

AIM Performance Scheduler Job Description
Gateway Arch East Music Teachers Association
Submitted 2-1-20 by Joan Witte

This is the way Joan Witte has been doing the scheduling, but many other methods are possible. Joan prefers to do the work on the computer, but that is not required. It may be done by hand, if desired, although it does take longer that way.

- Submit information to the newsletter editor with any pertinent details about exams, especially if anything has changed regarding the exam schedule, judging commitment, or fees required.
- Contact the theory scheduler to obtain a list of teacher codes used for the theory exams that year. Keep teacher codes the same for performance. Create additional teacher codes for any teachers who are entering students in the performance exams only, (normally just levels 1 & 2).
- Enter students into a database as entries are received. Assign each student a code for simplicity in writing out the schedule. For example, the first student on Joan Witte's registration form is labeled as JW1.
- Make note of days and times students are available to take the exam.
- Make note of which students need to take the exam together. Color coding makes it easy to see them when scheduling.
- Enter teachers' names into a chart listing when they are available to judge or monitor, what levels they will judge, how many students they are entering, and whether they prefer judging, monitoring, or either. Determine how many half days each teacher is required to judge or monitor based on the number of students entered.
- Create a separate list of how many students at each level each teacher is entering and how many new AIM students each teacher has. Include the teacher codes, total number of participating teachers, and total number of students entering. Make note of any students who are taking the theory exam only, since they do not receive a certificate. List the total number of exams needed for each level and the names and teachers of all level 9-12 students. As soon as all registrations are received and this list is completed, send it to the treasurer and the persons responsible for printing exams and ordering awards.
- As the registration deadline approaches, contact any AIM teachers who have not registered yet, as needed.
- After all entries are received, sort students by days available and level. Compare this list to the list of available days and judging levels requested for each judge to determine how many judges are needed for each half day and where to place judges and monitors in the schedule. Notify judges and monitors of where they have been placed in the schedule after this process is finalized.

- Send a list of teacher codes to the person assembling exam materials to write on the envelopes for each teacher's exams and awards.
- Create lists of students who are available on each judging day, sorted by level, and begin scheduling with the students who can only come on one particular day or at a particular time, then moving to students who have more flexibility in scheduling. Follow the printed guideline of how many minutes to allot for each level. Be careful to make note of students who need to come together for exams and to schedule students with a judge at the appropriate level who is not the student's own teacher.
- If at all possible, place the most advanced students in the choir room with the grand piano and place a judge in that room who takes advanced levels and does not have advanced students who need to come for an exam at that same time.
- When possible, place two or three students together for level 1 & 2 aural skills to save time. Students can take the performance portion of the exam in the same room, one before and one after the aural skills, or they can be in different rooms at the same time for the performance portion of the exam.
- As each student is scheduled, enter the date, time of each portion of the exam, room assignment, and judge into the main database.
- When the database is complete, sort the list by teacher codes and student names and email a pdf to all AIM teachers. Mail a printed copy to those teachers who do not use email.
- Put together a judging schedule, listing the room assignments, times, and levels for each judge and monitor. Send the schedule to all AIM teachers with their student schedules.
- Handle any reschedule requests that are received in the most appropriate way, according to chapter policies. Students may request a reschedule up to the deadline set by the scheduler, but must pay a fee to do so. Students may reschedule for another day or time during regular testing hours or may arrange to take the exam at a different time at a judge's home. Coordinate with the student's teacher about the best way to handle each reschedule.
- Level 12 students may opt to take the repertoire portion of the exam at a later date, up to Aug. 31, without paying a rescheduling fee. Any students who do this must still be scheduled for the technique portion of the exam during the regular testing dates.
- After the reschedule deadline has passed for each testing week, print room schedules and a master list of students taking the exam that weekend. Either deliver schedules to the testing site by hand, if working the first half day, or email them to a judge or monitor who will be doing the set up for that weekend.
- Submit a report to the newsletter editor listing the number of participating teachers and number students entered in exams, along with the names and teachers of level 9-12 students who completed the exam.