutions because the tools and principles learned are largely focused on the examination of the individual’s spiritual health. These lessons encourage educators to integrate principles found in Jesus’ example of leadership into their teaching philosophy and continue growing in their own spiritual wellness. The implementation of Christian leadership principles into a music education curriculum could positively affect the future of music education by providing prospective Christian educators with the tools they need to have impact as they lead through a biblical perspective

In this curriculum project, music education students will be made aware of the various obstacles they may encounter if they do not protect and invest in their own spiritual health, while

preparing them with the tools necessary for leading their students with the inspiration and example found in the teachings of Jesus Christ in the gospel. This course will also prompt music education students to analyze their own leadership styles and the issues they are susceptible to, followed by ways to avoid burnout from them. At the end of this course, students will be able to distinguish the various ways that educators may become susceptible to burnout and failure and create habits to avoid it. Through the application of worship leadership guidelines to music education, teachers will be instructed to prepare a plan for staying spiritually strong as they develop young musicians through the lens of biblical leadership. Students will examine literature written by Christian leaders such as Paul Tripp, Boyd Bailey, and Lance Witt, which will assist them in identifying the principles of a healthy leader from a Biblical perspective and preparing to lead in music education with spiritual health in mind.

#### Research Question and Sub Questions

The overarching questions that this curriculum aims to answer is “Which Biblical leadership principles should be considered to empower music educators and improve their well-being?” and “How does one apply the leadership principles displayed throughout the gospels to the field of music education?” Within that question, this course will answer the sub-questions of “Why is it important for Christian music educators to invest in their spiritual health?” and “How will this leadership approach assist Christian music educators in having an impact on their students?” The answers to these questions will provide future Christian music teachers with the tools necessary to help maintain fulfillment in their profession, walk upright in heart, and ultimately, equip them to impact students not only in their musical skills, but also in their faith.

## Hypothesis

Students can be prepared for an impactful career in music education and inspire many developing musicians to continue growing in their craft, as well as their faith, if they implement the leadership principles taught in this course. The music education students who complete this course will be capable of evaluating their own strengths and weaknesses in teaching and be prepared to implement solutions for becoming a spiritually healthy leader. As they move forward in their education and eventually their aspiring careers, these teachers will be equipped to care for their spiritual wellness by understanding the leadership model found in the gospel. Educators will likely discover that they are better equipped to influence the spiritual wellness of students in both a Christian and secular setting through the biblical principles explored in this course.

## Definition of Terms

**Christian leadership principles** refer to the foundational framework outlined in the Bible for Christians who maintain a role which makes them responsible for guiding others in various capacities. These principles may be applied to anyone who is in a leadership role – whether that is in the church or another occupation such as music education. The guidelines listed throughout this project have been proven to be quintessential for the success of worship leaders within the church, and the research summarized is intended to demonstrate how they may apply and improve the work of a music educator.

**Spiritual wellness** is a term used throughout this project to describe the state of an individual's relationship with God and how closely their lifestyle follows the concepts defined in the Bible. The term can be broken down into two parts: *spiritual*, which is “relating to religion or religious belief” and *wellness* which refers to “the state of being in good health, especially as an actively pursued goal.” Throughout this curriculum, this phrase is used to assist Christian music educators in measuring and improving various leadership characteristics and tendencies. This paper will also discuss the ways faith-led music educators may combat burnout and emotional stress by paying attention to their spiritual wellness and assisting them in sustaining a successful career in teaching.

## CHAPTER TWO: LITERATURE REVIEW

Existing literature presents a myriad of principles to advise in the areas of leadership, spiritual wellness, music education, and worship leadership. Yet, the combination of these topics has not yet been thoroughly explored. All these areas must be examined individually before recommending a course for applying biblical principles of leadership to the field of music education. The various subjects that compose the bulk of this curriculum include the examination of worship leadership principles, the benefits of spiritual wellness for Christian music educators, merging biblical leadership principles and education, and using biblical leadership principles in a secular music education setting. “Lead,” by Paul David Tripp, is the primary resource used in this curriculum project as it identifies twelve essential principles for healthy Christian leaders.<sup>11</sup>

### The Examination of Worship Leadership Principles

A diverse collection of scholarly sources and ministry materials were referenced throughout this project to gather the most relevant biblical principles for leadership. Books and articles produced by pastors and leaders such as Paul David Tripp, Lance Witt, Dane Ortlund, Zac Hicks, and Bob Kauflin assisted in the construction of these guidelines. In “Worship Matters,” author, pastor, and musician Bob Kauflin “combines biblical foundations with practical application in a way that works in the real world.”<sup>12</sup> In this work, developing principles for Christian leaders involves setting boundaries and implementing balance in one’s life, forming a strong leadership community, and embracing the key to longevity.

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<sup>11</sup> Paul David Tripp, *Lead: 12 Gospel Principles for Leadership in the Church*. (Crossway, 2020), 1.

<sup>12</sup> Bob Kauflin, *Worship Matters: Leading Others to Encounter the Greatness of God* (Wheaton, IL: Crossway, 2008), 54, ProQuest Ebrary.

In the book “Pure Praise,” author Dwayne Moore dissected various principles for worship leadership that are taken directly from Scripture.<sup>13</sup> It inspires readers to examine the motivation for their work as a worship leader and compare it to the principles of the gospel, as well as their philosophy of worship leadership. It was written to guide leaders back to the foundations of worship found throughout Scripture and inspire them to praise the Lord through music in an authentic way. The book, “Pure Praise,” is used throughout this paper to encourage Christian music educators to lead from a genuine, pure heart for both their students and the Lord.

“Replenish: Leading from a Healthy Soul,” a book written by Lance Witt, outlines how ministry leaders should prioritize matters of the soul, develop healthy spiritual practices, address problems that lead to burnout, and create a healthy rhythm in their lives.<sup>14</sup> The goal of this resource is to offer ministry leaders who are overwhelmed or completely exhausted, with a plan to improve their spiritual health and provide relief. This curriculum utilizes “Replenish: Leading from a Healthy Soul” as it applies to Christian music educators through its’ emphasis on spiritual wellness and encouragement of leaders to focus on soul care for longevity and success.

### The Effects of Spiritual Wellness in Christian Music Educators

Individuals who work in school settings are known to be vulnerable to work-related stress and mental health issues. Data derived from Gallup-Health-Ways Well-Being Index found that “46% of teachers in K-12 settings report high levels of daily stress during the school year” which is similar to the level of stress which ‘nurses (46%) and physicians (45%) experience.’<sup>15</sup> This

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<sup>13</sup> Dwayne Moore, *Pure Praise: A Heart-Focused Bible Study on Worship*. (Loveland, CO: Group Publishing, Inc., 2009).

<sup>14</sup> Lance Witt, *Replenish: Leading from a Healthy Soul*, (Grand Rapids, MI: Baker Books, 2011).

<sup>15</sup> N. Lever, E. Mathis, and A. Mayworm, “School Mental Health Is Not Just for Students: Why Teacher and School Staff Wellness Matters,” *Report on Emotional & Behavioral Disorders in Youth*, 17, no. 1 (2017): 6.

amount of emotional and physical exhaustion negatively affects teachers' ability to interact with students enthusiastically and impactfully, as well as their longevity in the field. In urban districts, up to 70% of teachers leave within the first year of their career.<sup>16</sup> This article provided informed research and data necessary to support this project as it described the various levels and forms of stress that are encountered by educators regularly and the effects of this stress on their emotional wellness and teaching effectiveness.

When educators are experiencing these symptoms of burnout and stress, the students are affected as well in negative ways that impact their performance. The students' stress levels are influenced by the emotional and spiritual well-being of the teachers they most often interact with.<sup>17</sup> Although there are comprehensive wellness programs provided for the staff of many schools, there are often limited classes and availability, and very few that directly give attention to an educator's spiritual health. Although there are some resources for improving emotional wellness and stress management for teachers, they are still in need of support of spiritual wellness.

This course embraces various resources that defend the importance of mental health, with an emphasis on the dimension of health which includes spiritual wellness. Articles such as "Mental Health Advocacy for the Young Music Educator" by Brenna Ohrmundt informed the research portion of this project by sharing the effects of poor mental and emotional health on those who are in their first three years of teaching.<sup>18</sup>

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<sup>16</sup> N. Lever, E. Mathis, and A. Mayworm, "School Mental Health," 7.

<sup>17</sup> Ibid., 6.

<sup>18</sup> Brenna Ohrmundt, "Mental Health Advocacy for the Young Music Educator," *Overcoming Obstacles*, (2021): 43, <https://minds.wisconsin.edu/bitstream/handle/1793/82495/OhrmundtMental2021.pdf?sequence=1>.

There is a significant relationship found between psychology and one's spiritual life. The apostle Paul wrote in Philippians, "Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things. What you have learned and received and heard and seen in me—practice these things, and the God of peace will be with you" (Philippians 4:8-9). The culmination of 45 studies found that there is a "positive correlation between religious involvement and psychological well-being" in areas such as hope, finding purpose and meaning in life, life satisfaction, optimism, and happiness.<sup>19</sup> Therefore, if Christian music educators invest in their own spiritual wellness, they may become better equipped to combat the emotional stress that their vocation induces, and maintain satisfaction and joyfulness in their role.

### Merging Biblical Leadership Principles and Education

In recent years, there has been a change of perspective regarding the meaning of the term "vocation" for Christian individuals. A vocation is defined as "a divine call to the religious life."<sup>20</sup> Whether someone aspires to work in the church, the mission field, the marketplace, or a school, it is recently understood that all believers are called to do ministry. The article, "Integrating a Biblical Worldview into Bible College Teacher Education Programs," written by educator James E. Watson, states that Christian teacher education programs should produce their

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<sup>19</sup> Harold G. Koenig, *Religion and Mental Health: Research and Clinical Applications*, (London: Academic Press, an imprint of Elsevier, 2018), 150.

<sup>20</sup> Merriam Webster, s.v. "vocation (n.)," accessed July 22, 2022, <https://www.merriam-webster.com/dictionary/vocation>.

own curricula which reflects a biblical worldview rather than using curricula from state schools.<sup>21</sup> This resource reinforces the primary goal of this curriculum as it shares the various benefits for directly integrating and teaching through a biblical worldview. Christian music education programs would likely benefit from courses that are uniquely designed with a biblical worldview in mind because they are working towards the same goal of equipping Christian educators to be impactful in their teaching and point future students to Christ.

Biblical leadership principles are found throughout the Bible to provide believers with a model for how they should guide others. The book “Lead” by author and pastor Paul David Tripp, was the primary source used for this curriculum project to explain and apply many of these biblical principles to ministry leadership.<sup>22</sup> Tripp uses the examples found in Scripture, and specifically, of Jesus as seen throughout the gospels, as the basis for all the principles defined in his writings. The foundation of this course is dedicated to the twelve principles found in this book and how they may empower the Christian music educator. The principles are as follows: achievement, gospel, limits, balance, character, war, servants, character, restoration, longevity, and presence.<sup>23</sup> Although these principles are intended to develop those in ministry, they can be easily applied to the work and life of a music teacher because they focus on the spiritual health of a leader. Biblical leaders, at their very core, are intended to be teachers just as Jesus was referred to numerous times in the gospels as teacher. Many principles for leadership apply to both educators and pastors. For example, they are to be “motivated by a desire for self-improvement and self-verification, which allows them to be less defensive and more open to learning from

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<sup>21</sup> James E. Watson, “Integrating a Biblical Worldview into Bible College Teacher Education Programs,” *Christian High Education* 6, no 5. (2007): 360, <https://doi.org/10.1080/15363750701285842>.

<sup>22</sup> Tripp, *Lead*, 9.

<sup>23</sup> *Ibid.*, 10.

feedback and mistakes” and “create an authentic relationship with followers.”<sup>24</sup> By studying various biblical constructs found throughout Scripture, one may clearly see what authentic leadership should and should not look like and apply this to Christian music education.

### Using Biblical Leadership Principles in a Secular Music Education Setting

Although this curriculum is designed to benefit future music educators who will teach in a Christian environment, there are various ways to apply the principles outlined in this course to a secular setting. Prospective music educators who attend a Christian university may not have the goal of teaching in a faith-based program, rather, they may intend to teach in a public-school setting. It is important that this curriculum does not exclude those teachers and that they find ways to use what they learned throughout this course if they lead students in a secular environment. The article, “Christians Teaching in the Public Schools” supports this concept as it shares the various options for embracing one’s biblical perspective as a teacher while working in a public school.<sup>25</sup> In short, the article supports the goals of this project as it shares that one can incorporate biblical values and principles into their everyday teaching philosophy by growing spiritually, and therefore exemplifying the love, grace, and peace of Jesus in their work. Another source to support this point is drawn from “Transforming Faith: Teaching as a Christian Vocation in a Secular, Worldview-Diverse Culture,” an article written by Trevor Cooling.<sup>26</sup>

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<sup>24</sup> Bruce E. Winston, *Transparent and Authentic Leadership: From Biblical Principles to Contemporary Practices* (Palgrave Macmillan, 2021), 107, Kindle.

<sup>25</sup> James E. Schwartz, “Christians Teaching in the Public Schools: What Are Some Options?” *Journal of Education and Christian Belief* 2, no. 1 (1998): 57, <https://doi.org/10.1177/205699719800200106>.

<sup>26</sup> Trevor Cooling, “Transforming Faith: Teaching as a Christian Vocation in a Secular, Worldview-Diverse Culture.” *Journal of Education and Christian Belief* 14, no. 1 (2010): 19–32, <https://doi.org/10.1177/205699711001400104>.

Trevor uses this excerpt to argue that Christian teachers can and should draw on the resources of their faith in their work of leading, teaching, and learning.”<sup>27</sup>

The primary goal of this curriculum project is to guide Christian music teachers in their spiritual growth and give them ways to incorporate the leadership principles exemplified by the life of Jesus to their own teaching philosophy and strategies. Although there are courses regarding leadership for those going into ministry, it is rare to find a Christian leadership course specifically designed for the music educator with the intention of guiding them on how to maintain spiritual wellness and growth. Throughout this project, there are numerous resources used to support the importance of incorporating a course specifically for the spiritual wellness and growth of a music educator.

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<sup>27</sup> Trevor Cooling, “Transforming Faith,” 19-32.

## CHAPTER THREE: METHODOLOGY

### Introduction

This curriculum was developed through the examination of leadership resources developed by various Christian pastors, teachers, and leaders, as well as research completed in the field of music education as it intersects with Christian leadership principles. The foundation of this project was produced through a qualitative research method. This curriculum and the research completed on this topic was supported by the various opinions and resources curated by experts in the fields of both Christian leadership and music education. By forming a thorough understanding of the two subjects and defining where they intersect, it was concluded that principles found in Christian leadership can benefit a Christian music educator. Qualitative research relies primarily on direct human experiences with a goal of “understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences.”<sup>28</sup>

Research for this project was gathered through the study of scholarly literature, current music education curriculum, and the life of Jesus throughout the gospels. This curriculum project was designed to be a hybrid class that includes both regular in-person meetings and online assignments for those pursuing a degree in music education at a Christian University. This 12-week curriculum was formed through the application of research completed on both the role of the music educator and biblical principles for leadership. To enroll in this course, a student must have successfully completed “Foundations of Education,” “Introduction to Music Education,” and “Developmental Psychology.” Materials used in this class include various books such as

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<sup>28</sup> Michelle Butina, Suzanne Campbell, and Wendy Miller. "Conducting Qualitative Research Introduction." *Clinical Laboratory Science* 28, no. 3 (2015): 186.

“Lead” by Paul David Tripp, “Replenish” by Lance Witt, and “Learning to Lead Like Jesus” by Boyd Bailey, access to a computer with basic audio/video output equipment, internet access, an account with Canvas, and Microsoft Word.<sup>29</sup> Upon successful completion of this course, students will be equipped to describe the biblical principles that empower a Christian music educator, explain the benefits of investing in spiritual wellness, apply the principles and tools discussed in this course to their own leadership strategies and philosophy, distinguish various strategies for spiritual wellness, and prepare a plan for embracing spiritual wellness as they pursue a role in music education.

### Type of Methodology

This qualitative study was completed by researching a biblical approach to leadership in the church and the needs of Christian music educators to craft a curriculum that uses Scripture, and specifically Jesus as seen throughout the gospels, to model leadership principles and provide future music educators with the tools needed to apply these principles to their own teaching philosophy. Through the examination and sifting of numerous scholarly sources, the most effective principles for leadership in Christian music education were defined and incorporated into this curriculum. Thus, the qualitative research method employed by this project involved the analysis of existing resources about leading from a biblical perspective, how to grow in relationship with Christ, the example of Christ’s leadership, how to prioritize matters of the soul, the examination of worship leadership principles, the benefits of positive spiritual wellness on Christian music educators, how faith impacts the mind, and the common issues that music

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<sup>29</sup> Paul David Tripp, *Lead: 12 Gospel Principles for Leadership in the Church*. (Crossway, 2020), 1; Lance Witt, *Replenish*, 1; Boyd Bailey, *Learning to Lead Like Jesus: 11 Habits to Help You Serve, Inspire, and Equip Others*, (Eugene, OR: Harvest House Publishers, 2018), 1, Kindle.

educators encounter. The outline and foundation of this curriculum project, “Biblical Principles to Prevent Burn-Out for the Music Educator Based on Paul Tripp’s Book, “Lead,” was produced through the qualitative research described in this paper.

### Research Questions and Hypothesis

The central research questions addressed throughout this study are:

RQ1: Which Biblical leadership principles should be considered to empower music educators and improve their spiritual well-being?

RQ2: How does one apply the leadership principles displayed throughout Scripture, and specifically, the gospels, to the field of Christian music education?

RQ3: Why is it important for Christian music educators to invest in their spiritual health?

RQ4: How will this leadership approach assist Christian music educators in having an impact on their students?

The hypotheses for this study are:

H1: The Biblical leadership principles that should be considered to empower music educators and improve their spiritual well-being include the principles of achievement, grace, limits, balance, character, warfare, servanthood, candor, identity, restoration, longevity, and presence.

H2: A Christian music educator incorporates the example of leadership displayed in Scripture and specifically, Jesus in the gospel, by embracing it as the foundation for their teaching strategies and personal leadership style, and intentionally focusing on his or her own spiritual wellness.

H3: Christian music educators should invest in their spiritual health because it better equips them to combat the emotional stress that their vocation induces, encourages them

to honor God through their teaching, and assists them in educating from a biblical worldview.

H4: This leadership approach may assist Christian music educators in impacting their students' as they inspire them to grow in their faith, learn to embrace their own spiritual wellness, and hopefully, are used by the Holy Spirit to guide students to Christ.

## CHAPTER 4: RESEARCH FINDINGS

### A Curriculum Design Based on the Principles from “Lead” by Paul David Tripp

The purpose of this curriculum project is to provide Christian music educators with a foundation of biblical principles for maintaining spiritual wellness and assist them in employing these concepts into their teaching strategy and philosophy. Through this curriculum, future music educators should be equipped to develop in their own spiritual wellness. This emphasis on spiritual growth may provide them with a renewed spirit as they are taught about the *fruits* of the spirit, therefore, best equipping them to lead their class with impact and longevity. In Galatians, Paul writes that “the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law” (Galatians 5:22-23).

Many of the leadership principles included throughout this curriculum teach about *how to lead*, not *what to teach*, making the topics in this class easily applicable to a public-school music teacher. For example, one of the principles taught in this course is, “character is more important than strategies.”<sup>30</sup> This statement can be incorporated into a public-school music educator’s teaching philosophy. According to Paul in the book of Romans, the life and work of any Christian should not only be shaped by the individual’s gifts, experience, personality, skill, vision, or strategy, but most importantly by his or her values: “Do not conform to the pattern of this world but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—His good, pleasing, and perfect will” (Romans 12:2). Therefore, it is so important for a Christian teacher to continuously evaluate him or herself and ask the

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<sup>30</sup> Tripp, *Lead*, 95.

question “Is what matters most to God what matters most to me?”<sup>31</sup> To best avoid leadership failure in a Christian or public-school setting, music teachers must remain strong in their foundational, biblical values. Above everything that God desires to see in a leader, he values character (1 Timothy 3:1-7). Therefore, a music educator with Christian values should be especially motivated to lead with character, model what is important to God, and encourage his or her students to do the same.<sup>32</sup> Knowing the ways that spiritual wellness and biblical principles apply to those who teach in a secular setting may be beneficial as some Christian teachers may work in this environment. While the opportunity may be limited for a public school music educator to speak about Jesus or the Bible explicitly to influence students, this curriculum includes some information on how to implement these concepts into secular music education without mentioning the name of Jesus or any Scripture explicitly.

This curriculum was designed for the purpose of developing a foundation for future Christian music educators to embrace spiritual wellness by prioritizing matters of the soul and answer the research question, “Which Biblical leadership principles should be considered to empower music educators and improve their well-being?” In addition, this curriculum design will answer three sub-questions, “How does one apply the leadership principles displayed throughout Scripture, and specifically, the gospels, to the field of Christian music education?”, “Why is it important for Christian music educators to invest in their spiritual health?”, and “How will this leadership approach assist Christian music educators in having an impact on their students?”

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<sup>31</sup> Tripp, *Lead*, 102.

<sup>32</sup> *Ibid.*, 104.

Biblical Leadership Principles Which Empower the Christian Music Educator Based on  
Principles Found in “Lead” by Paul David Tripp

Throughout the Word of God – specifically the gospels - there are numerous instructions on how to lead well. The teachings on leadership derived from Scripture are beneficial to the success and impact of any pastor or ministry director. Although these principles are often related directly to those who work in church ministry, they are meant to apply to all forms of leadership. The outline found in the Bible for leadership may be applied to roles outside of the worship service such as “visionary, teacher, evangelist, artist chaplain, or team leader.”<sup>33</sup> Christian music educators may integrate the leadership principles found in Scripture into their work with students in the classroom, as well as their own spiritual wellness. Throughout this course, various leadership principles explained through research and studies completed by theologians and pastors will be examined and applied to the life and work of a Christian music educator.

This course includes principles found in Paul Tripp’s book, “Lead,” which was the primary inspiration for this course. There are twelve of them as follows: achievement, gospel, limits, balance, character, war, servants, candor, identity, restoration, longevity, and presence.<sup>34</sup> Each of these principles were taken directly from the Bible and are suggested for use in ministry leadership, but they may be beneficial to the role of the music educator as they strive to maintain spiritual wellness. Overall, these twelve principles are referred to as “leadership-community gospel principles” because Jesus as seen in the gospels is deeply relational.<sup>35</sup>

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<sup>33</sup> Zac M. Hicks, *The Worship Pastor: A Call to Ministry for Worship Leaders and Teams* (Zondervan, 2016), 35, ProQuest Ebrary.

<sup>34</sup> Tripp, *Lead*, 10-11.

<sup>35</sup> *Ibid.*, 30.

“Achievement,” the first principle to be examined in this course, states that “achievement becomes dangerous when it... controls the definition of leadership, tempts leaders to see people as obstacles, and becomes the principal lens of leader self-evaluation.”<sup>36</sup> This chapter of the book shares how achievement – a good thing – can become a negative thing because it rules over a leader. In 1 Corinthians 3:7, Paul shares that “Neither he who plants, nor he who waters is anything, but only God who gives the growth” (1 Corinthians 3:7). This implies the Lord asks for faithfulness in every task; the rest is up to His plan and the power of His grace.

“Gospel” refers to the principle that “leaders must be committed to nurturing grace in one another’s lives.”<sup>37</sup> Throughout this section of the book, Tripp talks about the importance of good community – especially when hardships and difficulties enter one’s life. He shares the various ways that leaders who are called to the mission of sharing the gospel should surround themselves with a gospel-functioning community. Some of the ways he suggests doing this include finding a community of people who are nurturing, honest, humble, patient, forgiving, protective, and restorative.<sup>38</sup> A good example of a gospel-focused community is found in Hebrews 10:19-25, which states,

Therefore, brothers and sisters, since we have confidence to enter the Most Holy Place by the blood of Jesus, by a new and living way opened for us through the curtain, that is, his body, and since we have a great priest over the house of God, let us draw near to God with a sincere heart and with the full assurance that faith brings, having our hearts sprinkled to cleanse us from a guilty conscience and having our bodies washed with pure water. Let us hold unswervingly to the hope we profess, for he who promised is faithful. And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the Day approaching (Hebrews 10:19-25).

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<sup>36</sup> Tripp, *Lead*, 32.

<sup>37</sup> *Ibid.*, 50.

<sup>38</sup> *Ibid.*, 54.

Jesus “taught that men could and should know God as their Father, and as His children should walk and live in the light of His love; that they should recognize their fellowmen as brothers, and as such should love and help one another in all the relations of life.”<sup>39</sup> If Christian leaders are “ever going to lead those entrusted to our care to give their time, energy, and resources to the cause of the gospel ... we must function as a gospel community.”<sup>40</sup>

“Limits” encourages leaders to “recognize God-ordained limits of gift, time, energy, and maturity.”<sup>41</sup> For the success of a leader, he or she must resist the temptation of living outside of the limits that God has set in place. 1 Corinthians 12:12, Paul writes that one person is not responsible for all, saying, “Just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ” (1 Corinthians 12:12).

The limit of time entails the importance of spending time with family, resting, and spending one’s time with the Lord even as they are leading others in their spiritual walk. The limit of energy refers to the fact that both soul and physical body are connected, and no matter the passion for one’s work and leadership, there are physical limits of energy. Spiritual Maturity is limited, according to Tripp, because “every leader is a person in the middle of his own sanctification.”<sup>42</sup> Jesus taught that limits and boundaries are important because believers should make time to pray and grow their personal relationship with the Father. Before His Crucifixion, He limited His time and energy: “Then Jesus went with them to a place called Gethsemane, and he said to His disciples, “Sit here, while I go over there and pray” (Matthew 26:36).

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<sup>39</sup> Williams, “Jesus as a Teacher,” 63.

<sup>40</sup> *Ibid.*, 69.

<sup>41</sup> *Ibid.*, 70.

<sup>42</sup> Tripp, *Lead*, 83.

Similar to limits, Paul Tripp shares that “balance” is important in the “lives of leaders because the various callings in their lives are a vital contribution to their success.”<sup>43</sup> This chapter dissects the word “shalom,” meaning “everything is in its’ right place doing what it was meant to do, in the way God intended it to be done.”<sup>44</sup> This chapter shares that the Bible declares imbalances of the heart as idolatry. An example of this statement is found in Romans 1:23, 25:

[They] exchanged the glory of the immortal God for images made to look like a mortal human being and birds and animals and reptiles . . . They exchanged the truth about God for a lie and worshipped and served created things rather than the Creator—who is forever praised. Amen (Romans 1:23, 25).

Tripp goes on to explain that leaders’ lives get out of balance, not simply because of work commands or business, but because of the lack of balance in their hearts. Leaders, along with their leadership community, should always evaluate for imbalance to support their spiritual health. Some signs that a heart is out of balance include anger, workaholism, lack of commitment to a regular devotional life, and poor physical health.<sup>45</sup> Christian leaders and educators can look to the Holy Spirit to restore balance in their hearts and improve their spiritual wellness.

“Character” is a principle that refers to the idea that “a spiritually healthy leader and leadership community acknowledge that character is more important than structure or strategies.”<sup>46</sup> Tripp argues that what *God* says is important should be the *most* important to a leader and his or her leadership community. In 1 Timothy 3:1-7, God provides believers with instructions on what a Christian leader should look like:

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<sup>43</sup> Tripp, *Lead*, 86.

<sup>44</sup> *Ibid.*, 87.

<sup>45</sup> *Ibid.*, 97.

<sup>46</sup> *Ibid.*, 100.

Here is a trustworthy saying: Whoever aspires to be an overseer desires a noble task. Now the overseer is to be above reproach, faithful to his wife, temperate, self-controlled, respectable, hospitable, able to teach, not given to drunkenness, not violent but gentle, not quarrelsome, not a lover of money. He must manage his own family well and see that his children obey him, and he must do so in a manner worthy of full<sup>a</sup> respect. (If anyone does not know how to manage his own family, how can he take care of God's church?) He must not be a recent convert, or he may become conceited and fall under the same judgment as the devil. He must also have a good reputation with outsiders, so that he will not fall into disgrace and into the devil's trap (1 Timothy 3:1-7).

According to these verses, God desires for His leaders to have good character. Tripp states that “leaders who have character lead with character, model what is truly important, and encourage the same in others.”<sup>47</sup> Christian music educators should be an example of godly character to most impactfully lead their students as it will inspire them in both music and moral practices. In the book of Matthew, Jesus shared that believers should “let [their] light shine before others, so that they may see [their] good works and give glory to [their] Father who is in heaven” (Matthew 5:16). The goal of a music teacher is not only to assist students in building knowledge and musical skill, but to become a positive influence on society and a light in this dark world.

The sixth principle that Tripp discusses in his book is “war.” This refers to the belief that “it is essential to understand that leadership in any gospel ministry is spiritual warfare.”<sup>48</sup> Ephesians 6:12 heeds this warning to believers: “For our struggle is not against flesh and blood, but against the rulers, against the authorities, against the powers of this dark world and against the spiritual forces of evil in the heavenly realms” (Ephesians 6:12). The Scriptures include much about spiritual warfare and ways to combat it. Paul warns believers in the book of Ephesians that they should take up the armor of God to stand firm amid this spiritual battle: “Finally, be strengthened in the Lord and in the strength of his power. Clothe yourselves with the

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<sup>47</sup> Tripp, *Lead*, 104.

<sup>48</sup> *Ibid.*, 115.

full armor of God, so that you will be able to stand against the schemes of the devil” (Ephesians 6:10-11). Spiritual warfare is a biblical reality that is clearly present throughout the narrative of Scripture.

The leadership principle, “servant,” is most evident in the life of Jesus as seen throughout the gospels. Tripp shares that “a call to leadership in the church is a call to a life of willing sacrifice and service.”<sup>49</sup> The book of Mark states, “Anyone who wants to be first must be the very last, and the servant of all” (Mark 30:35). Jesus shared this concept with His disciples numerous times throughout the gospels and emphasized the importance of leaders possessing the heart of a servant. Tripp shares that “as a leader, you are not called to mastery; you’re called to servanthood. The master who called you did not live the entitled life of a master but the life of a suffering servant.”<sup>50</sup> An example of Jesus living out this statement is found in Luke as He talks to the Father saying, “Nevertheless, not my will, but yours, be done” (Luke 22:42). Jesus came to the earth *to serve*, rather than *be served*, so music educators should lead in the same way.

According to Paul Tripp, “candor” describes the Scripture-based principle which states “a spiritually healthy leadership community is characterized by the humility of approachability and the courage of loving honesty.”<sup>51</sup> Because biblical Christianity is so relational, Tripp warns that no one can live outside of the essential ministries of the body of Christ and maintain spiritual wellness. He says, “no one is so spiritually mature that he is free from a need for the comfort, warnings, encouragement, rebuke, instruction, and insights of others. Everyone needs partners in

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<sup>49</sup> Tripp, *Lead*, 128.

<sup>50</sup> *Ibid.*, 137.

<sup>51</sup> *Ibid.*, 144.

their struggles.”<sup>52</sup> According to Scripture, God asks for all believers to be open and honest with Him in prayer, but also to “confess your sins to one another and pray for one another, that you may be healed” (James 5:16). Jesus exemplified biblical community Himself through fellowship with the disciples: “And when day came, He called His disciples to Him and chose twelve of them, whom He also named as apostles” (Luke 6:13).

The principle of “identity” refers to the statement that “where leaders look for identity always determines how they lead.”<sup>53</sup> He shares his opinion that “there may be no more important and life-shaping interpretation that human beings make than identity.”<sup>54</sup> A New Testament example of the importance of identity is found in 2 Corinthians 5:17: “Therefore, if anyone is in Christ, he is a new creation. The old has passed away; behold, the new has come” (2 Corinthians 5:17). Paul reminds Christians in Galatians that “There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus” (Galatians 3:28). All the wonderful components of being a teacher may be distracting, causing an individual to think that teaching is *who they are* rather than *what they do*, but it is important for Christian music educators to remember that their identity is found solely in Christ.

Principle ten of Paul Tripp’s book can be summed up in one word: “restoration.” This means, “if a leadership community is formed by the gospel, it will always be committed to a lifestyle of fresh starts and new beginnings.”<sup>55</sup> Tripp used the story of redemption found in the book of Jonah and the people of Nineveh as an example of biblical restoration. God continued to

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<sup>52</sup> Tripp, *Lead*, 148.

<sup>53</sup> *Ibid.*, 176.

<sup>54</sup> *Ibid.*, 177.

<sup>55</sup> *Ibid.*, 176.

meet Jonah with restorative grace and led him to confession and repentance. Christian music educators, according to Scripture, are suggested to “engage in the process of confession, repentance, and forgiveness,” and encourage this in the lives of their students.<sup>56</sup>

According to Tripp, “Longevity” is “always the result of a gospel community.” A picture of spiritually mature leadership community is painted clearly in 2 Corinthians 4:7-12 as it says,

But we have this treasure in jars of clay to show that this all-surpassing power is from God and not from us. We are hard pressed on every side, but not crushed; perplexed, but not in despair; persecuted, but not abandoned; struck down, but not destroyed. 10 We always carry around in our body the death of Jesus, so that the life of Jesus may also be revealed in our body. For we who are alive are always being given over to death for Jesus’ sake, so that his life may also be revealed in our mortal body. So then, death is at work in us, but life is at work in you (2 Corinthians 4:7-12).

If leaders are surrounded by a community of believers who encourage them towards ongoing growth in maturity and spiritual wellness, they may be infused with humility, grace, and courage to finish the race well. Whether they work at a public or parochial school, it is important for music educators to find a like-minded leadership community that supports them in their walk with the Lord.

The final principle, “presence,” proclaims that “you will only handle the inevitable weakness, failure, and sin of your leaders when you view them through the lens of the presence, power, promises, and grace of Jesus.”<sup>57</sup> This means that as a leader, one should view the mistakes of those guides with grace and compassion, knowing fully and humbly that God receives the glory of all their own success. Romans 11:36 powerfully states that, “From Him [Jesus] and through Him and to Him are all things. To him be glory forever. Amen” (Romans 11:36).

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<sup>56</sup> Boyd Bailey, *Learning to Lead Like Jesus: 11 Habits to Help You Serve, Inspire, and Equip Others*, (Eugene, OR: Harvest House Publishers, 2018), 2768, Kindle.

<sup>57</sup> Tripp, *Lead*, 208.

Christian music educators should not “let selfishness and prideful agendas take over,” rather, they should embrace “true humility, and life [their] heads up to extend love to others.”<sup>58</sup>

In addition to these twelve concepts, there are numerous others briefly discussed throughout this course that may be beneficial to the spiritual wellbeing and work of a Christian music educator. The eleven additional principles mentioned are derived from “Learning to Lead like Jesus,” by Boyd Bailey, which teaches Christian leaders to exercise humility, love, accountability, relationships, teachability, discipline, gratitude, generosity, forgiveness, encouragement, and faithfulness.<sup>59</sup> These principles may be beneficial to those who are continuing to grow in their leadership as believers through the guidance of the Holy Spirit, the wisdom of the Father, and the encouragement of the Son. These eleven principles of an impactful, spiritually healthy leader are intertwined in the teachings and lesson plans of this curriculum. Throughout this course, music educators will learn how to utilize and embrace various biblical principles for leadership and how to integrate their Christian beliefs into their everyday life and teaching.

#### Applying Christian Leadership Principles to Music Education

Now that the biblical principles discussed in this course have been briefly summarized, it is essential to display how they will directly relate to the spiritual health and work of a Christian music educator. The overall theme relating the two fields of ministry and music education is the direct correlation between remaining spiritually well and embracing the guidelines for leadership that are evident throughout the New Testament. According to Watson’s article, “many forms of

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<sup>58</sup> Bailey, *Learning to Lead Like Jesus*: 344.

<sup>59</sup> Ibid.

leadership may improve by using models of authentic leadership within their main leadership focus,” including that of music education leadership.<sup>60</sup> Scripture has outlined various guidelines for leadership and spiritual wellness that may be applied to the role of the Christian music educator.

A biblical worldview refers to not only biblical theology, but also the useful and accurate interpretation of reality which is integrated into life and knowledge through the lens of Scripture. The Bible is meant to guide all Christians in the conscious development of their souls and the way they live their lives, thus making it necessary that the leadership framework outlined in Scripture should be applied to all *forms* of leadership. A biblical worldview should “have direct implications for the approach to education as it relates to the mission of education, the outcomes sought, the role of the teacher, the nature of the learner, how we define the teaching-learning process, how curricula are developed, the content they contain, and administrative structures.”<sup>61</sup> A biblical worldview should pervade the curriculum for music teacher education throughout every class, but it is imperative that educators receive specific instructions on how to apply theological principles into their teacher philosophy and strategies.

The in-depth study of principles found in “Lead,” begins with “achievement,” and it is useful to Christian music educators as it encourages them to maintain their security and identity from the Lord, rather than by their success or failure as a teacher. It may be tempting for Christian music educators to feel discouraged by their students’ weaknesses in class, but if they define their success by their faithfulness to their job and relationship with Jesus rather than the

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<sup>60</sup> Watson, “Integrating a Biblical Worldview,” 360.

<sup>61</sup> *Ibid.*, 363.

results they achieve, they are better equipped to maintain a positive outlook in their career and promote spiritual wellness.

“Gospel” is important to those who work in the field of Christian music education because as leaders, they face difficulties, destruction, and exhaustion as they walk through their own struggles and stand by students as they walk through life’s trials. It may prove beneficial that music educators have “healthy leadership communities, which leave a legacy of long-term gospel productivity, and have longevity and fruit because they are, at their core, communities of grace.”<sup>62</sup> Christian teachers may choose intimacy over isolation for the benefit of having their own nurturing support system, as well as the opportunity it provides for them to better understand others, and to lead in the most impactful way.

Christian music educators may often struggle with the concept of “limits.” They may feel the pressure to use their musical and teaching gifts through every outlet possible, but that is not always beneficial for them. One of these limits refers to setting boundaries with teachers and students. One should not feel guilty about setting limits or boundaries. Music educators are not required to fulfill every need in a student’s life; they are only required to use the gifts that the Lord blessed them with and respect the limits that He designed to protect them. They do not have to fear limits because “God doesn’t send us out on our own; where He sends us, He goes too. We do not have to curse our weaknesses because our weaknesses are a workroom for His grace.”<sup>63</sup>

Maintaining “balance” in the life of a Christian music educator is essential for securing spiritual wellness. According to Tripp, a Christian music teacher’s heart should be in balance as

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<sup>62</sup> Tripp, *Lead*, 54.

<sup>63</sup> *Ibid.*, 73.

he or she leads students in both musical and spiritual instruction.<sup>64</sup> Examples of this may look like a teacher who “cares more about living and leading in a way that pleases God than gaining the praises of those around him or her,” leads from a spirit of generosity with a willingness to spend extra energy and efforts to assist students, and leaves students feeling empowered, loved, and nurtured.<sup>65</sup>

The fifth principle, “character,” is important for Christian music educators because it directly influences the impact they make on their students as they inspire the love and grace of Jesus in their lives. God requires good character for His leaders. Every leadership community, including Christian music educators, must recognize that there are many competing and conflicting motivations behind one’s work and performances, and that there is an urgency to inform and expect good character above results.

“War” is a principle that heeds a warning to ministry leaders about the spiritual battle going on around them, but this fight exists in the lives of all believers. Christian music educators may engage in the spiritual war that surrounds them both in their own walk with God and in the classroom. Scripture advises that these leaders protect themselves with the armor of God, possess and prepare to defend with the divine tools that the Savior provides, and remain alert about the ongoing spiritual warfare that surrounds them.

“Servants” is a principle for leadership that Jesus modeled throughout His life as seen in the gospels. Galatians 5:13 says, “Serve one another humbly in love” (Galatians 5:13). The New Testament expresses that a life of service is a life of love. Faith-believing music teachers must embrace the same humble life of service as they strive to put others first, creating an empowering

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<sup>64</sup> Tripp, *Lead*, 73.

<sup>65</sup> *Ibid.*, 93.

learning environment that inspires musical and spiritual growth. Music educators may develop a culture of service within the classroom by modeling it in their instruction and teaching about the importance of putting others first, loving them genuinely, and treating them with compassion. The spiritual wellness of music educators is reliant on this commitment to servanthood because it is a tool that the Lord uses to free one from selfishness and find joy in leading, teaching, inspiring others in music and learning to love like Jesus.<sup>66</sup>

Maintaining “candor” is essential for promoting spiritual wellness in a music education classroom as it assists students and teachers in freely communicating feedback and questions regarding music and spiritual life. Christian music educators may face a variety of struggles that can leave them feeling empty in their mission field, so it is important that they possess a teachable heart and find a community that is willing to support them with candor. A teachable heart “is positioned to receive truth and learns the ways of God.”<sup>67</sup>

Christian music educators may struggle with the concept of “identity” as they seek affirmation in their own talents and gifts, the performances of their music students, or the amount of people they inspire to grow in their walk with the Lord. There are endless places for people to misplace their identity, and “wherever [they] look for identity will then exercise rulership over [their] heart and, in so doing will direct the way [they] live their life.”<sup>68</sup> According to this, finding identity in Jesus is suggested to strengthen one’s relationship with God, provide confidence and awareness, and in teachers specifically, improve resilience.

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<sup>66</sup> Bailey, *Learning to Lead Like Jesus*: 631.

<sup>67</sup> *Ibid.*, 670.

<sup>68</sup> *Ibid.*, 194.

There are six tenets of identity construction: identity continuity, personal uniqueness, confidence and being in control over one's life, personal worth, feelings of closeness and acceptance by others, and finding a significance and purpose in one's life.<sup>69</sup> Recent qualitative research studies suggest that "personal faith and religiosity may contribute to identity maintenance processes by responding to these six underlying tenets of identity construction in a way that these cannot be undermined, providing a positive outlook on oneself even in times of distress and trouble."<sup>70</sup> For Christian music educators, finding identity in Christ may be beneficial for longevity, spiritual wellness, and the lessening of overall work-related stress.

"Restoration" may be an important principle for the Christian music educator because as leaders, there is always a possibility of failure in both the classroom, and one's walk with God. Teachers unfortunately engage in sin in their own lives and encounter it in the lives of their students, so it is important they understand the restorative heart of The Redeemer and how that translates in their teaching philosophy. For example, if a young student breaks a classroom rule such as calling another student an inappropriate name, it is important that the music educator not only executes the reprimand, but also exercises restoration and grace. The music educator may do this by making the student sit in time out for five minutes, then bringing him or her back to the activity after kindly and patiently communicating the problem with them. For younger students, restoration could simply mean reacting in a gentle manner and helping the student understand what he did wrong. Faith-based music educators, just like other Christians, should be

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<sup>69</sup> Rita Phillips, "Teachers' Faith, Identity Processes and Resilience: A Qualitative Approach," *British Journal of Religious Education* 43, no 3 (2021): 318, <https://doi.org/10.1080/01416200.2021.1891860>.

<sup>70</sup> Phillips, "Teachers' Faith," 319.

supported by a community of leaders that “turn towards them with grace that take both sin and restoration seriously.”<sup>71</sup>

For Christians, music education can be viewed as a mission field or a ministry. They are responsible for not only encouraging students in honing their musical skills, but they are also tasked with the weight of assisting them as they mature in Christ. Because of the burnout and work-related stress that occurs in the life of a music educator, the principle of “longevity” is important to embrace. To improve longevity in the field of music education, Christians need “the ministry of other leaders to grow to the kind of maturity that will allow [them] to lead well over the long term and end well.”<sup>72</sup>

The final principle discussed in this course is “presence,” which refers to the presence of Jesus. In order to face the trials of life one may encounter, it is advised that every Christian music educator should embrace and understand that “God’s presence is their hope, God’s presence is their confidence, God’s presence is their refuge, God’s presence is their courage, God’s presence calls them to humility and dependency, and God’s presence is their constant motivation to continue.”<sup>73</sup> By doing this, and embracing a leadership community that encourages them to walk through life with this perspective, Christian music educators may discover that they are better equipped to lead from a biblical worldview and in turn, positively impact their students’ faith.

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<sup>71</sup> Tripp, *Lead*, 189.

<sup>72</sup> Tripp, *Lead*, 194.

<sup>73</sup> *Ibid.*, 220.

## The Importance of Spiritual Health in Music Education

It is common for teachers to experience exhaustion and burnout because of their job, causing many people to experience symptoms and consequences such as “emotional numbing, feeling ‘shut down’, loss of enjoyment, lack of energy, a sense of cynicism, increased absenteeism, greater problems with boundaries, and difficulty making decisions or making poor decisions.”<sup>74</sup> Music educators have reported sources for this stress to be a “lack of training, administrative support, appropriate funding, an overwhelming workload, long hours, and challenging classroom situations” which lead to burnout and eventually impact the educator negatively, causing adverse student outcomes and possible teacher attrition.<sup>75</sup> It may be beneficial for future music educators take deliberate action to protect themselves from stress and burnout. For Christians, the answer is faith.

Special attention to spiritual wellbeing has been shown to play a crucial role in the development of resilience in educators as a personal, Christian faith has been revealed to have a positive effect on coping with work-related stress.<sup>76</sup> A research study conducted by Rita Phillips and the British Journal of Religious Education suggests that “particularly in times of conflict and distress, teachers’ faith and religiosity allowed them to de-escalate conflicts” because they “applied the principles of their personal beliefs” and “understood their occupation as a vocation and anticipated having a divinely created personality that shielded them from overwhelming

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<sup>74</sup> Lever, Mathis, and Mayworm, “School Mental Health,” 6.

<sup>75</sup> Christa Kuebel, “Health and Wellness for In-Service and Future Music Teachers: Developing a Self-Care Plan,” *Music Educators Journal* 105, no. 4 (2019): 52, <https://doi-org.ezproxy.liberty.edu/10.1177/0027432119846950>.

<sup>76</sup> Phillips, “Teachers’ Faith,” 310.

conflict-related distress.”<sup>77</sup> As the educators were placed in severe student-teacher conflicts, it was found that every participant in the study used their faith and beliefs to calmly manage the confrontation. One example of this was an authority issue caused by a student’s distaste towards women:

“I said that the break was over, but Joseph did not listen to me. He stood on his chair and started to jump from one table to another. I asked him to sit down in a friendly and calm way. But he said that he doesn’t need to listen to me because I am a woman. When I tried to calm him down and tried to take his hand, he spat at me and kicked me. [...] I tried to endure this humiliation as Christ did. After some time, Joseph calmed down and he sat down. We discussed his behavior and I explained which consequences this will have. I also invited his parents, and we discussed a way forward.”<sup>78</sup>

Overall, the participants were found to manage their stress and maintain a positive outlook on their role as an educator because the framework of their personal identity was grounded in Christ.

Developing and implementing a plan for spiritual wellness may help prevent negative outcomes and experiences for music educators during exceedingly high times of stress. Special attention to and discipline in the Christian faith could offer structure, a community of people to support one another, and the assurance of one’s identity found outside of himself. In a study done by sociologists Morgan Green and Marta Elliot, research indicated that “people who identify as religious tend to report better health and happiness.”<sup>79</sup> Therefore, it may be beneficial for Christian music educators to combat stress, burnout, and the difficulties of their job by investing in their spiritual wellness.

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<sup>77</sup> Phillips, “Teachers’ Faith,” 310.

<sup>78</sup> Ibid., 311.

<sup>79</sup> M. Green and M. Elliott, “Religion, Health, and Psychological Well-Being,” *Journal of Religion and Health* 49, (2010): 149, <https://doi.org/10.1007/s10943-009-9242-1>.

## The Impact of Spiritually Healthy Educators on Students

When a Christian educator embraces spiritual wellness and implements biblical principles into their teaching strategies and philosophies, students may be inspired to grow in their faith. The positive example of Biblical leadership in students' lives may encourage them to embrace godliness and desire to live a life that follows God's will. In a Christian school setting, music educators can explicitly teach through the lens of Scripture and overtly apply biblical principles in their daily interactions with students. They may have many opportunities to discuss the lyrics of Christian songs with their students, quote Scripture, and use their curriculum to teach students what it means to be a Christian. Ultimately, a Christian educator may inspire students to become believers by committing their lives to Christ.

Because some Christian educators may teach in secular environments, it may be beneficial to know how one may apply these principles under these circumstances. In a secular school setting, Christian educators may also impact spiritual lives of their students, but they must do so in a more implicit way. Throughout His life on earth, Jesus taught in parables which illustrated moral and spiritual lessons without explicitly speaking in "Christian" terminology. Some examples of this include the Good Samaritan, the Ten Virgins, the Prodigal Son, and the Salt of the Earth. Although teachers may not be allowed to teach from Scripture explicitly, they may implement concepts from the Bible such as treating others as they would like to be treated. According to Scripture, Mark wrote, "You shall love your neighbor as yourself. There is no other commandment greater than these" (Mark 12:31).

For both environments, it is helpful for Christian educators to maintain spiritual wellness and embrace biblical principles for leadership because this firm foundation may allow them to be guided by the Holy Spirit to best handle challenges that occur in the classroom. Teachers in both

the Christian and public-school settings may embrace spiritual wellness and the application of biblical principles to witness to students both explicitly and implicitly within the classroom.

## CHAPTER FIVE: CONCLUSIONS

### Summary of Study

This study demonstrates the value of a curriculum which specifically instructs future music educators to implement biblical leadership principles into their teaching for the benefit of both their own spiritual wellness and the impact they have on their students' faith. The information presented throughout this study examines the relationship between spiritual wellness and stress management, the effectiveness of positive spiritual wellness in music educators, and the various applications for biblical leadership principles in Christian music education. The content of this course is derived primarily from Paul Tripp's book, "Lead," with references to Boyd Bailey's book, "Learning to Lead like Jesus."<sup>80</sup>

### Summary of Purpose

The purpose of this thesis is to create a curriculum that would empower Christian music education students to integrate biblical examples of teaching and leadership into their anticipated classrooms and develop a plan for maintaining spiritual wellness. This curriculum provides Christian music education students with various plans for biblical leadership, longevity in the field, and spiritual growth. This course is unique because there are currently no resources available for Christian music education students that provide spiritual wellness guidance and directly apply biblical principles found throughout the Bible to the role of the music educator. Through the examination of various leadership studies, music education resources, and biblical teaching tools, the benefits of this curriculum is made evident. By combining various musical

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<sup>80</sup> Paul David Tripp, *Lead: 12 Gospel Principles for Leadership in the Church*. (Crossway, 2020), 1; Boyd Bailey, *Learning to Lead Like Jesus: 11 Habits to Help You Serve, Inspire, and Equip Others*, (Eugene, OR: Harvest House Publishers, 2018), 1, Kindle.

teaching and performing elements, discussions and debates, readings, and assignments, this curriculum outline provides Christian music education students with a practical, informative outline that may be proven useful from the beginning years of their career.

### Summary of Procedure

This thesis was produced through a qualitative research method which examined various resources curated by experts in the fields of both Christian leadership and music education on the topics of music education, biblical leadership, and spiritual health. This course was developed for private, Christian college music education programs. Primarily, this curriculum outline was created for future music educators who would like to teach in a Christian school, but it does not exclude those who aspire to work in a secular setting.

### Summary of Findings and Prior Research

The research completed for this curriculum project concluded that there are many biblical principles for leadership found throughout the Bible, but there are no resources available that directly relate these principles to the role of the music educator. By analyzing research on both biblical leadership and the needs of the Christian music educator, it was concluded that the spiritual wellness of those in this role may benefit from the integration of biblical principles in their life and work. The research done throughout this project supports the hypothesis that students will be better prepared for an impactful career in music education by putting into practice the teachings of biblical leadership found throughout the Bible. Numerous resources were used to confirm the hypothesis of this project by identifying the biblical leadership principles that may be considered to empower Christian music educators and improve their spiritual wellbeing, explaining the ways by which spiritual wellness affects the role of the music educator, and describing how the integration of these biblical leadership principles and attention

to spiritual wellness in the role of a music educator may benefit his or her students. This findings and research dissected in this study will assist future Christian music educators in caring for their own spiritual wellness and learning to lead with biblical principles in mind.

### Limitations

This study presented some limitations in research, primarily because there are no resources presently available that directly discuss the application of biblical principles for leadership to the role of the music educator. In addition to this, there are very few analyses on spiritual wellness in music educators as well as the ways by which this affects their students. Because there were not any studies available that directly researched and discussed the importance of spiritual wellness and biblical leadership in role of the music educator, it was difficult to prove with certainty the ways by which the topics discussed in this curriculum project will benefit the role of the music educator. Overall, the greatest hinderance to this project was the lack of books, articles, and other resources available on the various topics that were examined to support the hypotheses.

### Recommendations for Further Study

Because this study examined the benefits of investing in spiritual wellness and applying biblical principles to the role of the music educator, it would be helpful to delve deeper into the various leadership teachings found throughout the Bible and further clarify the principles that directly apply to the those in the role. This would be productive because there is very little research available for the ways by which a music educator gains from investing in spiritual wellness, and more support in this area would assist in better solidifying the hypotheses of this project. It may also be beneficial to include how burnout may eventually lead to moral failure in the life and work of a Christian music educator. Finally, further research should be done on the

similarities between worship leaders and Christian music educators because it may assist in clarifying the leadership principles necessary for improving spiritual wellness for those who are in both vocations.

### Implications for Practice

The research and conclusions found in this project are important to Christian music educators as it will assist them in their pursuit of an impactful career that encourages students to embrace music making while inspiring them to also grow in their faith. By implementing the tools needed to improve one's spiritual wellness and integrating biblical leadership principles into his or her teaching philosophy, Christian music educators may create deeper connections with their students and assist them in fostering a lifelong passion for music as an impactful educator with joyful endurance that lasts their entire career. The goal of this study is to encourage Christian music educators to embrace the principles the Lord provides in His Word to love *Him* better, love *students* better, and change the world one music student at a time as they embrace spiritual wellness.

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## APPENDICES

### Appendix A: Curriculum Project

## ***COURSE SYLLABUS***

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***NAME OF COURSE: BIBLICAL PRINCIPLES TO PREVENT BURN-OUT FOR THE MUSIC EDUCATOR BASED ON PAUL TRIPP'S BOOK, "LEAD"***

### **CONTACT INFORMATION:**

Professor: Mrs. Shannon Forester

Email: [slcleary@liberty.edu](mailto:slcleary@liberty.edu)

Office Hours: Monday-Thursday 8:00am - 10:00am

### **COURSE DESCRIPTION:**

Students study tools and resources for implementing biblical principles based on Paul Tripp's book, "Lead," into their music education philosophy and learn the importance of investing in their own spiritual health. Students will also be prompted to analyze their current leadership characteristics and be advised in how to grow as a teacher through the lens of the greatest leadership example: Scripture, and specifically, Jesus as seen throughout the gospels. "Biblical Principles to Prevent Burn-Out for the Music Educator Based on Paul Tripp's Book, *Lead*," will bring value to the field of music education as it promotes future teachers to care for their own spiritual wellness and lead with biblical principles in mind, which in turn encourages longevity in the field and improves overall leadership strategies.

### **RATIONALE**

In a time when music educators are leaving their careers due to various boundary problems and overall burnout, there is a growing need to inform them about caring for their own soul and applying a biblical foundation to their teaching philosophy. As future music educators, it is important for these students to understand what Scripture says about leadership, teaching, and music. This course provides students with the tools they need to lead successfully as faith-minded music teachers.

#### **I. PREREQUISITES**

- A. Must successfully have completed the following courses: "Foundations of Education," "Introduction to Music Education," and "Developmental Psychology."

#### **II. REQUIRED RESOURCE PURCHASE(S)**

**A. Witt, Lance. *Replenish: Leading from a Healthy Soul*. Grand Rapids, MI: Baker Books, 2011.**

**B. Tripp, Paul David. *Lead*. Crossway Books, 2020.**

**C. Bailey, Boyd. *Learning to Lead like Jesus*. Harvest House Publishers, 2018.**

**III. ADDITIONAL MATERIALS FOR LEARNING**

- A. COMPUTER WITH BASIC AUDIO/VIDEO OUTPUT EQUIPMENT**
- B. INTERNET ACCESS**
- C. CANVAS**
- D. MICROSOFT WORD**

**IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Describe the Biblical Principles that empower a Christian music educator.**
- B. Explain the benefits of investing in spiritual wellness.**
- C. Apply the principles and tools discussed in this course to their own leadership strategies and philosophy.**
- D. Distinguish various strategies for spiritual wellness.**
- E. Prepare a plan for avoiding burnout by embracing spiritual wellness as they pursue a role in music education.**

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

**A. Textbook Readings and Lecture Presentations**

**B. Course Requirement Checklist**

After reading the Course Syllabus and Student Expectations, students will complete the related checklist found in the Course Overview.

**C. Discussion Boards and Replies (4)**

Students will complete four discussion boards according to the given prompts. Each post should contain 350 words of content and at least one scholarly citation. Each discussion board requires that the student reply to two other posts of his or her classmates' with at least 250 words and one scholarly citation. These assignments are tied to learning outcomes A, B, C, D, and E.

**D. Weekly Chapter Summaries**

Students will complete summaries of the reading material for each corresponding week, along with any thoughts on the given readings. Students will be given reflective question prompts which they are expected to answer in their chapter summary papers. These assignments are tied to learning outcomes A, B, C, D, and E.

### **E. Pastoral Interview Paper**

Students will conduct an interview with a faith-believing music educator to discuss and learn about his or her perspective on leading with spiritual wellness in mind. After the recorded interview, students will write a five-page paper summarizing what the teacher shared and reflect on his or her point of view. These assignments are tied to learning outcomes B, C, and D.

### **F. Biblical Leadership Principles Assessment and Assignment**

Students will complete their Biblical Leadership Principles Assessment. After finishing the assessment, students will watch the assigned teaching videos through Canvas and answer each question at the end of each clip. Students will then construct a five-page paper on their own music education philosophy's strengths and weaknesses and use five scholarly sources to find solutions to his or her weaknesses. The paper should include a section regarding which biblical leadership principles should be introduced to their philosophy. Students will then work with a partner to create a 10-slide PowerPoint presentation on their findings as a pair. The 20-minute presentation will be presented through video format and submitted on Canvas. These assignments are tied to learning outcomes C, D, and E.

### **G. Personal Reflection Paper**

After reading "Lead" by Paul David Tripp, students will write a ten-page paper reviewing at least five chapters of the book (one page per chapter), an analysis of the resource overall, and a reflection on the principles that apply to the student most. Students will also be asked to research five new disciplines that they may introduce to their own leadership strategy in order improve their spiritual wellness. This assignment is tied to learning outcomes A, C, and D.

### **H. Quizzes (2)**

Students will complete a midterm assessment which reviews the readings and study material for the course thus far. The midterm quiz will consist of 25 multiple choice questions and 3 short answers/essay questions and have a 1-hour and 30-minute time limit. Students will also complete a quiz at the end of the semester which will count as a final exam. The final exam will have 50 questions which cover all the material presented in the course. Questions may be true/false, multiple choice, or short answers/essay questions, with a time limit of 2 hours. These assignments are tied to learning outcomes A, B, C, D, and E.

### **I. Leading with Spiritual Wellness in Mind Research Paper**

Students will complete a research paper on the biblical principles of a spiritually healthy music educator. The paper should be in current Turabian format, contain 5-7 pages of content, a title and bibliography page, and at least 5 references to

scholarly sources in addition to the Bible. Course textbooks may be used as sources for this paper. This assignment is tied to learning outcomes B and D.

## VI. COURSE GRADING AND POLICIES

### A. Points

Weekly Chapter Summaries (12 at 20 pts each)	240
Discussion Boards and Replies (4 at 40 pts each)	160
Music Educator Interview Paper	100
Biblical Leadership Assignment	50
Personal Reflection Paper	50
Quizzes (Mid-term at 100 pts, Final at 150 pts)	250
Spiritual Wellness Research Paper	100

**Total:** 1000

### B. Scale

A = 940–1000   A- = 920–939   B+ = 900–919   B = 860–899   B- = 840–859  
C+ = 820–839   C = 780–819   C- = 760–779   D+ = 740–759   D = 700–739  
D- = 680–699   F = 0–679

### C. Late Assignment Policy

All assignments must be turned in by Monday (11:59pm) of the current module. All homework submitted within one week of the due date will receive a 10% late deduction. After two weeks, the homework will receive a 20% late deduction. If the homework is not submitted after two weeks, there will be no credit given. In the case of an emergency or extenuating circumstance, please reach out to the course professor before the due date to provide an explanation. Each situation will be dealt with on a case-by-case basis.

**CURRICULUM PROJECT – ANALYSIS CHART**

**Part I: Curriculum Information**

<b>Student: Shannon Forester</b>	<b>Course: Biblical Principles to Prevent Burn-Out for the Music Educator Based on Paul Tripp’s Book, “Lead”</b>
<p align="center"><b>Required Textbooks:</b></p> <p><b>Witt, Lance. <i>Replenish: Leading from a Healthy Soul</i>. Grand Rapids, MI: Baker Books, 2011.</b></p> <p><b>Tripp, Paul David. <i>Lead</i>. Crossway Books, 2020.</b></p> <p><b>Bailey, Boyd. <i>Learning to Lead like Jesus</i>. Harvest House Publishers, 2018.</b></p>	
<p align="center"><b>Identify the problem:</b></p>	
<p align="center">Christian music education students are often not equipped to lead students with spiritual wellness in mind.</p>	
<p align="center"><b>Who are the learners and what are their characteristics?</b></p>	
<ul style="list-style-type: none"> <li>-Upper-level college: generally, ages 19-22 (juniors and seniors)</li> <li>-Music Education Majors</li> <li>-Must successfully have completed “Foundations of Education,” “Introduction to Music Education,” and “Developmental Psychology” courses.</li> <li>-Hybrid Course: Online and Residential</li> </ul>	
<p align="center"><b>What is the new desired behavior?</b></p>	
<p>The student will successfully be able to evaluate and analyze his or her own teaching philosophy and be prepared to implement biblical principles for leadership that empower music educators. As students move towards their future career, they will be equipped maintain spiritual wellness by understanding the ultimate leadership model: the gospel.</p>	
<p align="center"><b>What are the delivery options?</b></p>	
<p>This course will be a 12-week, hybrid course which includes both in-person and online instruction. All written assignments will be due on Monday nights at 11:59pm. In-class assignments will be due before or during class. Materials developed for the course include discussion boards, a Music Educator Interview Paper, weekly chapter summaries, the Biblical Leadership Principles Assessment and Assignment, the Personal Reflection Paper, quizzes and the Leading with Spiritual Health in Mind Research Paper.</p>	
<p align="center"><b>What are the pedagogical considerations?</b></p>	
<p>This course will address the tools, resources, and biblical principles necessary to maintain spiritual wellness as a music educator and provide students with faith-based solutions for becoming a healthy, well-balanced, and spiritually fulfilled leader.</p>	
<p align="center"><b>What learning theory applies to your curriculum? Why?</b></p>	

The “Cognitive Learning Theory” will be applied to this curriculum for various reasons: the course will be centered around learning through discovery, encourage learning to be permanent and effective because the course is a meaningful learning experience, and course material will be sequenced in a logical way.<sup>81</sup>

## Part II: Learning Outcomes

### Learning Outcomes

**At the end of the course, the student will be able to:**

1. Describe the Biblical Principles that empower a Christian music educator.
2. Explain the benefits of investing in spiritual wellness.
3. Apply the principles and tools discussed in this course to their own leadership strategies and philosophy.
4. Distinguish various strategies for spiritual wellness.
5. Prepare a plan for avoiding burnout by embracing spiritual wellness as they pursue a role in music education.

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<sup>81</sup>John C. Happs. “Cognitive Learning Theory and Classroom Complexity, Research in Science & Technological Education.” *Journal 3*, no 2 (1985): 159, <https://doi.org/10.1080/0263514850030109a>.

### Curriculum Project: Design Chart

<b>Student: Shannon Forester</b>		<b>Course: Biblical Principles to Prevent Burn-Out for the Music Educator Based on Paul Tripp’s Book, “Lead”</b>	
<b>Concept Statement:</b> To identify the biblical principles that empower a music educator and become equipped to lead students with spiritual wellness in mind.			
Learning Outcomes	Content	Learning/Training Activity	Assessment
<p>1. Describe the Biblical Principles that empower the Christian music educator.</p>	<p>Week 1:</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> – <i>Lead</i> Ch. 1-2</li> <li>• <b>Content</b> – Define the first two gospel principles from <i>Lead</i> and relate to them through one’s own experience.</li> </ul>	<p>Week 1:</p> <ul style="list-style-type: none"> <li>• Activity – Course Requirements Checklist</li> <li>• Activity – The One-Minute Paper</li> <li>• Activity – Real-Time Reactions</li> <li>• Activity – Watch Assigned Lecture Videos</li> <li>• Activity – Close Reading Interpretations</li> <li>• Activity – Brainwriting</li> <li>• Activity – Open-Ended Questions (In-Class Discussion)</li> </ul>	<p>Week 1:</p> <ul style="list-style-type: none"> <li>• Assessment – Formative: Weekly Chapter Summaries</li> </ul>

	<p>Week 2:</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> – <i>Lead</i> Ch. 3-4.</li> <li>• <b>Content</b> – Define the third and fourth principles from <i>Lead</i> and identify the ways that these four principles directly relate to music education.</li> </ul> <p>Week 3:</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> – <i>Lead</i> Ch. 5-6.</li> <li>• <b>Content</b> – Define the fifth and sixth gospel principles from <i>Lead</i> and learn from a faith-based Christian music educator’s personal experience, how understanding the importance of implementing biblical principles into one’s teaching philosophy may protect a leader from spiritual burnout.</li> </ul>	<p>Week 2:</p> <ul style="list-style-type: none"> <li>• Activity – The One-Minute Paper</li> <li>• Activity – Watch Assigned Lecture Videos</li> <li>• Activity – Brainwriting</li> <li>• Activity – Assess/Diagnose/Act Discussion</li> <li>• Activity – Conversation Stations</li> <li>• Activity – 1-page reflection on reading</li> </ul> <p>Week 3:</p> <ul style="list-style-type: none"> <li>• Activity – The One-Minute Paper</li> <li>• Activity – Watch Assigned Lecture Videos</li> <li>• Activity – Open-Ended Questions In-Class Discussion</li> <li>• Activity – Assess/Diagnose/Act</li> <li>• Activity – Close Reading Interpretations</li> <li>• Activity – In-class interview with a real-life music educator</li> </ul>	<p>Week 2:</p> <ul style="list-style-type: none"> <li>• Assessment – Formative: Online Discussion Post &amp; Weekly Chapter Summaries</li> </ul> <p>Week 3:</p> <ul style="list-style-type: none"> <li>• Assessment - Formative: Weekly Chapter Summaries</li> <li>• Assessment-Summative: <b>Personal Reflection paper &amp; PowerPoint Presentation on 12 Gospel Principles</b></li> </ul>
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<p>2. Explain the benefits of investing in spiritual wellness.</p>	<p>Week 4:</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> – <i>Learning to Lead like Jesus</i> Ch. 1, <i>Replenish</i> Ch. 4.</li> <li>• <b>Content</b> – Review the meaning of true worship and apply this to the life of a music educator. Discuss the various issues that may cause a music educator to become fatigued, frazzled and burned out. Discuss how to lead like Jesus with humility and love.</li> </ul>	<p>Week 4:</p> <ul style="list-style-type: none"> <li>• Activity – The One-Minute Paper</li> <li>• Activity – Lead 2-Song Worship Set</li> <li>• Activity – Open-Ended Questions (In-Class Discussion)</li> <li>• Activity – Brainwriting</li> <li>• Activity – “Make It Personal” Breakout Discussion Groups</li> <li>• Activity – Virtual Video Lecture</li> </ul>	<p>Week 4:</p> <ul style="list-style-type: none"> <li>• Assessment – Formative: Online Discussion post, Weekly Chapter Summaries.</li> </ul>
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	<p>Week 5:</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> – <i>Lead</i> Ch 7-8, <i>Learning to Lead like Jesus</i> Ch. 3</li> <li>• <b>Content</b> – Define the seventh and eighth gospel principles from <i>Lead</i>. Recognize that making the decision to be a spiritually healthy music educator and leader NOW will affect the impact one has in their career in the future and identify the biblical principles that can be implemented to empower music educators. Discuss how to lead like Jesus with accountability and relationships.</li> </ul>	<p>Week 5:</p> <ul style="list-style-type: none"> <li>• Activity – The One-Minute Paper</li> <li>• Activity – Open-Ended Questions In-Class Discussion</li> <li>• Activity – Conversation Stations</li> <li>• Activity – Brainwriting</li> <li>• Activity – Discussion Leadership</li> <li>• Activity – Burnout Dilemma Small Group Discussion</li> <li>• Activity: Brain Break - Order Game</li> </ul>	<p>Week 5:</p> <ul style="list-style-type: none"> <li>• Assessment – Formative: Weekly Chapter Summaries &amp; Biblical Leadership Assessment and Assignment</li> </ul>
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<p>3. Apply the principles and tools discussed in this course to their own leadership strategies and philosophy.</p>	<p>Week 6:</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> – <i>Lead</i> Ch 9. <i>Learning to Lead like Jesus</i> Ch. 5.</li> <li>• <b>Content</b> – Define the ninth gospel principle from <i>Lead</i>. Review the biblical principles and leadership tools discussed in this course and determine how they may help a music educator sustain lifetime of spiritual wellness and an impactful career. Discuss how to lead like Jesus with teachability and discipline.</li> </ul> <p>Week 7:</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> – <i>Learning to Lead like Jesus</i> Ch. 7. <i>Replenish</i> Ch. 35.</li> <li>• <b>Content</b> – Learn about various ways to implement biblical principles into a music educator’s personal, pre-developed teaching strategies. Discuss how to lead like Jesus with gratitude.</li> </ul>	<p>Week 6:</p> <ul style="list-style-type: none"> <li>• Activity – The One-Minute Paper</li> <li>• Activity – Brainwriting</li> <li>• Activity – Guest Speaker Lecture</li> <li>• Activity – Close Reading Interpretations</li> <li>• Activity – Open-Ended Questions In-Class Discussion</li> <li>• Activity – Burnout Dilemma Big Group Discussion</li> </ul> <p>Week 7:</p> <ul style="list-style-type: none"> <li>• Activity – The One-Minute Paper</li> <li>• Activity – Debate Discussion</li> <li>• Activity – Discussion Leadership</li> <li>• Activity – Conversation Stations</li> <li>• Activity – Brainwriting</li> <li>• Activity – Assess/Diagnose/Act Discussion</li> </ul>	<p>Week 6:</p> <ul style="list-style-type: none"> <li>• Assessment-Formative: Weekly Chapter Summaries &amp; Online Discussion Board</li> <li>• Assessment-Summative: <b>Online Mid-Term Quiz</b></li> </ul> <p>Week 7:</p> <ul style="list-style-type: none"> <li>• Assessment-Formative: Weekly Chapter Summaries &amp; Group Presentation (Biblical Leadership Characteristics)</li> </ul>
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	<p>Week 8:</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> – <i>Lead</i> Ch. 10, <i>Learning to Lead like Jesus</i> Ch. 9.</li> <li>• <b>Content</b> – Define the tenth gospel principle from <i>Lead</i>. Dissect how a Christian music educator can transform his soul and bring it back to life as he recovers from the effects of personally neglecting his spiritual health. Discuss how to lead like Jesus with Forgiveness.</li> </ul>	<p>Week 8:</p> <ul style="list-style-type: none"> <li>• Activity – One-Minute Paper</li> <li>• Activity - Lead 2-Song Worship Set</li> <li>• Activity – Open-Ended Questions In-Class Discussion</li> <li>• Activity – “Make It Personal” 2-Person Breakout Discussion Groups</li> <li>• Activity – Brainwriting</li> <li>• Activity – Virtual Lecture</li> </ul>	<p>Week 8:</p> <ul style="list-style-type: none"> <li>• Assessment - Formative: Weekly Chapter Summaries &amp; Online Discussion Boards</li> </ul>
<p>3. Distinguish various strategies for spiritual wellness.</p>	<p>Week 9:</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> – <i>Lead</i> Ch. 11. <i>Learning to Lead like Jesus</i> Ch. 10.</li> <li>• <b>Content</b> – Define the eleventh gospel principle from <i>Lead</i>. Review the early warning signs of spiritual emptiness in a Christian music educator. Discuss how to lead like Jesus with encouragement.</li> </ul>	<p>Week 9:</p> <ul style="list-style-type: none"> <li>• Activity – One-Minute Paper</li> <li>• Activity – Assess/Diagnose/Act</li> <li>• Activity – In-Class Lecture</li> <li>• Activity – Discussion Leadership</li> <li>• Activity – “Make It Personal” 2-Person Breakout Discussion</li> <li>• Activity - Brainwriting</li> </ul>	<p>Week 9:</p> <ul style="list-style-type: none"> <li>• Assessment- Formative Assessment: Weekly Chapter Summaries &amp; Music Educator Interview Paper</li> <li>• Summative Assessment: <b>In-Class</b> – Essay Questions Review</li> </ul>

	<p>Week 10:</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> – <i>Lead</i> Ch. 12. <i>Learning to Lead like Jesus</i> Ch. 11.</li> <li>• <b>Content</b> – Define the twelfth gospel principle from <i>Lead</i>. Identify various ways for improving a music educator’s spiritual wellness and explore what Scripture says about caring for one’s soul.</li> </ul>	<p>Week 10:</p> <ul style="list-style-type: none"> <li>• Activity – One-Minute Paper</li> <li>• Activity – Assess/Diagnose/Act</li> <li>• Activity – Close Reading Interpretations</li> <li>• Activity – Brainwriting</li> <li>• Activity – Guest Speaker Lecture</li> <li>• Activity – Open-Ended Questions In-Class Discussion</li> </ul>	<p>Week 10:</p> <ul style="list-style-type: none"> <li>• Assessment-Formative: Chapter Summaries &amp; Guest Speaker Quiz (short-online)</li> </ul>
<p>4. Prepare a plan for avoiding burnout by embracing spiritual wellness as they pursue a role in music education.</p>	<p>Week 11:</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> – <i>Learning to lead like Jesus</i> Ch. Conclusion.</li> <li>• <b>Content</b> – Discover some of the most important strategies for teaching from a biblical perspective in both secular and Christian school settings. Summarize the characteristics necessary to lead like Jesus in the role of a music educator.</li> </ul>	<p>Week 11:</p> <ul style="list-style-type: none"> <li>• Activity- Brain Breaks-Mingle Activity</li> <li>• Activity – Battle-Plan Group Assignment</li> <li>• Activity – In-Class Lecture</li> <li>• Activity – Pass the “mic” Review</li> <li>• Activity – Watch YouTube Video with Initial Reactions Discussion</li> <li>• Activity – Concept Mapping</li> </ul>	<p>Week 11:</p> <ul style="list-style-type: none"> <li>• Assessment-Formative: Weekly Chapter Summaries</li> <li>• Assessment-Summative: In Class Book Review- <i>Learning to Lead Like Jesus</i></li> </ul>

	<p>Week 12:</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> – None Assigned</li> <li>• <b>Content</b> – Spiritual Wellness Research Paper Presentations</li> </ul>	<p>Week 12:</p> <ul style="list-style-type: none"> <li>• Activity – Healthy Leadership Research Paper Presentations</li> <li>• Activity – Course Overview</li> <li>• Activity – “Last Thoughts” Discussion</li> <li>• Activity – Watch Video (Personal Plan for spiritual wellness)</li> <li>• Activity – One-Minute Paper</li> </ul>	<p>Week 12:</p> <ul style="list-style-type: none"> <li>• Assessment-Formative: Spiritual Wellness Research Paper and Presentation (10-page)</li> <li>• Assessment-Summative: <b>Final Exam Online Quiz</b></li> </ul>
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Learning Outcomes	Rational for Sequence
1. Describe the Biblical Principles that empower the Christian music educator.	In this initial phase of the course, students will gain fundamental understanding of the biblical principles that are necessary for empowering the Christian music educator and teach them about the importance of maintaining spiritual health.
2. Explain the benefits of investing in spiritual wellness.	This stage of the course will allow for students to use the knowledge gained from <i>Lead</i> in combination with their new readings and lecture resources, to decipher what biblical characteristics a music educator should possess to impactfully inspire students both musically and spiritually. Students will also be able to identify problems that prevent Christian music educators from being spiritually healthy and often lead to burnout.
3. Apply the principles and tools discussed in this course to their own leadership strategies and philosophy.	This stage allows for students to showcase their deeper understanding of the tools necessary to be a spiritually healthy music educator by applying them to their own lives and natural leadership tendencies.
4. Distinguish various strategies for spiritual wellness.	This stage is most effective here because students are able to directly identify the issues that a music educator will encounter which may threaten to harm his spiritual health, then propose solutions for combatting these problems with their depth of knowledge on the topic.
5. Prepare a plan for avoiding burnout by embracing spiritual wellness as they pursue a role in music education.	At this stage of the course, students will have sufficient knowledge about how to stay spiritually secure as a music educator and practice in finding ways to embrace it. To apply this to their own lives and futures in ministry, they will discuss some of the most important strategies for teaching from a biblical perspective in both secular and Christian school settings and learn to embrace what Scripture says about caring for one's soul.

**Student: Shannon Forester**

**Course for which you are creating curriculum:  
Biblical Principles to Prevent Burn-Out for the Music  
Educator Based on Paul Tripp's Book, "Lead"**

**Expository:**

Good morning, class! This week, we will be reviewing the next four chapters of your book, "Lead" by Paul David Tripp. Last week, we read and discussed chapters 1-2, which covered the principles of "Achievement" and "Gospel." As you know, this course is heavily influenced by discussion, so it is imperative that you have read assigned chapters each week before coming to class! This book will provide you all with a strong foundation to equip you as a Christian music educator who leads with mental health in mind. The two principles we will be discussing today are "Limits" and "Balance." As we review the aforementioned principles, please continue to meditate on how they relate to you specifically as a leader and as a teacher. In order to avoid potential leadership failure and burnout, and to maintain your spiritual wellness, it is essential that you are surrounded by a strong leadership community. Does anyone have any reflections from the reading that they would like to share before we begin? I would like to give you some time to discuss and relate to the text.

As you step into your first music education role in the near future, it is important that you have a strong foundation of biblical leadership principles in your teaching strategy and philosophy, so you are best equipped to teach from the inspiration of the ultimate leadership model: Scripture, and specifically, Jesus as found throughout the gospel. All the principles that we will talk about today, and throughout the entire book *Lead*, are deeply relational because the GOSPEL is relational. Let's focus today on how our relationships with other teachers and our students may be influenced by understanding the way that Jesus led His disciples and all those who sat under His teaching. How can these four principles, and viewing your future class and leadership community through the lens of the gospel transform your expectations, commitments, behavior, and the way you respond to challenges that you face as a music educator? What do you believe Scripture says about maintaining spiritual wellness?

**Narrative**

As we begin the class, I will review what chapters we will be discussing for the day, and briefly go over the previously read four chapters. Continuing, I will emphasize the importance of building a strong leadership community as a Christian music educator and how it may benefit them in their future role as a teacher. I will follow up with this encouragement by reviewing the principles that we read for this lesson: "Limits" and "Balance." Next, the 1-minute short films based on each chapter will be played for the class to review the main points of the book and get their brains moving!

Following this, I will begin our first activity by asking students to pull out their laptops and submit a “1-Minute Paper” on what their initial thoughts were on the readings and submit them through the link on Canvas. We will begin our discussion on the two chapters using the Assess/Diagnose/Act Discussion prompt. For this activity, I would provide the students with a topic of a thought-provoking scenario (a music education/leadership problem relating to the four chapter’s principles) and then ask them to a) evaluate the situation, b) diagnose the main reason behind the issue, and c) devise a solution or action for the problem. Each chapter would include one of these questions which we would cover based on the amount of time that we have left in the class period. Finally, as we finish the lesson, I would have the students begin writing their “1-Page Reflection Paper” (double spaced) on how they believe these two principles relate to their role as a music educator, providing examples they may have from their own personal lives for each one. If they do not complete it in time, although they are given 10 minutes, they may complete it before the next class period and submit through Canvas.

### **Graphical Organizers**

This graphical organizer shows the relationship between earlier concepts, such the first four principles for gospel-informed leadership, the current week being discussed (#2), and all the topics to be discussed in the remaining weeks of the course. All these topics work together to assist the students in identifying the principles of a spiritually healthy Christian music educator and equip them to lead with a foundation of biblical principles.

Describe the Biblical Principles that empower the Christian music educator.



Wk 1: Define gospel principles - Achievements, Gospel, Limits, Balance  
Wk 2: Define gospel principles – Character, War, Servants, Candor  
Wk 3: Define gospel principles – Identity, Restoration, Longevity, Peace

Explain the benefits of investing in spiritual wellness.



Wk 4: Relate worship leadership to music education, address burnout  
Wk 5: Emphasize the importance of a biblical leadership foundation and identify principles for empowering music educators

Apply the principles and tools discussed in this course to their own leadership strategies and philosophy.



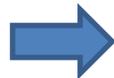
Wk 6: Review how to sustain a lifetime of spiritual wellness and an impactful career  
Wk 7: Implement biblical principles into your personal teaching philosophy and strategies  
Wk 8: Discuss how to return from spiritual neglect as a music educator

Distinguish various strategies for spiritual wellness.



Wk 9: Review early warning signs of burnout as a Christian music educator  
Wk 10: Explore what Scripture directly says about caring for one's soul

Prepare a plan for avoiding burnout by embracing spiritual wellness as they pursue a role in music education.



Wk 11: Discover strategies for implementing a biblical foundation for music educating in both Christian and secular settings  
Wk 12: Review Spiritual Wellness Papers

### Gagne's Nine Events of Instruction

Instruction Event	Describe how each instructional event will be addressed in your instructional unit. Cite a reference from you text as to why this approach will be effective.
1. Gain attention	At the beginning of class, the instructor will review the previous chapters that were discussed (1-4) and open up a short discussion period to the class for any lingering questions from the previous week. Students “benefit when they occasionally review old material as they are learning new material.” <sup>82</sup>
2. Inform learners of objectives	The instructor will review the principles that we read for the current lesson: “Character,” “War,” “Servants” and “Candor.” Each principle will be reviewed in short, and the instructor will share various reasons these principles should inform their role as a Christian music educator as they strive for maintaining positive spiritual wellness. Nilson states that one of the main responsibilities of a teacher is to “outline new or upcoming material in simple form,” which is how the instructor of this class will present the objectives of the lesson. <sup>83</sup>
3. Stimulate recall of prior learning	The 1-minute short films based on each chapter will be played for the class next to review the main points of the book and get their brains moving! Next, I will begin our first activity by asking students to pull out their laptops and submit a “1-Minute Paper” on what their initial thoughts were on the readings and submit them through the link on Canvas. The use of “technology increases student engagement, participation, interaction, and activity,” so it will be helpful to include videos in the review of prior learning. <sup>84</sup>
4. Present the content	The instructor will begin the discussion on the first chapter, followed by the other three chapters, by using the Assess/Diagnose/Act Discussion prompt. For this activity, the instructor will provide the students with a topic of a thought-provoking scenario (a music education/leadership problem relating to the four chapter’s principles) and then ask them to a) evaluate the situation, b) diagnose the main

<sup>82</sup> Linda B. Nilson. *Teaching at Its Best: A Research-Based Resource for College Instructors*. (San Francisco: Jossey-Bass, 2016), Chapter 1.

<sup>83</sup> Ibid., Chapter 11.

<sup>84</sup> Ibid., Chapter 4.

	<p>reason behind the issue, and c) devise a solution or action for the problem. Each chapter will include one of these questions which the class would cover based on the amount of time that they have left in the class period. Because the content should have been consumed through the previously assigned textbook readings, discussion will be a promising way to help students reach a deeper understanding of the principles. According to Nilson, “discussion shines in developing many of the skills and attitudes on which lecture is weak.”<sup>85</sup></p>
5. Guide learning	<p>As class moves forward, the instructor will ask students to do some “Brainstorming” together as they attempt to find solutions for various problems presented by the scenarios listed in the book under each principle. The students will think of various answers and 1 person will be assigned to write all the answers on the whiteboard. Nilson suggests that an instructor “explain and encourage brainstorming.”<sup>86</sup></p>
6. Elicit performance (practice)	<p>After spending some time “Brainstorming,” students will get to “explain their experiences with inquiry activities and the results” as they share the ways that they have seen these characteristics and principles affect themselves and other music educators with a Christian faith.<sup>87</sup> Students will then provide answers as to what they should do to protect their spiritual health and lead with the gospel model at the forefront of their minds if they were put in that situation again.</p>
7. Provide feedback	<p>The instructor would provide students with feedback as they shared their personal experiences or observations and how they would handle each situation. Other students will also have the opportunity to chime in as to what they would do differently as a form of peer-feedback. According to Nilson, “peer feedback not only provides students with more varied, immediate, and frequent feedback than any one instructor can give, but it also helps them develop communication, critical thinking, collaboration, and lifelong learning skills.”<sup>88</sup></p>

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<sup>85</sup> Linda Nilson, *Teaching at Its Best*, Chapter 13.

<sup>86</sup> *Ibid.*, Chapter 11.

<sup>87</sup> *Ibid.*, Chapter 11.

<sup>88</sup> *Ibid.*, Chapter 24.

<p>8. Assess performance</p>	<p>Students will journal the ways that they should improve their spiritual health and leadership skills according to the four principles that were discussed in class. This is positive because Nilson states that “self-assessment benefits them in many ways: raising their grades, increasing their motivation, lowering their stress, sharpening their focus on an assignment's key elements, and helping them pinpoint the strengths and weaknesses in their work.”<sup>89</sup></p>
<p>9. Enhance retention and transfer</p>	<p>Finally, as we finish the lesson, the instructor would have the students begin writing their “1-Page Reflection Paper” (double spaced) on how they believe these four principles relate to their role in music education, providing examples they may have from their own personal lives for each one. Nilson suggests that instructors “assign paper topics that are unique and specific and require original critical thinking or critical self-examination.”<sup>90</sup></p>

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<sup>89</sup> Linda Nilson, *Teaching at Its Best*, Chapter 24.

<sup>90</sup> *Ibid.*, Chapter 10.

## CURRICULUM PROJECT – IMPLEMENTATION CHART

<b>Student: Shannon Forester</b>	<b>Course: Biblical Principles to Prevent Burn-Out for the Music Educator Based on Paul Tripp’s Book, “Lead”</b>
<b>Physical Item</b>	<b>Rationale for Use</b>
Proper technology for instrumentalists and vocalists (chords, plug-ins, mics, etc.)	Proper technology for instrumentalists and vocalists is essential for this course because there will be several times throughout the semester that the students will be leading worship to open the class. In order to do this impactfully and with excellence, the proper set-up must be obtained before class. Nilson shares in chapter 7 of her book, that educators should “inspect the room to ensure that all of the technology that they will need is there and in working order and that they know how to access and operate it.” <sup>91</sup>
PowerPoint Presentation	For this lesson, the educator would use slides to complement the lecture and discussions most effectively for the day. As Nilson shared in chapter four of <i>Teaching at Its Best</i> , educators are advised to use slides to make lists of learning outcomes or an outline for the class, post discussion questions, share video clips, diagrams, photos, and other graphics. <sup>92</sup>
Brainwriting handouts	Nilson says, “the evidence supporting the effectiveness of group over individual learning is so overwhelming that I can cite several meta-analyses.” <sup>93</sup> This Brainwriting activity allows students to work together to share their ideas about a particular question or problem. It is different from regular discussion because it gives students the chance to collaborate through writing instead of verbally collaborating.
Supplemental reading material and the Bible	Because it can be difficult to find a textbook that covers everything that a teacher needs to cover in a course, Nilson suggests finding additional textbooks that supplement the best available option. <sup>94</sup> As the professor teaches the class and helps facilitate discussion, he or she should make use of supplemental readings and the Bible, making sure to refer to

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<sup>91</sup> Linda Nilson, *Teaching At Its Best*, Chapter 7.

<sup>92</sup> *Ibid.*, Chapter 4.

<sup>93</sup> *Ibid.*, Chapter 5.

<sup>94</sup> *Ibid.*, Chapter 2.

	<p>these books in class. The teacher may provide a visual by having these books in hand and reading from them during the class.</p>
<p>Classroom with a white board</p>	<p>A white board can be very helpful, according to Nilson, because it helps the teacher model his or her thought process while writing on the board.<sup>95</sup> The white board will be especially helpful in this class because it includes so much discussion and idea-drafting. As the students are thinking of ideas and solutions to problems through the Brainwriting exercise, small group discussions, and open-ended discussion question prompts, the teacher or a chosen student may write down all the options/answers on the board in order to keep the discussion responses clear and visible.</p>
<p>Video of a local Christian music educator who shares the importance of spiritual health and how he was able to revive his spirit from empty to full.</p>	<p>Nilson suggests that using technology in the classroom “increases student engagement, participation, interaction, and activity.”<sup>96</sup> Because this course is a very discussion and lecture-based class, it may help students focus and engage better if the teacher were to incorporate a different learning style that involves technology. This class will have various Christian music educators come in for a Q&amp;A segment later in the semester as well, so this will be a varied mode to present the material and impact students effectively.</p>

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<sup>95</sup> Linda Nilson, *Teaching At Its Best*, Chapter 4.

<sup>96</sup> *Ibid.*, 7.

**Part II:**

Task	Rationale for Task
Prepare discussion/question prompts for the “Open-Ended Questions In-Class Discussion”	In <i>Steppingstones to Curriculum</i> , Brummelen shares that “through open-ended investigations, students construct their own knowledge.” <sup>97</sup> These open-ended discussion questions will allow students to explore their prior knowledge on spiritual health regarding music education, their beliefs, values and misconceptions on the topic, and communicate to the teacher what they understand and recall from the subject matter they have been studying.
Review the weekly chapter summaries from week 7	To assist students in obtaining and maintain knowledge from their readings, and to prove that the students are understanding the assigned readings, Nilson suggests that educators “task their students with writing summaries, their reactions, or both as homework.” <sup>98</sup> Before the next class begins, it is necessary that the teacher reviews and grades the summaries from the week before to ensure that every student is understanding the material and following along.
Create and post the video lecture to Blackboard	Educators, according to Nilson, should use lecturing as a method of learning when they want to “add their personal viewpoint on the subject matter, pique their student’s curiosity and motivation to learn, or model a problem-solving approach before asking students to try it themselves.” <sup>99</sup> Because the lecture should cover more than a simple review of the reading material, there should be diligent preparation that goes into planning the lecture. Nilson suggests that in a hybrid class such as this one, “the faculty should record their lectures and assign watching or listening to them as homework.” <sup>100</sup> This way, face-to-face class time can be reserved for student discussion and other activities.
Arrange chairs and desks so all students can see one another (circle or square)	To assist students in making speaking in front of the class less stressful, Nilson suggests that teachers arrange their

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<sup>97</sup> Linda Nilson, *Teaching At Its Best*, Chapter 2.

<sup>98</sup> *Ibid.*, Chapter 21.

<sup>99</sup> *Ibid.*, Chapter 12.

<sup>100</sup> *Ibid.*

	desks in a circle so they may all see each other, making it feel more like a normal conversation. <sup>101</sup>
Prepare and upload online discussion board prompt to Canvas	As Nilson stated in her book, <i>Teaching at Its Best</i> , “technology facilitates collaboration among your students and between you and them.” <sup>102</sup> Discussion boards are a great way to use technology to share opinions, ideas, and review information, as well as communicate with one another through replying to other students’ posts. In this way, students may be provided with both peer feedback as well as teacher feedback and connection. These Canvas discussion boards will allow students to draw on their personal opinions and communicate without the pressure of the classroom.
Formulate questions for “Make It Personal” partner activity that relate <i>Replenish</i> with music education and the experiences that each student has had with teaching so far	Nilson suggests that one effective activity to use during a Student-Active Break, is using small group/pair discussion. She states that students should “pair off with their neighbor or get into small groups to discuss an open-ended question that asks them to apply, analyze, or evaluate your minilecture content or to synthesize it with other course material.” <sup>103</sup> These questions would have multiple right answers and would be geared towards having students relate their own personal experience with what they have been covering in class. It will be helpful to discuss the book <i>Replenish</i> in class because we will not focus on it too much in homework assignments.

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<sup>101</sup> Linda Nilson, *Teaching At Its Best*, Chapter 13.

<sup>102</sup> Linda Nilson, *Teaching At Its Best*, Chapter 27.

<sup>103</sup> *Ibid.*, 12.

<b>Formative Assessment Type</b>	<b>Assessment Details</b>
<b>Spiritual Wellness Research Paper</b>	<p>Students will be assigned a research paper that must include 10-12 pages of content, a bibliography, and cover page. This paper will allow students to explore new resources for entering the role of music education with one’s own spiritual health in mind, as well as assisting them in considering how this will affect their future students both musically and in their walk with the Lord. Students will be allowed to use the resources that were included throughout the course to prove that they are understanding the content and that they are able to relate that knowledge with other resources. Other than the books read throughout the course, the students must include 5 other scholarly resources such as articles, journals, books, e-books, and videos, to support what they have learned about the ways that one’s spiritual health effects his or her leadership as a Christian music educator. Finally, the last page of this paper should reflect how he or she feels the content will relate to his or her future music education position, and ways that he or she can personally avoid leading on empty. Students will have the opportunity to submit their first draft of this paper two weeks prior to the date it is due, allowing the educator to make comments and help them to improve it before turning it in officially.</p> <p>Nilson suggests that teachers “require students to submit first drafts. This ensures the educator will see a work in progress and allows him or her to provide early feedback.”<sup>104</sup></p>

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<sup>104</sup> Linda Nilson, *Teaching At Its Best*, Chapter 10.

## CURRICULUM PROJECT: EVALUATION AND SYLLABUS CHART

### Your Evaluation Plan

<b>Student: Shannon Forester</b>	<b>Course: Biblical Principles to Prevent Burn-Out for the Music Educator Based on Paul Tripp’s Book, “Lead”</b>	
<b>Learning Outcomes</b>	<b>Your Formative Assessment Plan</b>	<b>Rationale for Formative Assessment Type</b>
1. Describe the Biblical Principles that empower the Christian music educator.	As the class reads about the 12 gospel principles of a healthy leader, students will be asked to participate in a Brainwriting activity. The teacher will present various scenarios of music educators who have struggled with their spiritual health for one reason or another and ultimately became burnt out. Students will then pass around a paper and write down various ideas for preventing these issues and expressing why according to the text.	Through this activity, students are able to share what they have learned throughout the readings and class lectures without the pressure of speaking out loud about the topic. Teachers are able to grasp what knowledge the students have gained and if they understand how to apply it to their own lives so far by writing down their thoughts and collaborating with other students. All the while, students feel comfortable sharing what they have learned. Effective teachers, according to Nilson, “cultivate a sense of community, safety, and comfort in your class.” <sup>105</sup>
2. Explain the benefits of investing in spiritual wellness.	To better prepare for problem solving when it comes to matters of the soul, students will be involved in a Assess/Diagnose/Act Discussion. Students will assess the issue or problem at hand for a particular (made up or from the	Educators should use this problem-solving tool for formative assessment because it “exposes students to problematic, real-world situations and challenges them to apply course knowledge to analyze the issues and

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<sup>105</sup> Linda B. Nilson, *Teaching at Its Best: A Research-Based Resource for College Instructors*, 3<sup>rd</sup> ed. (San Francisco: Jossey-Bass, 2010), Chapter 28.

	book) leader, then diagnose what the root cause of the issue is, and finally, brainstorm ways to deal with and prevent the problem.	formulate workable solutions.” <sup>106</sup> The ultimate goal of this class is to prepare students for being spiritually full Christian music educators. Therefore, it is important to monitor how the students will address specific issues that may arise in their ministry through what they have learned in the course so far.
3. Apply the principles and tools discussed in this course to their own leadership strategies and philosophy.	After completing each reading during weeks 1-3 regarding the 12 gospel principles of a healthy leader, the students will review the weekly video summary and then complete the Applications Card activity to show how they are able to relate the principles to real-life situations they may encounter in the role of a music educator.	This CAT gives “students practice in transferring knowledge to useful applications.” <sup>107</sup> Understanding the principles for healthy leadership is almost useless if the students do not know how to apply them to their personal teaching strategies and philosophy in the future. By examining ways that these principles may appear in real-life, students are better prepared to protect their spiritual health in their future career.
4. Distinguish various strategies for spiritual wellness.	Towards the middle of the semester, students will complete the Biblical Principles for Leadership Assessment and Assignment. Two steps are involved in this assignment: 1) take the Biblical Leadership Assessment quiz and 2) complete a 1-page summary detailing the natural leadership strengths and weaknesses that the student appears to possess according to the assessment and	By completing this ministry assessment and writing the self-assessment paper, students are given the chance to reflect on the issues they may find in their own teaching strategies. Nilson shares that, “students say that self-assessment benefits them in many ways: raising their grades, increasing their motivation, lowering their stress, sharpening their focus

<sup>106</sup> Nilson, *Teaching at Its Best*, Chapter 17.

<sup>107</sup> *Ibid.*, 28.

	share how that will affect him or her in music education. Students will then list the specific ways they plan on attacking these issues in order to stay spiritually healthy and impact their future students' faith.	on an assignment's key elements, and helping them pinpoint the strengths and weaknesses in their work." <sup>108</sup>
5. Prepare a plan for avoiding burnout by embracing spiritual wellness as they pursue a role in music education.	Students will be asked to prepare a discussion forum of at least 350 words along with 2 replies of at least 250 words, describing the various ways that they plan to maintain their spiritual health as future Christian music educators.	Because the course is nearing its' end, it will be important to allow students to summarize their thoughts and express how they will apply what they learned in their future jobs. Nilson says, that educators can implement this formative assessment tool by "requiring that students make a specified number of posts on particular topics." <sup>109</sup>

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<sup>108</sup> Nilson, *Teaching at Its Best*, Chapter 24.

<sup>109</sup> Ibid., Chapter 4.

## Evaluation and Reflection

Issue/Strategy	Rationale for Changing
<p>Because this class involves a lot of discussion about the readings, it is vital that the students complete their readings before class. There should be some motivation for reading the assigned chapters each week.</p>	<p>According to Nilson, “students do not learn the material as deeply from listening to lectures without doing the readings in advance.”<sup>110</sup> To help students find motivation to read, Nilson suggests “we must give our students a purpose—that is, things to look for or a strategy for devising their own purpose—for the readings, videos, and podcasts we assign.”<sup>111</sup> It will be important for the chapter summaries to not only be summaries, but include some reflective questions that assist students in staying interested in the reading and encourage them to apply it to their own lives.</p>
<p>It isn’t feasible to read three full books from beginning to end during a 12- week class. We will skip around some of the unnecessary chapters.</p>	<p>It is important that the books an educator chooses for a course are appropriate in length and do not overwhelm the student. Nilson states, “with reading assignments, we have to be even more careful not to overload, given our students' reading challenges. Less can be more because students are more likely to complete shorter ones than longer ones.”<sup>112</sup> I may want to lighten up on the reading load a bit and only include the chapters of each book that are absolutely essential for achieving the listed learning outcomes for the course. I do think every book is necessary and plays an important role in the course, but there are some chapters that are not essential in two of the books.</p>
<p>I may need to include more student-active breaks instead of simply using group or one-on-one discussion for activities.</p>	<p>In between discussion activities and lectures, it will be important to include student-active breaks. According to Nilson, “ideally the breaks should give them the opportunity to practice performing your learning outcomes or working with the lecture content you just gave.”<sup>113</sup> These activities can also serve as formative assessments because “how well the students complete the break task should furnish you with a diagnosis of their understanding.”<sup>114</sup></p>

<sup>110</sup> Nilson, *Teaching at Its Best*, Chapter 21.

<sup>111</sup> Ibid.

<sup>112</sup> Ibid.

<sup>113</sup> Ibid., Chapter 5.

<sup>114</sup> Ibid.

<p>Research should be incorporated most consistently into the assignments throughout the class.</p>	<p>According to Bloom’s Taxonomy and Nilson, students should “use research and analysis to devise the best available solutions to problems and explain why they are the best.”<sup>115</sup> Another way that teachers may incorporate this into their course is by having students “critique a research study.”<sup>116</sup> Research is an important part of accomplishing the sixth outcome of Bloom’s Taxonomy: evaluation.</p>
<p>This course should include another group-learning project.</p>	<p>Nilson’s book shared that an extensive literature review on group projects “reported that most of the hundreds of studies published to that point found that cooperative learning was superior to competitive and individual approaches to teaching.”<sup>117</sup> Because group-based learning has been proven to be so effective, this course should include a second assignment that involves it.</p>
<p>Because this is a hybrid course (residential and online), it should involve more technology.</p>	<p>It is important to use technology in any classroom -- especially a hybrid classroom. Although this course is designed to be primarily in person, it was labeled as hybrid because I would like to include technology in my course quite a bit. If that is the goal, I should find more ways to use it in the classroom. According to Nilson, educators “should choose technologies because they most effectively help our students achieve our learning outcomes.”<sup>118</sup></p>

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<sup>115</sup> Nilson, *Teaching at Its Best*, Chapter 11.

<sup>116</sup> Ibid., Chapter 11.

<sup>117</sup> Ibid., Chapter 15.

<sup>118</sup> Ibid., Chapter 4.

Appendix B: Formative and Summative Assessments

**SUMMATIVE ASSESSMENT – QUIZ**

**This quiz will cover the readings from the last few weeks.**

**Multiple Choice:**

1. According to Paul David Tripp, “in ministry, success and failure are not a matter of results but are defined by \_\_\_\_\_.”<sup>119</sup>
  - a) faithfulness \*
  - b) achievement
  - c) servitude
  - d) selflessness
  
2. “Achievement is a spiritual \_\_\_\_\_.”<sup>120</sup>
  - a) battle
  - b) minefield\*
  - c) offering
  - d) sin
  
3. The statement, “a spiritually healthy leadership community is characterized by the humility of approachability and the courage of loving honesty” reflects which principle?<sup>121</sup>
  - a) Gospel
  - b) Servants
  - c) Identity
  - d) Candor\*
  
4. The five silencers listed in “Lead” include Pride of Personal Maturity, Ability to Minimize Sin, Must Have the Respect of Others, Identity in Ministry and \_\_\_\_\_.<sup>122</sup>
  - a) Jealousy
  - b) Functional Gospel Doubt\*
  - c) Relational Issues
  - d) Sins from the Past

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<sup>119</sup> Paul David Tripp. *Lead*. (Crossway Books, 2020), 41.

<sup>120</sup> Ibid., 49.

<sup>121</sup> Ibid., 144.

<sup>122</sup> Ibid., 154-157.

5. “In its most fundamental everyday form, idolatry is when good things are out of \_\_\_\_\_ in our hearts.”<sup>123</sup>

- a) control
- b) balance
- c) harmony
- d) hope

**Fill in the Blank:**

List the 12 principles of Leadership found in Paul Tripp’s book “Lead”:  
(All Answers: Achievement, Gospel, Limits, Balance, Character, War, Servants, Candor, Identity, Restoration, Longevity, and Presence).<sup>\*124</sup>

- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_

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<sup>123</sup> Paul David Tripp. *Lead*. (Crossway Books, 2020), 89.

**Short Answer:**

18. What verses have been encouraging or challenging to you as you think about your identity as a follower of Jesus? Why? (Answers may include: Gen. 1:27, 2 Cor. 5:17, 1 Peter 2:9, etc.)\*

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19. What are the four “limits” and which one is most challenging at this point in your life?<sup>125</sup> (Gifts, Time, Energy, Maturity)\*

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**True or False: please circle the correct answer.**

20. You should lead like Jesus as a music educator through a foundation of generosity, humility, and love. T or F (\*TRUE)

21. “It is love for people that protects a leader from both fear of man and fear of failure.”<sup>126</sup> T or F (\*FALSE, Jesus)

22. Gospel restoration minimizes sin.<sup>127</sup> T or F (\*FALSE, never minimizes sin)

23. “If all God wanted to do was judge people, he wouldn’t warn them first.”<sup>128</sup> T or F (\*True)

24. In music education, “every leader’s ministry is a community project.”<sup>129</sup> T or F (\*TRUE)

25. The leadership principle of Restoration states that as a music educator, “you will only handle the inevitable weakness, failure, and sin of your [students] when you view them through the lens of the presence, power, promises, and grace of Jesus.”<sup>130</sup> T or F (\*FALSE, this is referring to Presence)

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<sup>125</sup> Paul David Tripp. *Lead*. (Crossway Books, 2020), 73-83.

<sup>126</sup> *Ibid.*, 144.

<sup>127</sup> *Ibid.*, 69.

<sup>128</sup> *Ibid.*, 184.

<sup>129</sup> *Ibid.*, 194.

<sup>130</sup> *Ibid.*, 209.

## FORMATIVE ASSESSMENT – QUIZ

### Short Answer:

1. For the Christian music educator, impactful teaching is always the result of gospel community.

<sup>131</sup> This applies to which leadership principle?

**Longevity\***

2. If a leadership community is formed by the gospel, it will always be committed to a lifestyle of what?<sup>132</sup>

**Fresh starts\***

3. Should your role as a music educator define you? If not, what should?<sup>133</sup>

**No, the Gospel\***

4. What should we seek to protect us from our ability to erect self-atoning arguments for our unrighteousness that crush gospel grief and humble confession?<sup>134</sup>

**Divine rescue\***

5. In “Lead,” gospel ministry was referred to as<sup>135</sup>:

**Spiritual Warfare**

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<sup>131</sup> Paul David Tripp. *Lead*. (Crossway Books, 2020), 192.

<sup>132</sup> *Ibid.*, 176.

<sup>133</sup> *Ibid.*, 154.

<sup>134</sup> *Ibid.*, 155.

<sup>135</sup> *Ibid.*, 115.

**True or False:**

6. “Everybody believes in grace until a leader needs it.”<sup>136</sup> T or F (\*TRUE)
7. An isolated, independent, separated, and self-hiding Christian life is exemplified in the gospel.<sup>137</sup> T or F (\*FALSE, alien to the Christianity of the New Testament)
8. A spiritually healthy leadership community is spiritually healthy when it is a safe place for struggling leaders to speak about pride and addiction.<sup>138</sup> T or F (\*FALSE, with candor and hope)
9. What gives a servant joy in being a servant is service.<sup>139</sup> T or F (\*TRUE)

**Essay:**

10. How does Scripture inform your understanding of God’s patience with us?<sup>140</sup> How would you apply this to your work as a Christian music educator?

(Example answer: Scripture shows us that God is slow to anger (Numbers 14:18, 27; Nehemiah 9:17; 9:30-31; Psalm 86:15; 103:8; 145:8). He restrains or delays His anger, even when he is tested by man (Psalm 78:38, 41; Isaiah 7:13; 48:9; Ezekiel 20:17; Joel 2:13; Jonah 4:2; Acts 13:18). God will also not leave the guilty unpunished and eventually does give up His patience (Nahum 1:3; Habakkuk 2:3).

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<sup>136</sup> Paul David Tripp. *Lead*. (Crossway Books, 2020), 180.

<sup>137</sup> *Ibid.*, 148.

<sup>138</sup> *Ibid.*

<sup>139</sup> *Ibid.*, 129.

<sup>140</sup> *Ibid.*, 197.

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