



2015 WMEA

October 30, 2015



Bridging the Gap Between Middle School and High School

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Steve Mellin



Chris White

<http://www.musicedconsultants.net/conference-materials>

Today's Session:

WE WANT (TO KEEP) YOU!



The WHAT

The WHY

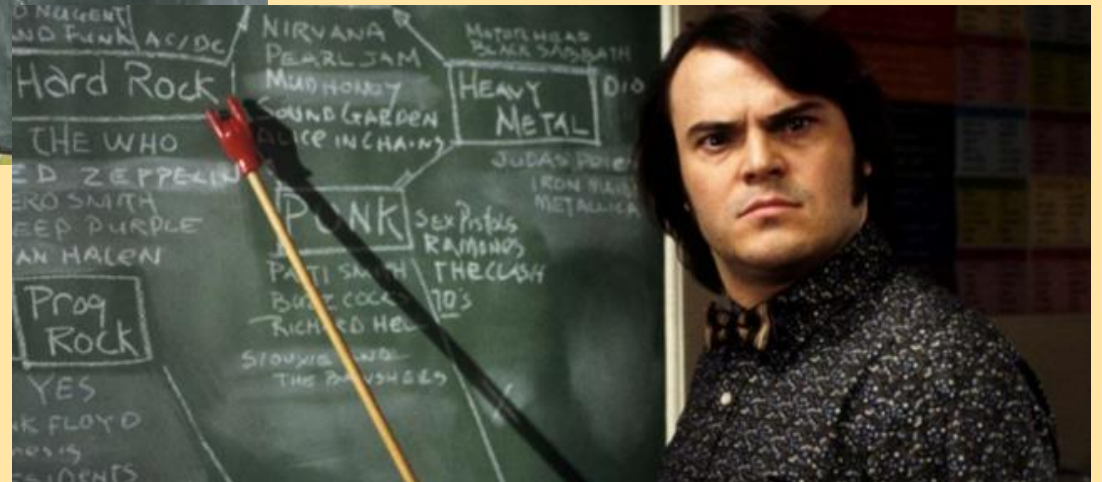
The HOW

WHAT Other Teachers Think I Do!



www.musicachievementcouncil.org

WHAT the Kids Think I Do!



www.musicachievementcouncil.org

WHAT Society Thinks I Do!



www.musicachievementcouncil.org

WHAT My Mom Thinks I Do!



WHAT I Think I Do!



www.musicachievementcouncil.org

WHAT I Really Get to Do!

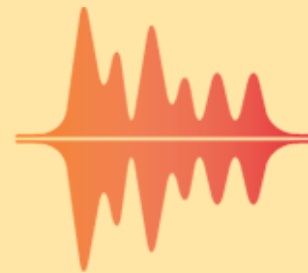
Facilitate Success and Fulfillment



The WHY RECENT FINDINGS

Music Makes Us Baseline Research Report

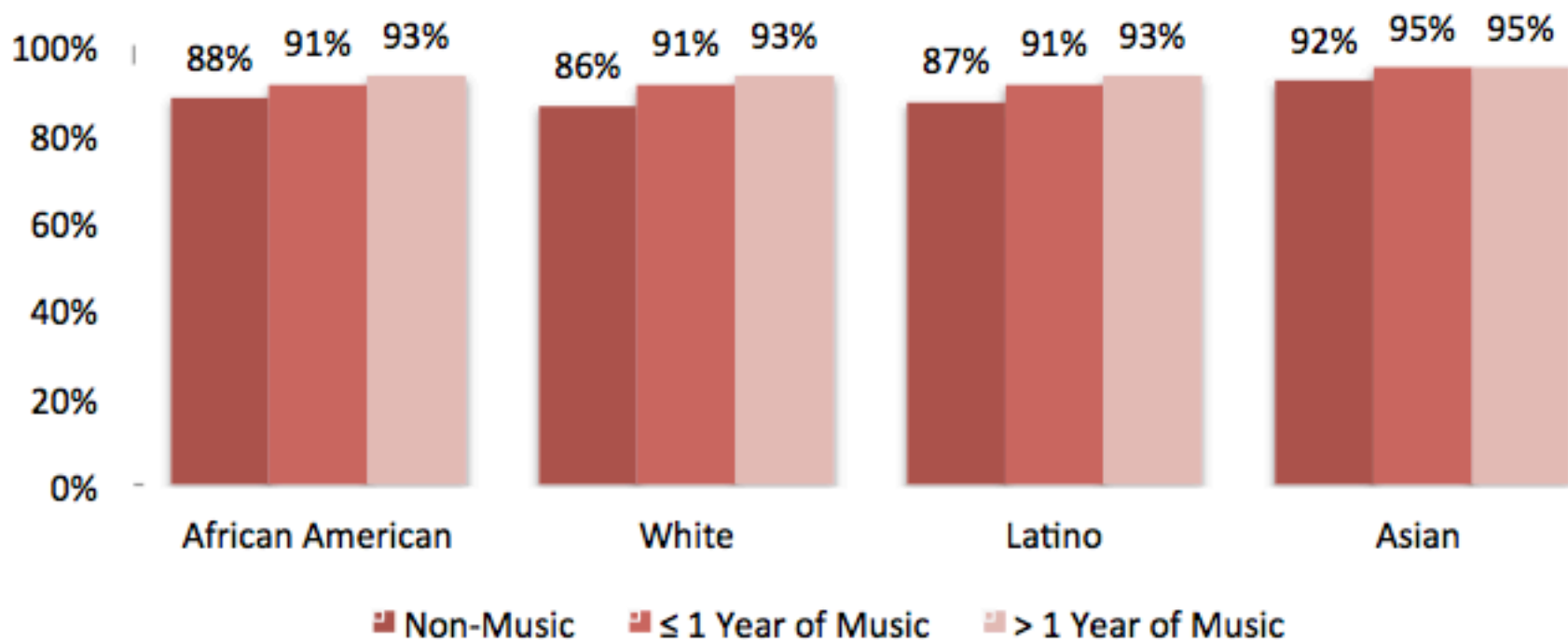
<http://musicmakesus.org/resources/research>



MUSIC MAKES US
inspire. create. perform.

The WHY ATTENDANCE RATES

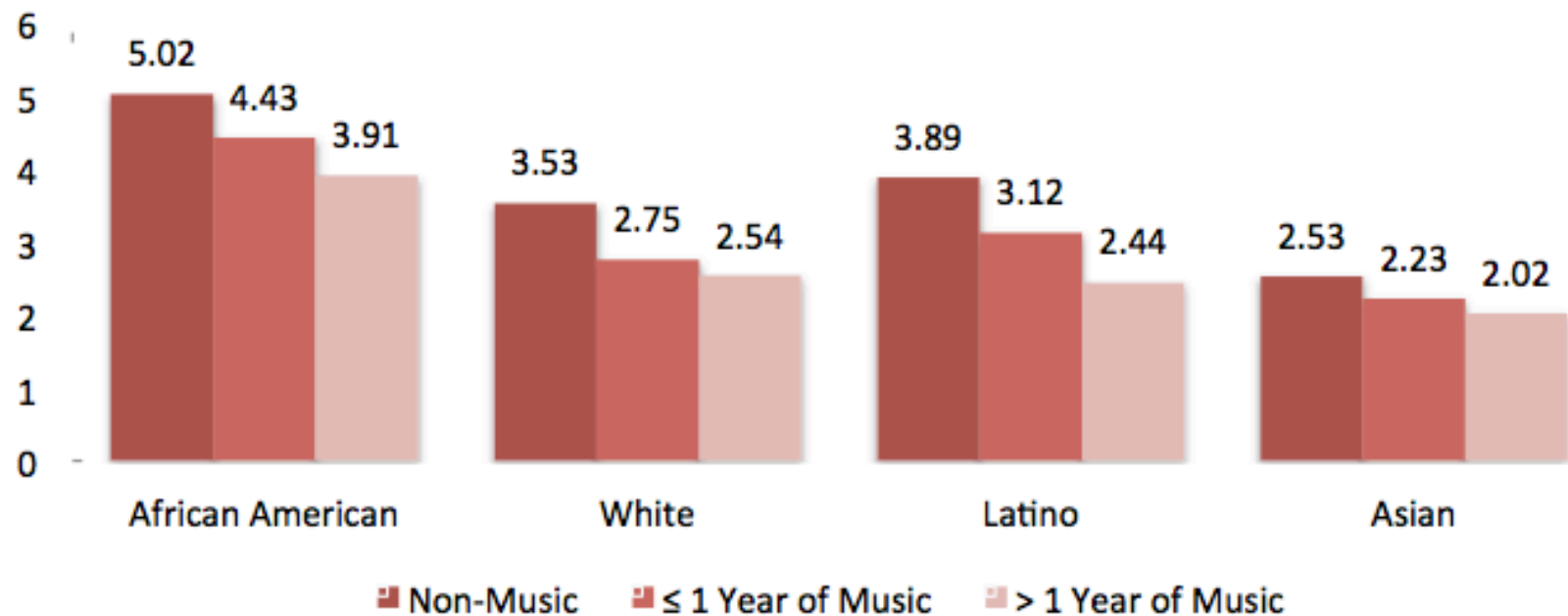
Figure 7. School Attendance Rates by Ethnicity (n=5,742)



<http://musicmakesus.org/resources/research>

The WHY DISCIPLINE REFERRALS

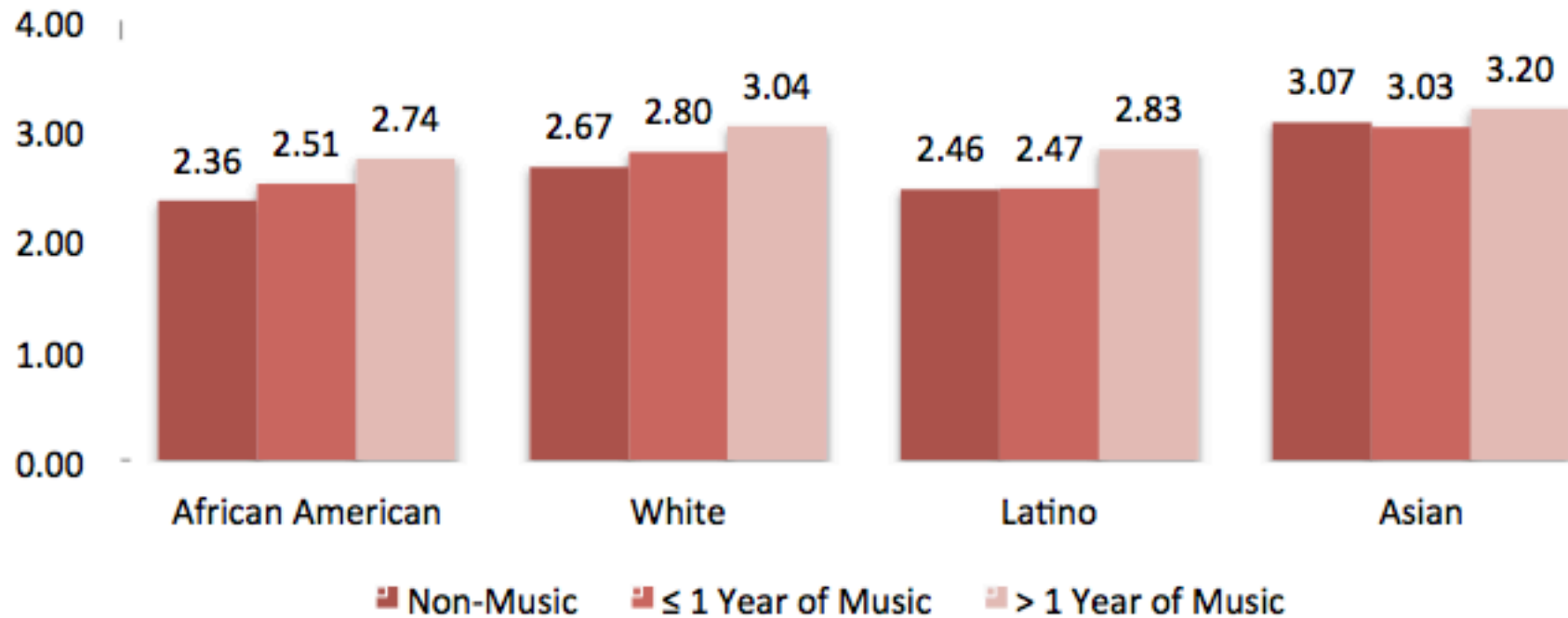
Figure 9. Discipline Referrals by Ethnicity (n=4,490)



<http://musicmakesus.org/resources/research>

The WHY GPA

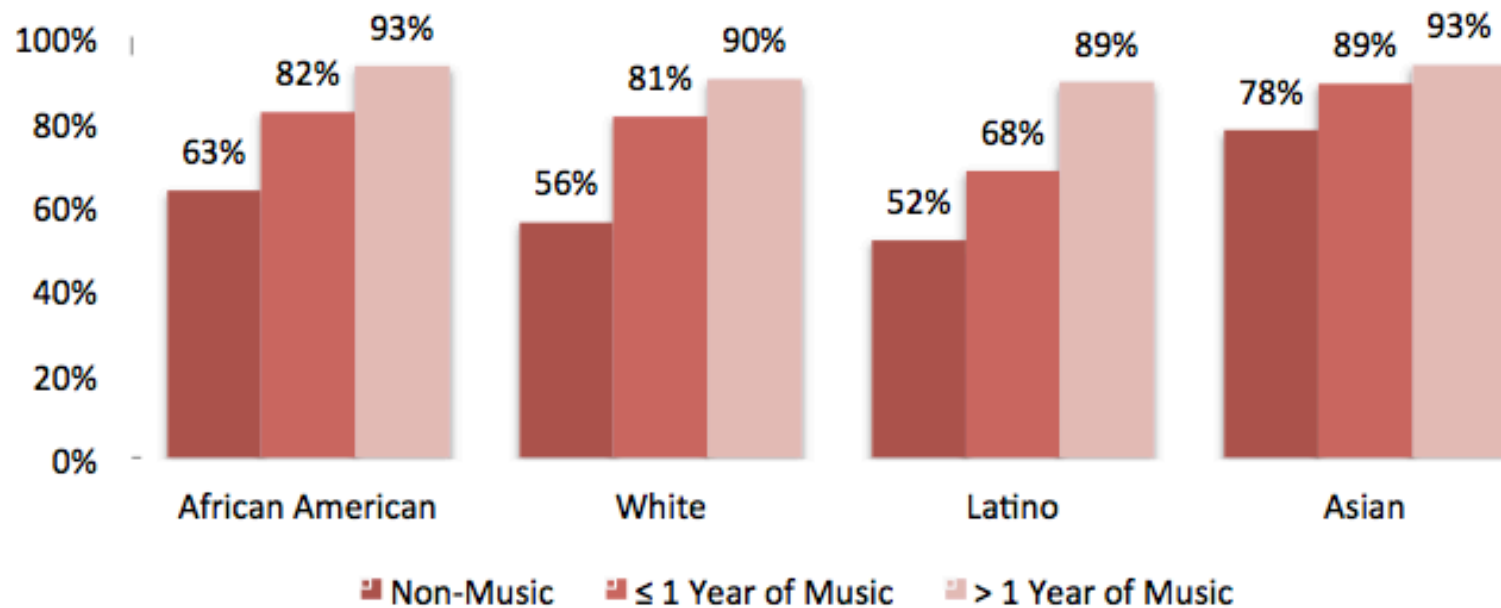
Figure 11. Grade Point Average by Ethnicity (n=4,119)



<http://musicmakesus.org/resources/research>

The WHY ON-TIME GRADUATION RATES

Figure 13. On-time Graduation Rates by Ethnicity (n=4,994)

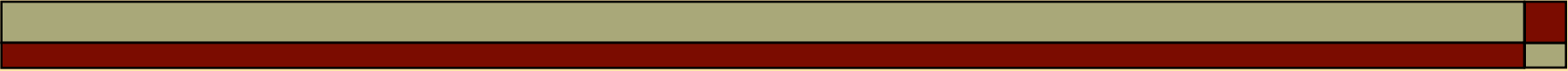


<http://musicmakesus.org/resources/research>

The *WHY*
SUMMARY: What Was Learned?

“The more a student participates
in music, the more positive
these benefits become.”

<http://musicmakesus.org/resources/research>



The HOW STRATEGIES TO BRIDGE THE GAP

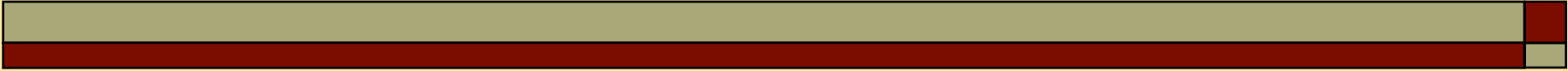
What Music Educators Can Do

What HS/MS Parents Can Do

What HS/MS Students Can Do

What HS/MS Principals Can Do

What Music Supervisors Can Do



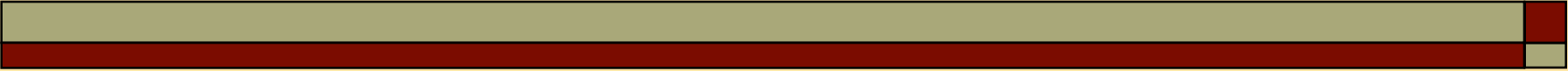
The HOW STRATEGIES TO BRIDGE THE GAP

What Music Educators Can Do:

Work as a district-wide
Music Education **TEAM** with one goal:

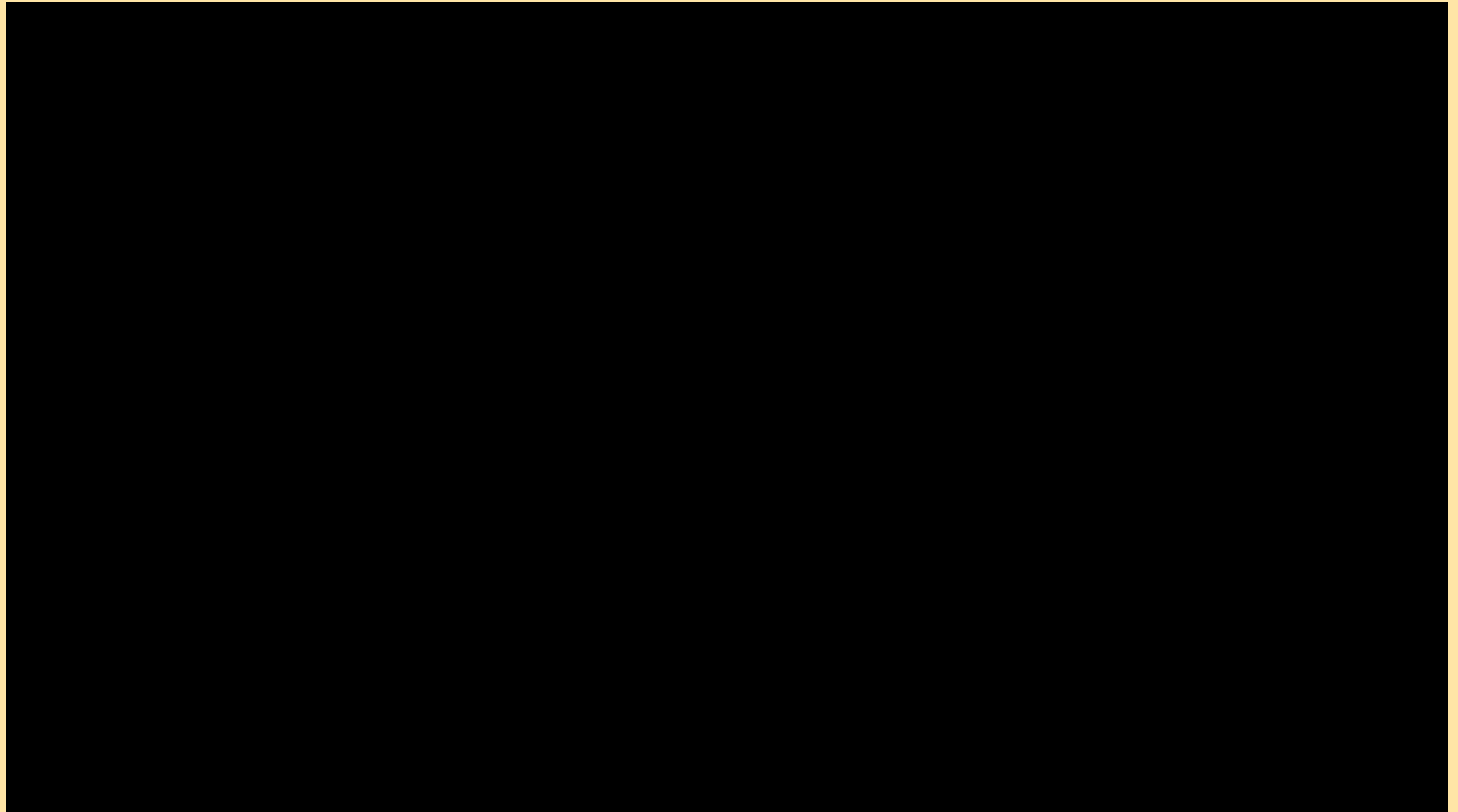
*To ensure continued,
active music-making.*

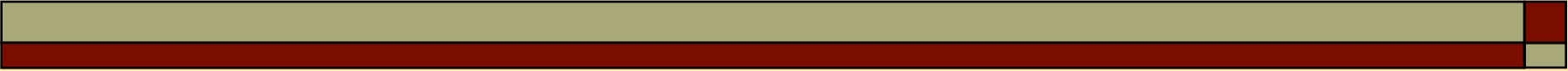
Build the vision EARLY – ELEMENTARY!
First Performance!



The HOW: First Performance

Build the vision EARLY – ELEMENTARY!



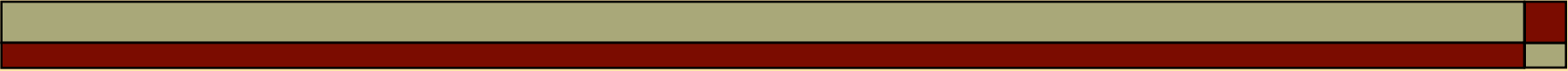


The HOW STRATEGIES TO BRIDGE THE GAP --- *COMMIT as a TEAM to:*

1. Establish a district-wide vision/mission that promotes unity. . .even include a logo and tag line!

Good Examples of Visions (destinations):

- A. Life Is Good T-Shirts: *A world where all children grow up feeling safe, loved, and joyful.*
- B. National Education Assoc. (NEA): *A great public school for all students.*

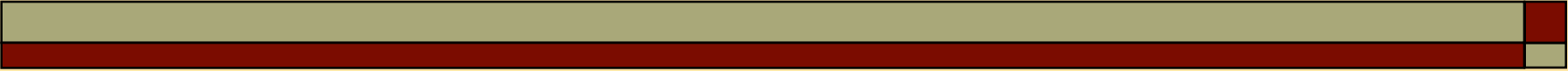


The HOW STRATEGIES TO BRIDGE THE GAP --- *COMMIT as a TEAM to:*

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Good Examples of Missions (purpose):

- A. Google: *Google's mission is to organize the world's information and make it universally accessible and useful.*
- B. NAfME: *To advance music education by encouraging the studying and making of music by all.*

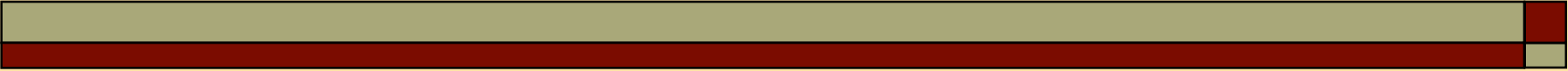


The HOW STRATEGIES TO BRIDGE THE GAP --- *COMMIT as a TEAM to:*

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Good Examples of a Music Dept Vision/Mission:

- A. Badgers School District Music Education
Department Vision: *A community where all children grow up experiencing the joy of active music-making.*
- B. BSD MED Mission: *To prepare all students for fulfilling, life-long music-making experiences.*



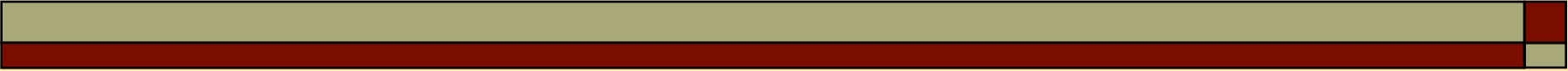
The HOW STRATEGIES TO BRIDGE THE GAP --- *COMMIT as a TEAM to:*

1. Establish a district-wide vision/mission that promotes unity. . .even include a logo and tag line!
GREAT Example of a Tag Line:

A. What happens in Vegas. . .

The HOW
STRATEGIES TO BRIDGE THE GAP
COMMIT as a TEAM to:





The HOW STRATEGIES TO BRIDGE THE GAP --- *COMMIT as a TEAM to:*

1. Establish a district-wide vision/mission that promotes unity. . .even include a **logo** and **tag line**!
 - A. Possible BSD logo and tag line:

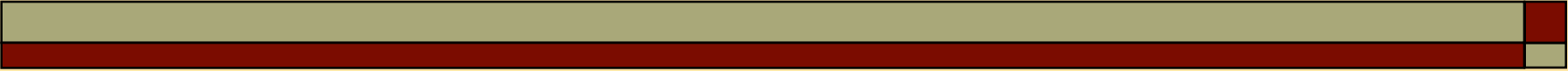
What happens in Music. . .

Stays for a Lifetime!

The HOW
STRATEGIES TO BRIDGE THE GAP

COMMIT as a TEAM to:

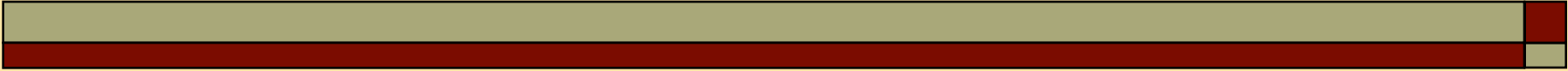
2. Meet as a district-wide TEAM on a regular basis to establish goals and measure progress.
 - A. Plan performances/activities together
 - B. Conduct each other's ensembles
 - C. Attend each other's performances
 - D. Chaperone each other's trips
 - E. Hang out with each other!



The HOW STRATEGIES TO BRIDGE THE GAP

COMMIT as a TEAM to:

3. Build a “retention” section on all K-12 school music websites. Content could include. . .

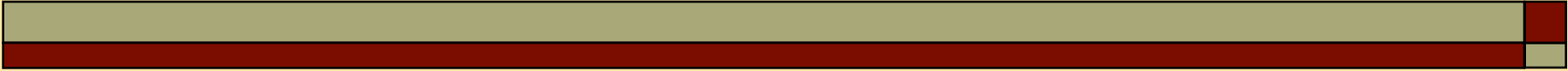


A Photo is Worth 1000 Words!

- A. Lots of photos of elementary/middle **students** with the high school students at cool events (as well as at musical activities).
- B. Lots of photos of elementary/middle **parents** with the high school parents/students at cool events (as well as at musical activities).
- C. Lots of photos of elementary/middle/high school **directors** together at cool events (etc.).
- D. Lots of photos of elementary/middle/high school **principals** together at cool events. (etc.)

A Video is Worth 10,000 Words!





The HOW

Build the vision EARLY—ELEMENTARY!

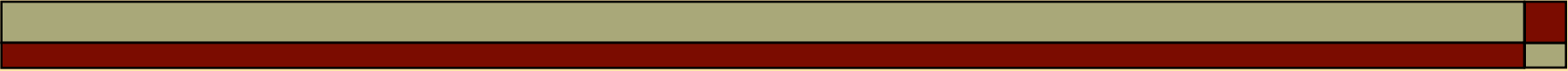
COMMIT as a TEAM to:

1. Show up – Be visible – For everything!
2. Schedule a “Switch Day”
3. Engage parents EARLY!

The HOW

Engage Parents EARLY—The Parent Band!





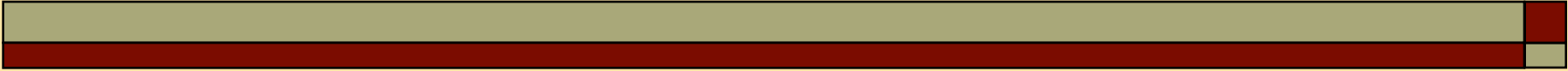
The HOW ***What HS/MS Parents Can Do:***

1. Schedule a VIP Parent Night at a joint concert/halftime show performance
2. Facilitate events and activities
3. Host MS parent meetings at the high school
4. Mentor parent leaders of feeder programs

The HOW *What HS/MS Students Can Do:*

1. Serve as “Intern Instructors” for FREE Summer Lesson Program for beginning (at-risk) students.

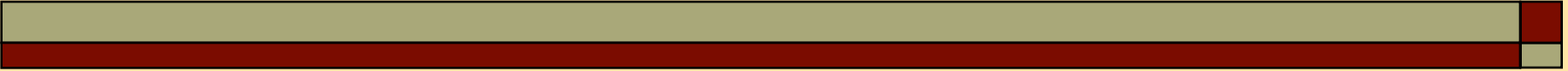




The HOW

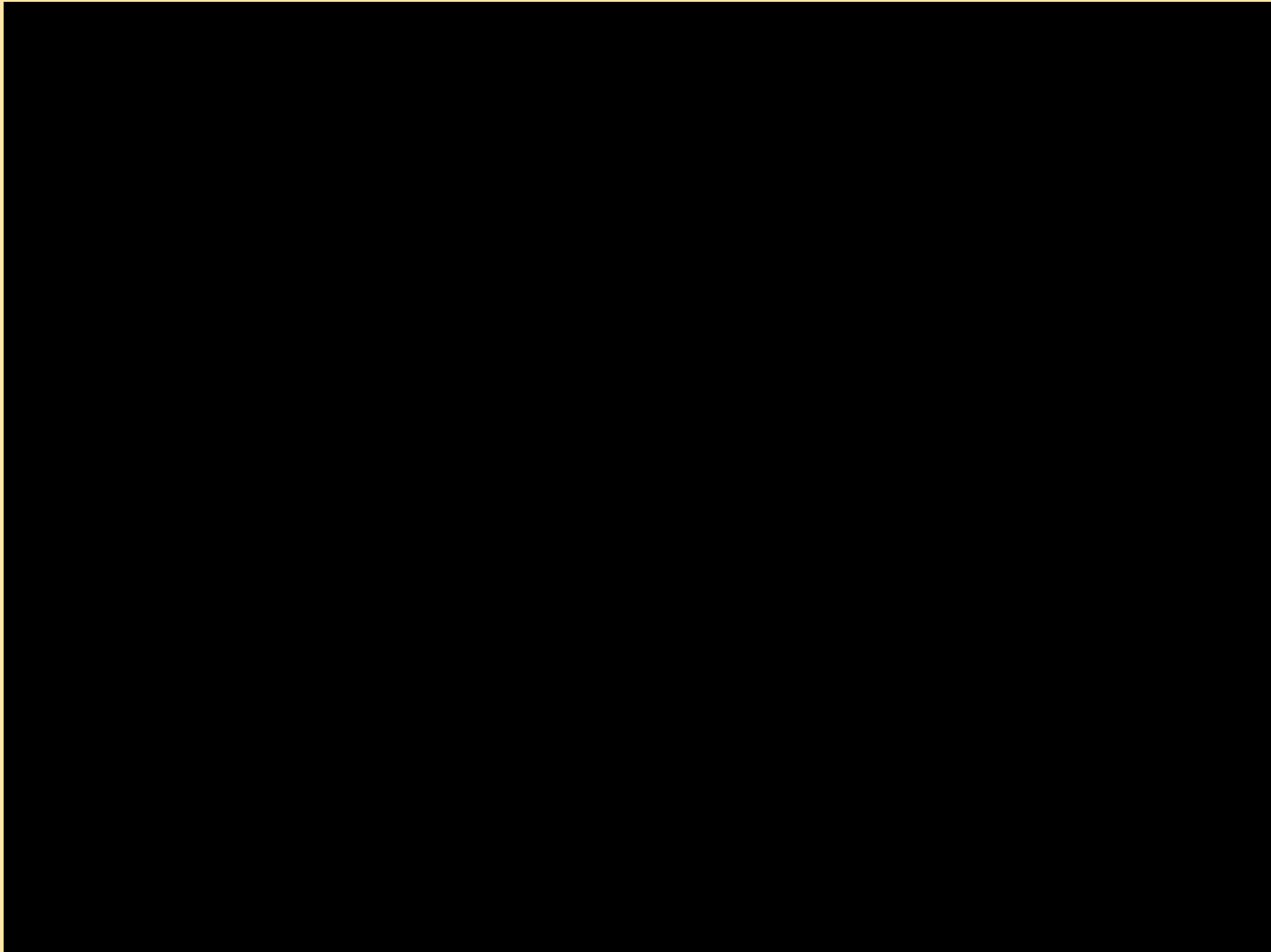
What HS/MS Students Can Do:

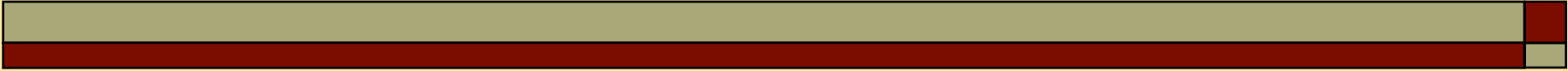
1. Serve as “Intern Instructors” for FREE Summer Lesson Program for beginning (at-risk) students.
2. Participate ACTIVELY in ALL retention efforts – give “testimonials”



The HOW

Give “testimonials”

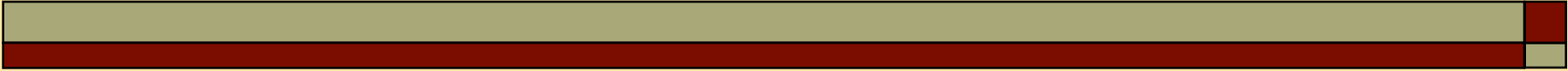




The HOW

What HS/MS Students Can Do:

1. Serve as “Intern Instructors” for Summer Lesson Program for beginning students
2. Participate ACTIVELY in ALL recruitment efforts – give “testimonials”
3. Remain engaged with former programs
 - A. Mentor upcoming students. . .Give back!
 - B. Coach upcoming students.
 - C. Serve that program: Usher, sell refreshments



The HOW

What HS/MS Students Can Do:

1. Serve as “Intern Instructors” for Summer Lesson Program for beginning students
2. Participate ACTIVELY in ALL recruitment efforts – give “testimonials”
3. Remain engaged with former programs
4. Write letters of invitation (Big Bro/Sis) and congratulations as appropriate

The HOW

What HS/MS Students Can Do:

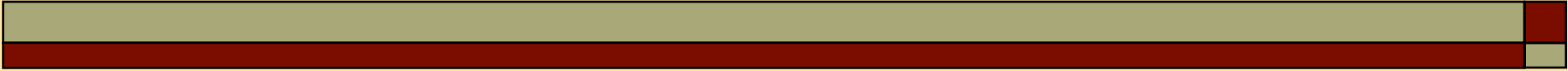
4. Write letters of invitation (Big Bro/Sis) and congratulations as appropriate

“Congratulations!

You have been chosen to
play (insert instrument)
in the (name of school) band!”



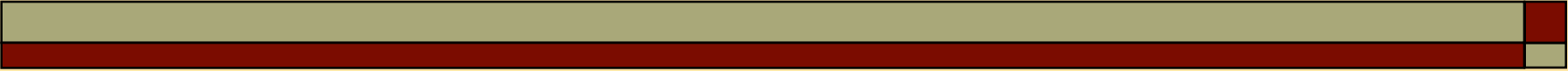
Giving a “Golden Invitation” to band makes them feel special!”



The HOW

What HS/MS Principals Can Do:

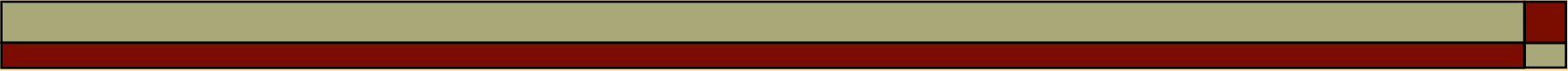
1. Help facilitate recruitment assemblies/ events/activities at feeder schools
2. Work with feeder principals on scheduling
3. Create joint presentation for (feeder) parents
4. Provide opening remarks at each other's concerts



The HOW

What Music Supervisors Can Do:

1. Ensure that faculty sees itself as part of one, K–12 Music Program – build purpose and unity!



The HOW

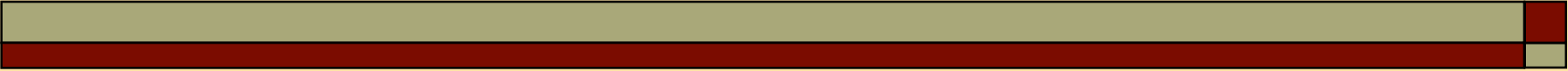
What Music Supervisors Can Do:

1. Ensure that faculty sees itself as part of one, K–12 Music Program – build purpose and unity!
2. Track articulation data

Secondary Fine Arts Enrollment
ENDS Report Compilation

06/07/07

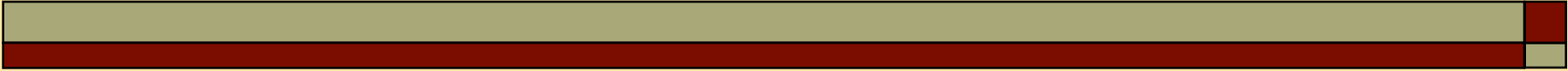
Activities	Student Participation					
	FY02	FY03	FY04	FY05	FY06	FY07
High School Athletic Participation	16,145	15,909	17,242	18,810	TBA	
Middle School Athletic Participation	1,360	1,403	1,445	1,576	TBA	
Student Activities HS Participation	23,141	24,004	23,956	24,230	TBA	
Student Activities MS/JHS...						
...Participation	17,062	17840*	17,015	17,425	TBA	
ES Music Activities	9,329	21,180	23,018	26,841	TBA	
MS/HS Music Course Enrollment	37,370	36,612	43,719	47,487	47,522	51,334
MS/HS Visual Arts Enrollment	N/A	N/A	21,805	22,425	25,186	26,915
**MS/HS Theatre Course Enrollment	N/A	N/A	N/A	N/A	6,533	7,694
**MS/HS Dance Course Enrollment	N/A	N/A	N/A	N/A	3,115	3,981
Total % of K-12 Participation	41%	45%	55%	56%	TBA	
*This data for MS/JHS student activities participation has been revised to correct a						
typographical error in the data reported in 2002-03.						
	**New to Report in FY06					



The HOW

What Music Supervisors Can Do:

1. Ensure that faculty sees itself as part of one, K–12 Music Program – build purpose and unity!
2. Track articulation data
3. Provide sample student schedules

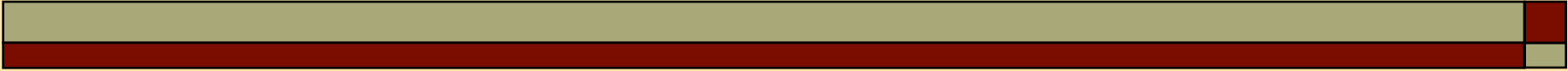


The HOW

What Music Supervisors Can Do:

3. Provide sample student schedules

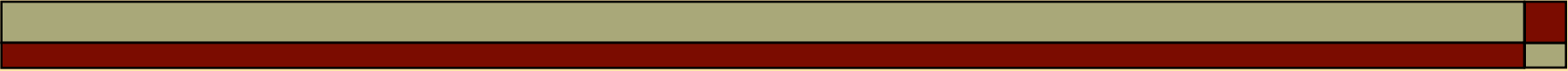
Algebra I	Wind Symphony	Biology
Music Theory	AP English	Orchestra
Geometry	Algebra II	Chemistry
Chamber Ensemble	Jazz Band	Algebra XV
	Calculus	



The HOW

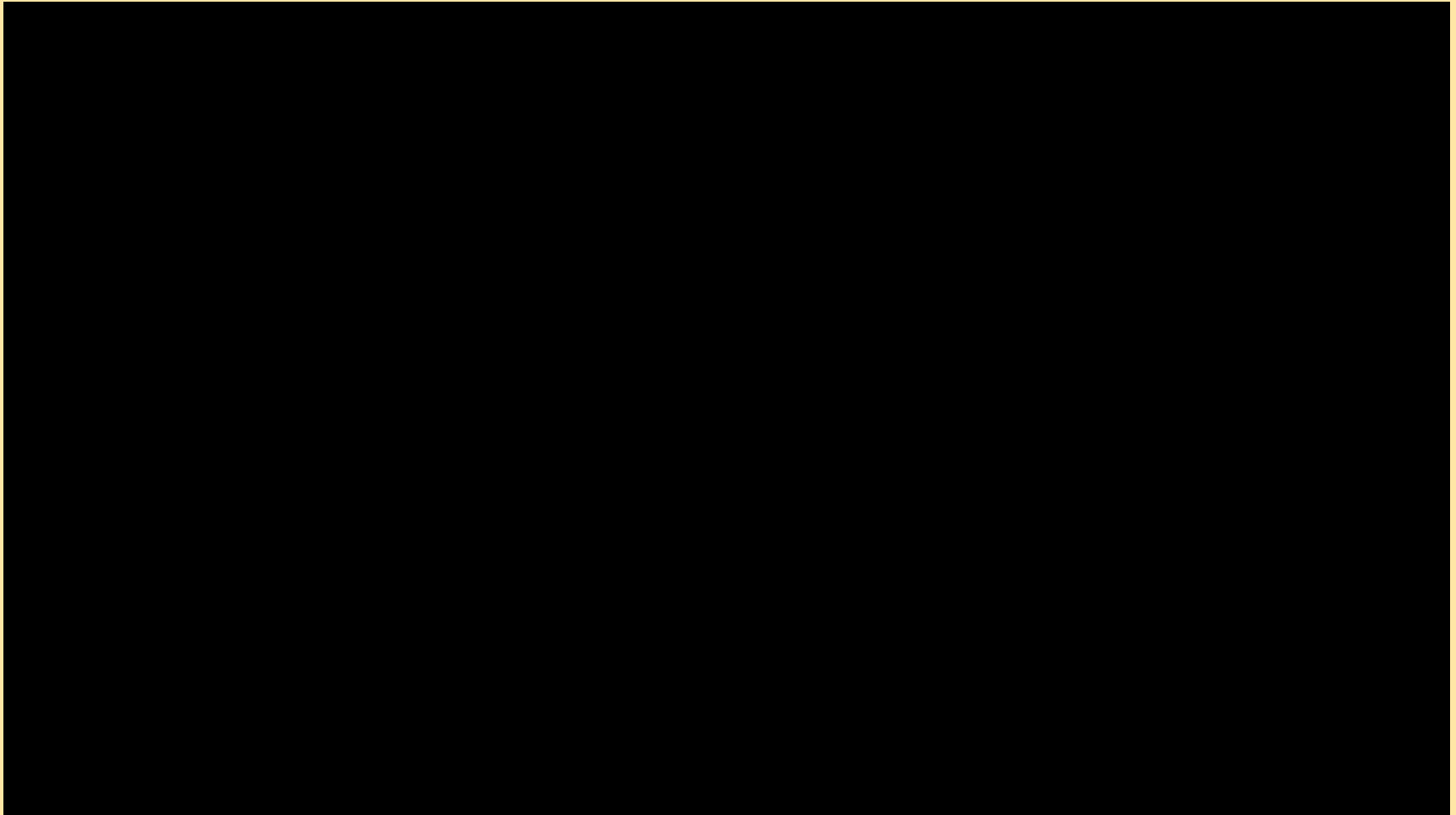
What Music Supervisors Can Do:

1. Ensure that faculty sees itself as part of one, K–12 Music Program – build purpose and unity!
2. Track articulation data
3. Provide sample student schedules
4. Ensure that students receive quality learning opportunities and experiences



A GREAT EXAMPLE: Foothill HS

“There is a place. . .”



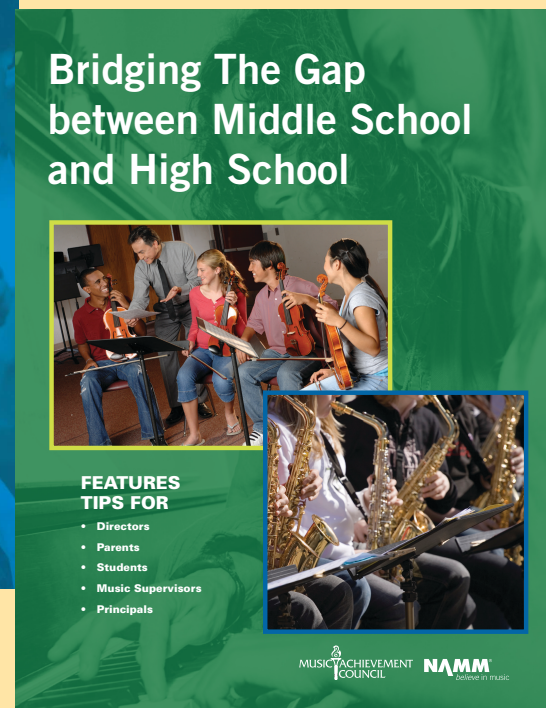
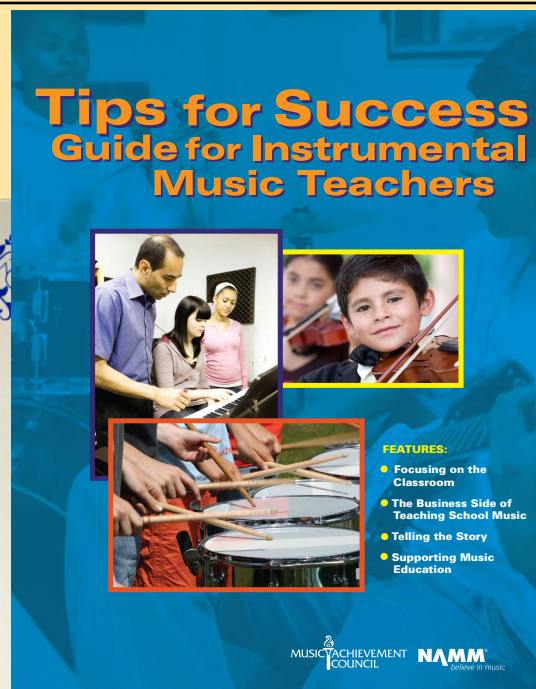
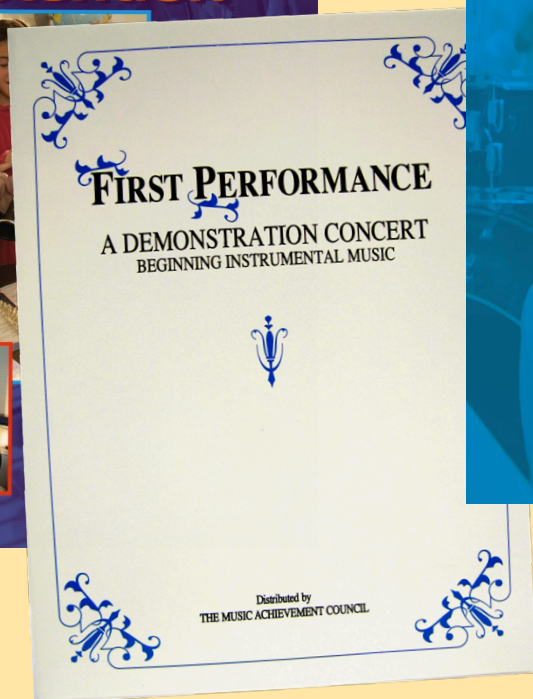
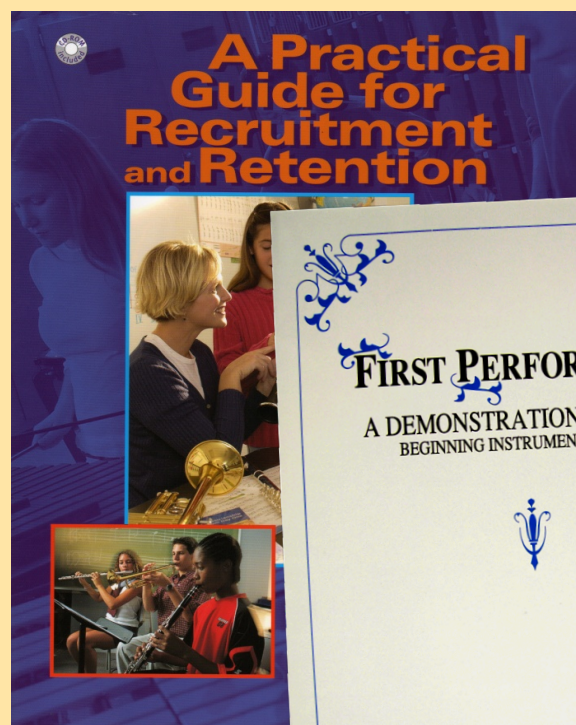
Check Out All of MAC Online Resources



www.musicachievementcouncil.org

Got SMART Phone?

www.musicedconsultants.net/conference-materials



www.musicachievementcouncil.org



Give Your Music Program the Recognition It Deserves!

<https://www.surveymonkey.com/r/2016BCME>

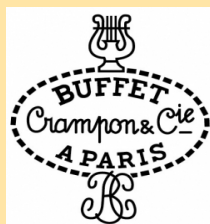


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