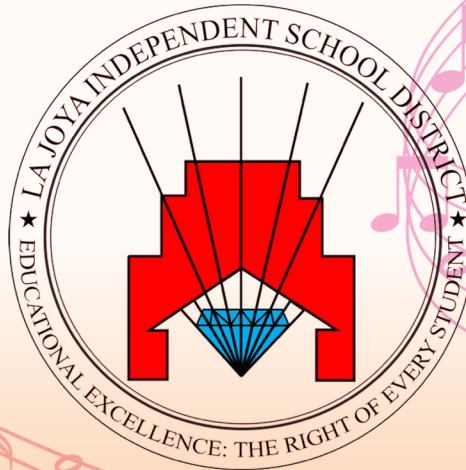


The TEAM Approach to Recruitment & Retention

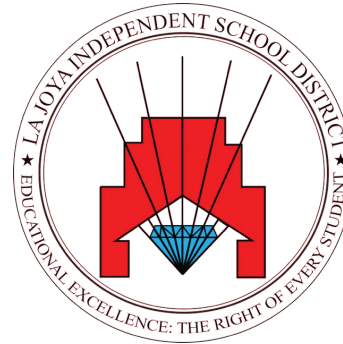
Marcia Neel



July 21, 2025



JULY 21, 2025



**MARCIA NEEL
SR DIRECTOR OF EDUCATION
YAMAHA CORPORATION**

MARCIA@MUSICEDCONSULTANTS.NET



240 Elementary Schools. . .

138 Secondary Schools. . .

378 TOTAL SCHOOLS

Covering 8,000 Square
Miles

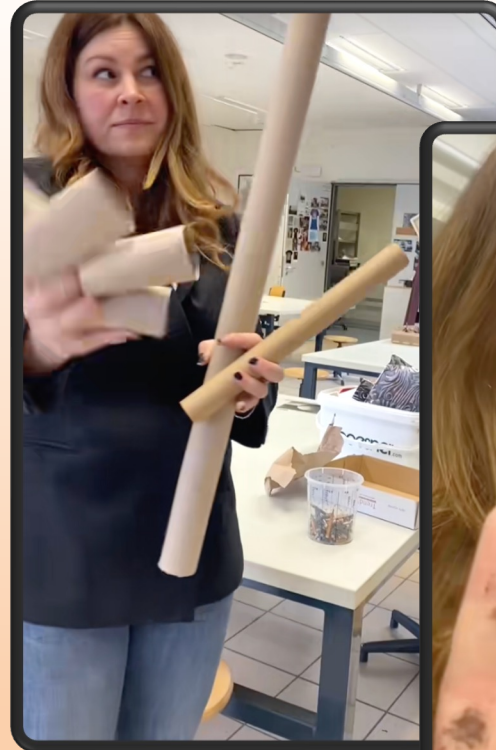
550 Music Educators

Arts Educators. . .

Do We Have an Identity Problem?
What are We Really About?



WHAT Other Teachers Think I Do!



WHAT Society Thinks I Do!



WHAT My Mom Thinks I Do!



WHAT I Think I Do!





Exstasis: *“All I Want to do is Fly”*



<https://www.youtube.com/watch?v=2AEraKu7rd8>



WHAT I Really Get to Do!

Help Create Fulfilling and Impactful Lives



Your Personal Vision: Destination?



What is your destination?

Can you see it from here?

Good Examples of Visions: Destinations

A. Life Is Good T-Shirts: *We envision a world where all children grow up feeling safe, loved, and joyful.*

B. National Education Assoc. (NEA): *We envision a great public school for all students.*

Do you have a personal Mission: Purpose?



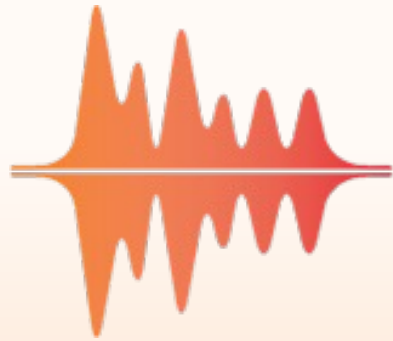
What is your
true north?

Why do you
teach?

Good Examples of Missions: Purposes

A. Google: *Google's mission is to organize the world's information and make it universally accessible and useful.*

B. NAfME: *NAfME's mission is to advance music education by encouraging the studying and making of music by all.*



MUSIC MAKES US
inspire. create. perform.

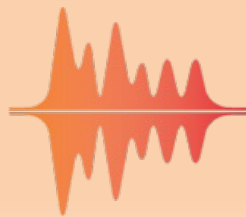
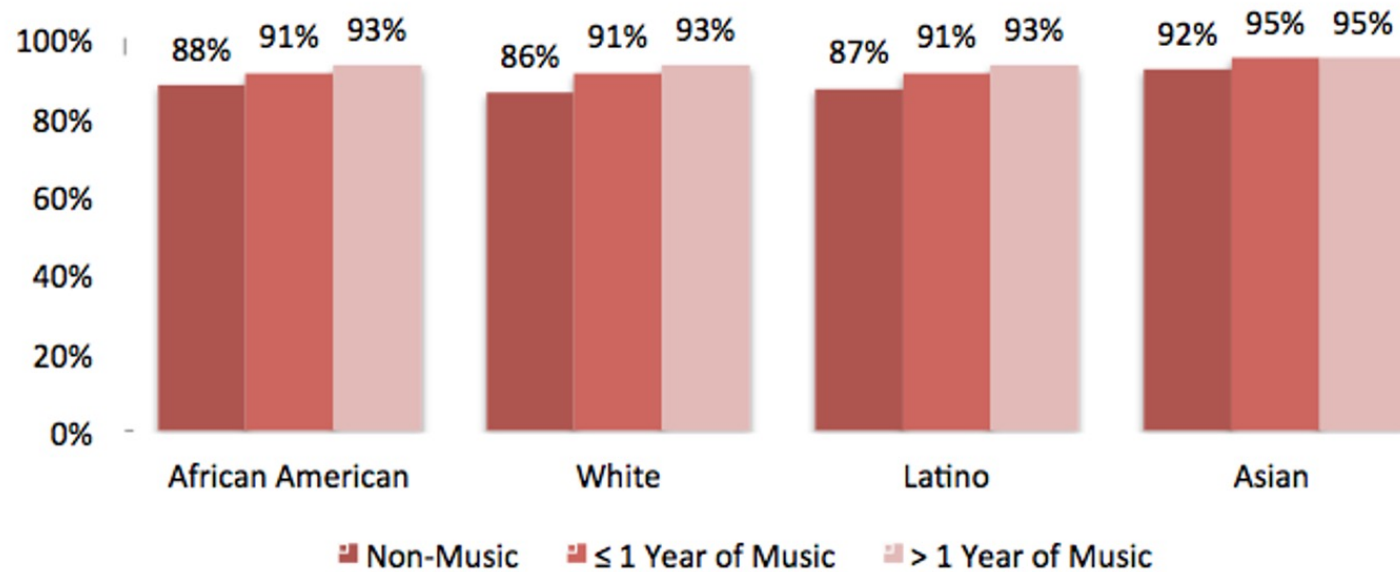


**METRO
NASHVILLE
PUBLIC
SCHOOLS**

PURPOSE: To establish a benchmark—a snapshot of students who have been enrolled in middle and high school music and the potential impact of music study on student engagement and academic achievement.

MNPS Attendance Rates

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

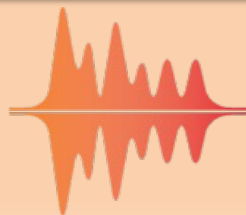
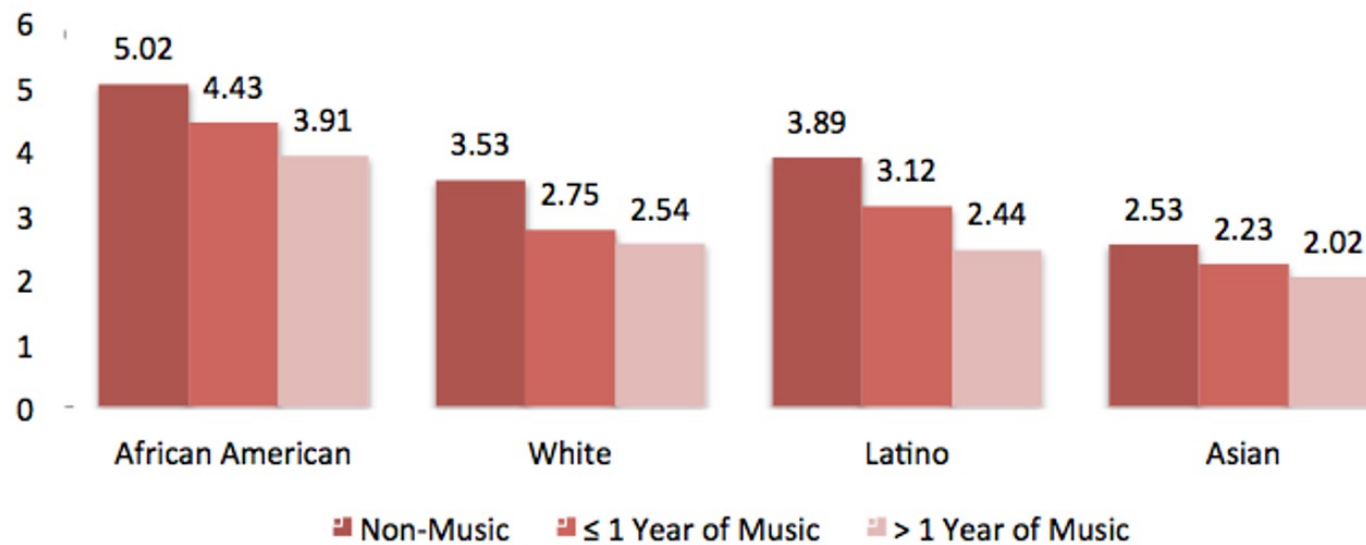


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MNPS Discipline Referrals

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

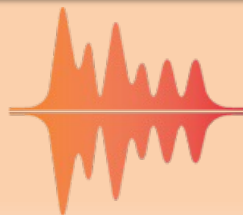
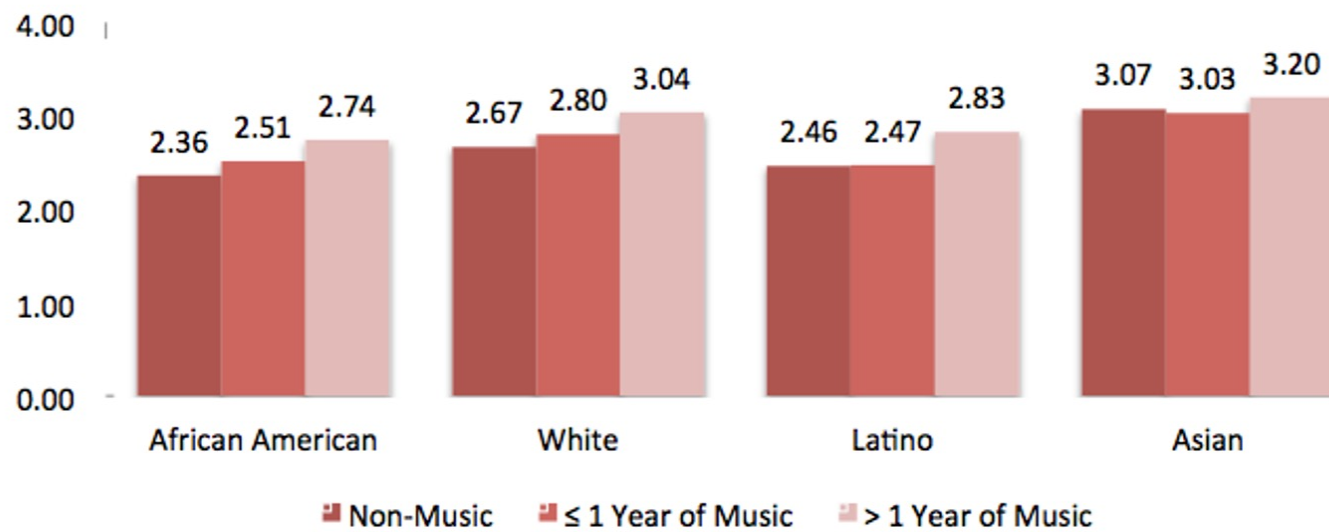


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MNPS GPA

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

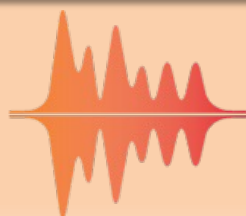
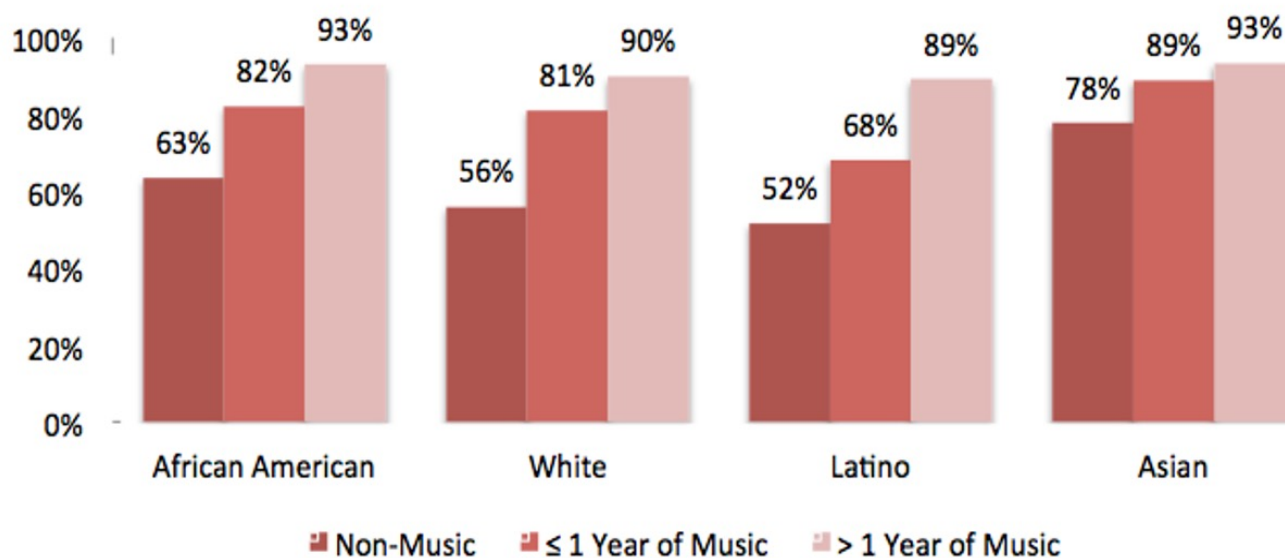


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MNPS On-Time Graduation Rates

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

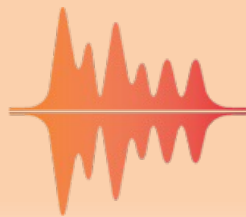


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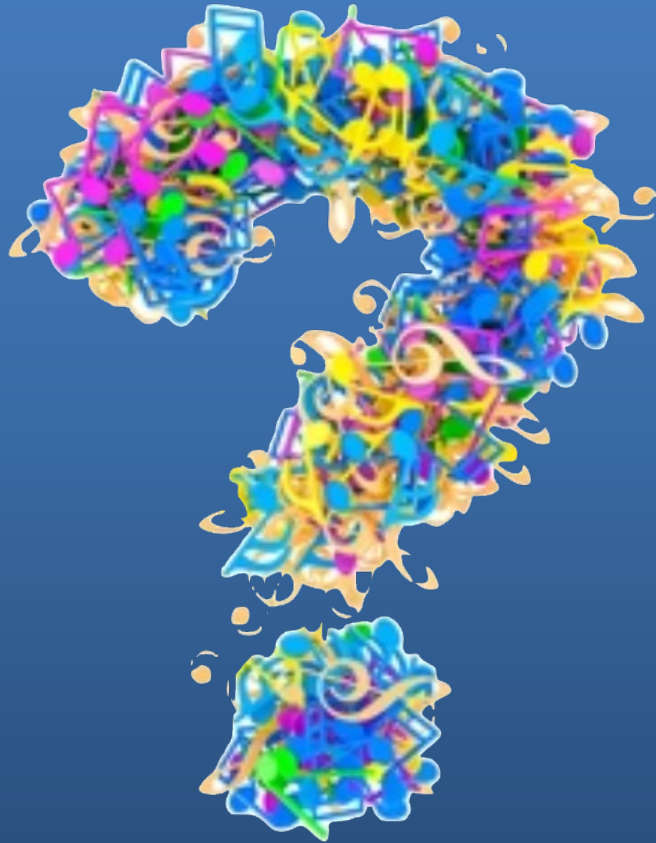
What Did MNPS Learn?

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



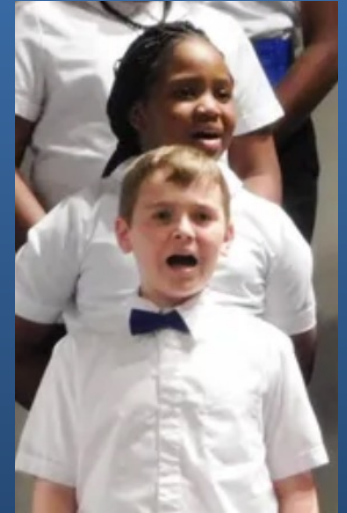
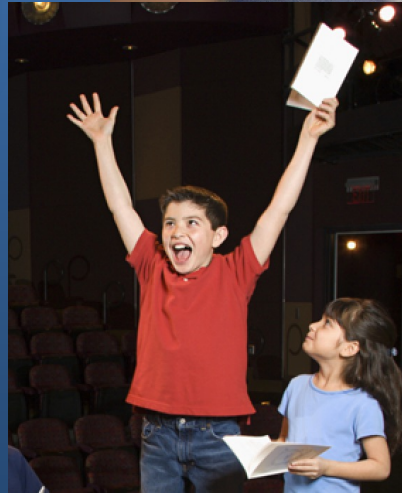
MUSIC MAKES US

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How can we
increase the
number of
students we are
already serving to
impact even
MORE lives?

Why do students sign up and remain in our Arts Education Programs?



Why do students sign up and remain in our Arts Education Programs?



- They are/were taught by an enthusiastic educator who makes learning enjoyable and rewarding
- They want to be part of a program that is visible and celebrated in the school/community
- They value the experience of doing something creative and the positive recognition and gratification they get out of it

How do we ensure sustained success?

- Provide exciting activities, performances, and shows
- Communicate positive messages regularly to build enthusiasm and support
- Nurture goodwill among students, faculty, staff, administration, and the broader community



Getting It Together as the Arts Education Team

Why?



1. To Communicate a Unified Message
2. To generate the proper Attitudes toward Arts Education

Getting It Together as the Arts Education Team

Why?



- 3. To guarantee group Responsibility toward the agreed-upon Purpose
- 4. To ensure Excellence

Getting Started

- Ever have trouble getting someone to understand the message you're trying to convey?



https://www.youtube.com/watch?v=Bh_1ZwcFCgA

For Example



Getting Started

1. Communicating a Unified Message



Construct a Schoolwide Arts Education Marketing Plan

What does the Arts Education Program
at your school offer students?

Market this message!!!!

EXAMPLE: Communicating a Unified Message (Purpose)

The Mozart Middle School Arts Education Department is an inclusive team of Arts Educators that promotes and supports Arts Education within the LJISD by providing quality, sequential instruction through fulfilling, life-changing opportunities and experiences for all of its children.



1. Speak Up!

Don't be your school's best kept secret

2. Be Visible!

Feature the Unique Individual
Achievements of YOUR Students

EXAMPLE: Warwick Senior High School Visual Arts/Media Program



www.youtube.com/watch?v=XC6LD-ahNJ0

<https://www.youtube.com/watch?v=FtHfxyvhC30>

Meet Theatre Student, Chris Hayes





<https://www.youtube.com/watch?v=9iOsg6t7MsY>

Getting Started

1. Communicating a Unified Message
2. Generating the proper Attitudes toward Arts Education in the Community

Generate the proper Attitudes toward Arts Education in the Community

- Display student art in your school as well as in feeder schools and local businesses
- Organize a public art installation
- Create artwork to donate to or raise funds in support of a specific community cause
- Engage current art students to lead art instruction at senior centers or libraries



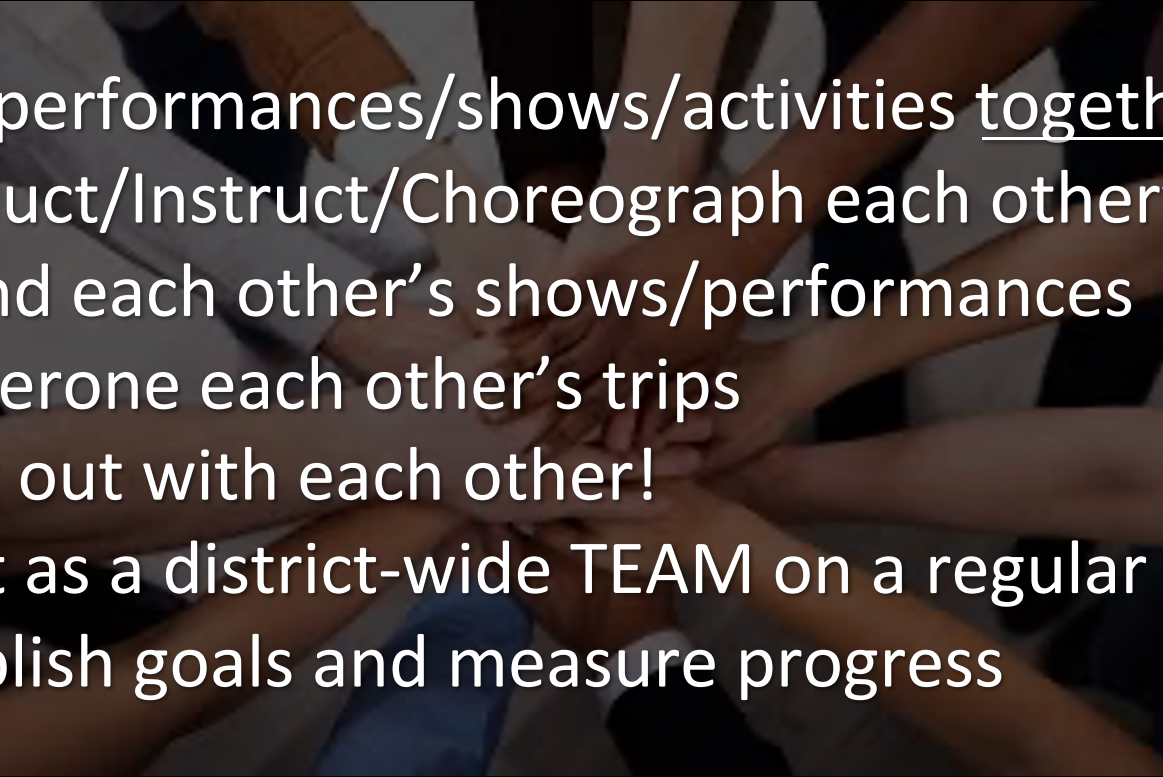
Getting Started

1. Communicating a Unified Message
2. Generating the proper Attitudes toward Arts Education in the Community
3. Guaranteeing GROUP Responsibility toward the agreed-upon Purpose

ALL HANDS ON DECK!

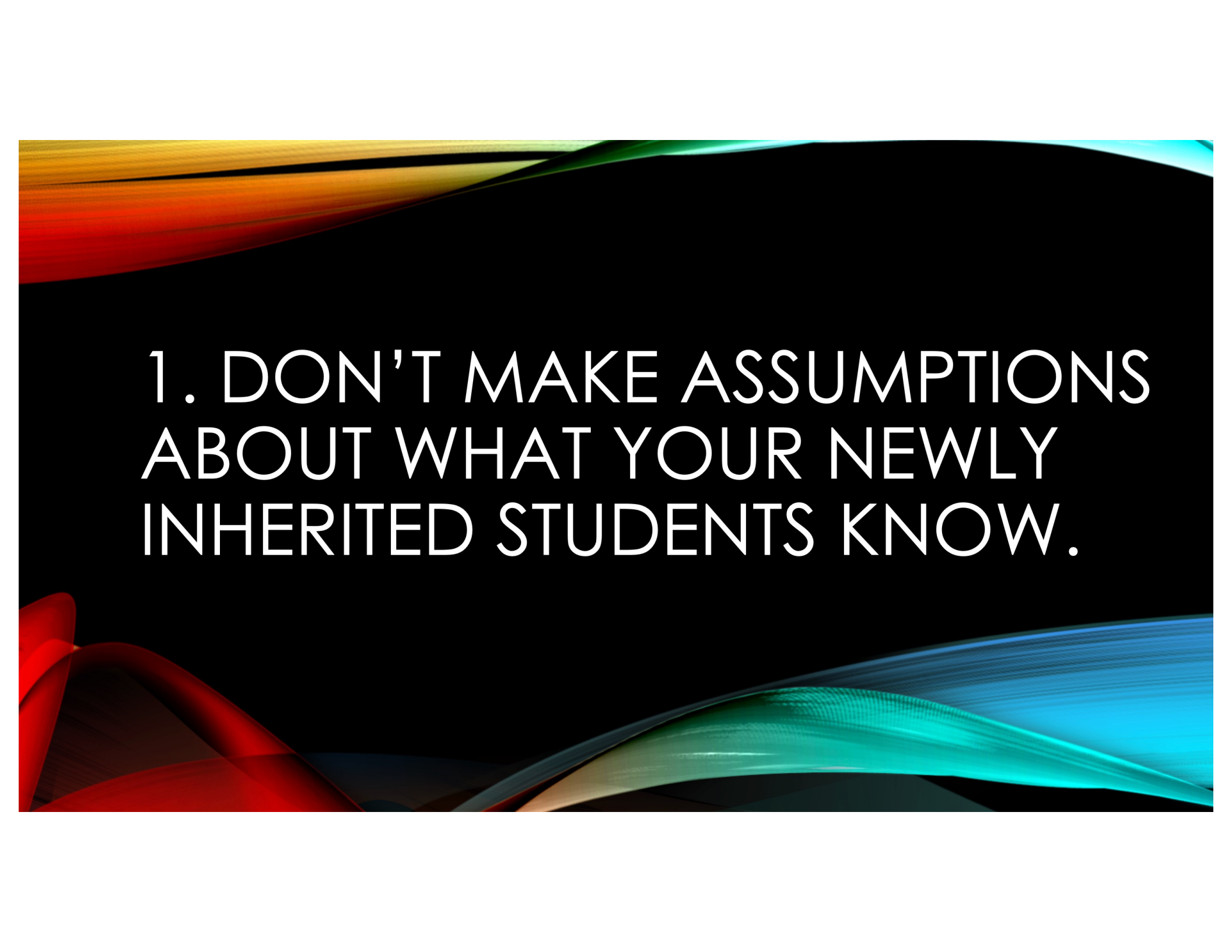


ALL HANDS ON DECK!

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

Getting Started

1. Communicating a Unified Message
2. Generating the proper Attitudes toward Arts Education in the Community
3. Guaranteeing group Responsibility toward the agreed-upon Purpose
4. Ensuring Excellence



1. DON'T MAKE ASSUMPTIONS
ABOUT WHAT YOUR NEWLY
INHERITED STUDENTS KNOW.



2. BE PREPARED AND BE
COMPETENT.



3. SET A ROUTINE AND
NEVER DEVIATE FROM IT.



4. RECRUIT AND RETAIN 24/7.



5. INVEST IN YOUR BEGINNERS.



6. KEEP YOUR SUPERVISORS
IN THE LOOP.



7. ENGAGE THE PARENTS EARLY.



8. BECOME THE
CENTERPIECE OF ACTIVITY
IN YOUR SCHOOL.



9. REMEMBER THAT
MISTAKES = LEARNING.



10. BE PASSIONATE ABOUT
EVERYTHING!



11. FIND A
MENTOR/CONFIDANT TO
TALK TO AND SHARE WITH.



12. CHOOSE TO GET BETTER!



13. SMILE! A LOT!

Getting Started

1. Communicating a Unified Message
2. Generating the proper Attitudes toward Arts Education in the Community
3. Guaranteeing group Responsibility toward the agreed-upon Purpose
4. Ensuring Excellence

C

A

R

E

https://www.youtube.com/watch?v=80JaQ_zUp40

Art

Dance

Theatre

Community

EVERY STUDENT
KNOWN



Music

Media

Technology

**Student
Voice**



https://www.youtube.com/watch?v=80JaQ_zUp40



BREAK

5 S.M.A.R.T. Ideas to Retain THIS YEAR'S BEGINNERS: *A Primer for High School and Middle School Arts Educators*





Have students PERFORM EARLY AND OFTEN
Show them the pathway to Success.

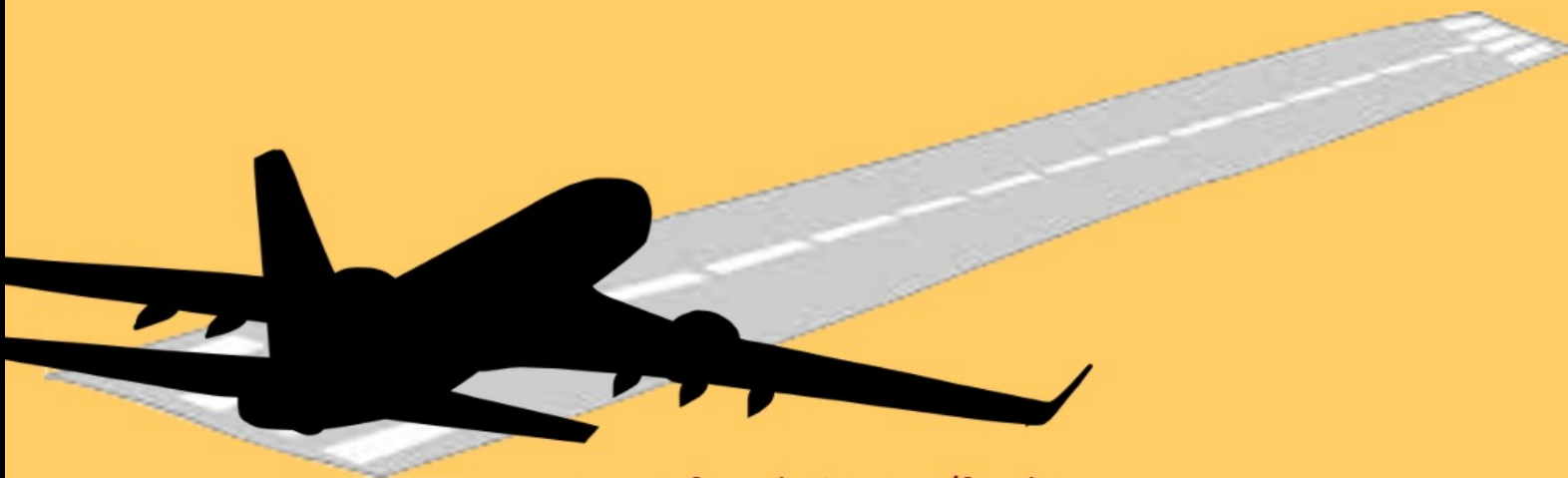


Taking Off This Fall in a
School Near You!



FIRST PERFORMANCE

NATIONAL DAY OF CELEBRATION



nammfoundation.org/fpndoc

Have Students Perform Early and Often
First Performance National Day of Celebration



View Video at: <https://youtu.be/lk0xiAjwaGU>

The Results Are In!!!!



- Provides Short-Range Goals and Recognition
- Encourages Early Engagement with Parents
- Strengthens Administrative Support through Direct Involvement



**FIRST PERFORMANCE
DAY OF CELEBRATION**
Celebrate Your Beginning Students

Presented By
**MUSIC ACHIEVEMENT
COUNCIL**
Music Teacher's Professional Development

#FPCelebration

MusicAchievementCouncil.org



First Performance Toolkit

nammfoundation.org/fpndoc

What's Included?

a. Director Letter



FIRST PERFORMANCE
NATIONAL DAY OF CELEBRATION

Dear Director:

SUBJECT: FIRST PERFORMANCE National Day of Celebration--A Beginner Demonstration Concert

We can all remember the excitement of our FIRST PERFORMANCE--dressing uniformly, being the center of attention yet within the security of a group setting; and especially hearing the rousing applause of an excited and supportive audience. These are all memories that last a lifetime. Certainly, a fully programmed concert is desirable from the director's musical standpoint but with beginners, there will never be a more enthusiastic group of performers and audience members than these young musicians and their family and friends. A demonstration concert at this stage in their development can help ensure a strong program overall.

The objectives of FIRST PERFORMANCE are:

- To reduce beginner dropout rate.
- To provide short-range incentive goals.
- To encourage communication with parents.
- To further strengthen administrative support and
- To celebrate the musical accomplishments of the students.

The FIRST PERFORMANCE kit contains all of the concert support you will need including:

- A sample letter/invitation to parents.
- A sample letter/invitation to administration.
- A fillable PDF Certificate of Advancement.
- A complete 20-minute concert with scripted narration.

All you will need to supply is:

- Appropriate performance material to play during the performance, likely either from your beginning band method book or from Music Achievement Council's own "First Performance - A Demonstration Concert" publication.
- A representative from your school administration, parent organization or the high school director to serve as the narrator.
- Advance publicity across the school and community including posters and school-wide announcements. (You may want to have a contest to design an appropriate cover.)
- Light refreshments to be provided following the performance
- Printed certificates for each student musician celebrating this major achievement.

www.musicachievementcouncil.org

2

It is recommended that the date of the FIRST PERFORMANCE gets announced at the first parent meeting to ensure that it is recorded in the parents' calendars. A simple statement such as, "On _____ (date and time), we will be back together to hear the progress of this year's group of young musicians, so mark your calendars for our FIRST PERFORMANCE. You won't want to miss it."

Remember, FIRST PERFORMANCE NATIONAL DAY OF CELEBRATION has been designed as a demonstration of progress. Many of the materials referenced above are also posted online at www.musicachievementcouncil.org so that they may be downloaded and personalized for your particular situation.

The Music Achievement Council and your local music dealer hope that this event will help in your efforts to bring the joy of instrumental music-making to many children in your school.

Best wishes!

THE MUSIC ACHIEVEMENT COUNCIL
www.musicachievementcouncil.org

The Music Achievement Council (MAC) is an action-oriented 501 (c)(6) nonprofit organization sponsored by the National Association of School Music Dealers (NASMD) and NAMM, the National Association of Music Merchants (NAMM). MAC's sole purpose is to enable more students to begin and remain in instrumental music programs and to share real-world, successful strategies developed by instrumental music teachers.

www.musicachievementcouncil.org

What's Included?

b. Customizable Letter of Invitation to Parents



What's Included?

c. Customizable Letter of Invitation to the Principal



FIRST PERFORMANCE
NATIONAL DAY OF CELEBRATION

Mozart Middle School Music Department
1234 Lyrical Lane
City, State, ZIP
(000) 000-0000 x000

Dear Mr./Mrs. Principal:

It gives us (me) great pleasure to announce our FIRST PERFORMANCE NATIONAL DAY OF CELEBRATION, a short demonstration concert scheduled for ___(date)___ featuring this year's Beginning Band (Orchestra, Strings) Class. We (I) would like to invite you to serve as host by announcing the program. A script is being provided or you could certainly feel free to use your own words for this impactful 20-minute program.

FIRST PERFORMANCE is part of a National Day of Celebration designated for recognizing beginning music students. It will give you an opportunity to see first-hand what is being accomplished in the band (orchestra, strings) program. Students will demonstrate what has been learned up to this point and your participation will help motivate them to perform at their very best. Your presence will also show our students and their parents that you support (name of school)'s Music Program and are interested in seeing how they progress. We expect to have (number) parents and friends in attendance.

Our FIRST PERFORMANCE will begin promptly at (time). We are encouraging families to take photos and record videos so that they may enjoy this special moment for years to come. Refreshments will be served immediately following the performance and we would be grateful if you could also assist in the handing out of the Certificates of Achievement to each of the student musicians at this post-concert celebration.

This is an exciting event that you won't want to miss. Please join us so that we may celebrate this FIRST PERFORMANCE NATIONAL DAY OF CELEBRATION together.

Sincerely,

Name of Director

www.musicachievementcouncil.org
© MusicAchieveCouncil

What's Included?

d. Customizable Script to Make It Your Own!

1



FIRST PERFORMANCE
NATIONAL DAY OF CELEBRATION

SCRIPT

OPTIONAL INTRODUCTION: (Industry Spokesperson)

Good Evening/Afternoon,

Welcome to (name of school)'s FIRST PERFORMANCE NATIONAL DAY OF CELEBRATION. I'm (name) representing (name of business). I appreciate (director) inviting me to make a few comments about this exciting event! We have found that young people are motivated to learn to play a musical instrument for a number of reasons but many times, it's because it just looks like fun—and it is!

We are pleased to be a part of this FIRST PERFORMANCE NATIONAL DAY OF CELEBRATION and are here representing the Music Achievement Council, a 501(c)(6) nonprofit organization which believes in the important and value of music education in our schools. Your child will not only have an experience that will lead to a path of enjoyable, life-long music-making, but will also accumulate many great memories that will last for a lifetime.

I am personally proud to support the work of the Music Achievement Council and this FIRST PERFORMANCE program to keep music in our schools and communities so that your children will be able to take advantage of the many benefits that will come along inherently as a direct result of their active music-making.

As a prelude to this evening's performance, the (band, orchestra, strings, et.al.) will now play a composition they like to use as a warm-up, (title).

Musicians perform

ANNOUNCER'S SCRIPT: (Principal, Supervisor, Booster Parent, HS Band or Orchestra Director)

Good evening. Moms and Dads, brothers and sisters, grandmas and grandpas, aunts and uncles, friends and neighbors! It is a thrill for us to present these young musicians in the (year) FIRST PERFORMANCE NATIONAL DAY OF CELEBRATION—a day that has been designated for recognizing the achievements of beginning music students! We know that you will be pleasantly surprised at their many accomplishments over these first several weeks.

www.musicachievementcouncil.org
@MusicAchCouncil

2

ry child is fortunate enough to have the opportunity to play a music instrument through an in-school program but we at (school) value music education and know that it is programs like these that also is skills needed for our students to succeed throughout their school careers. Playing an instrument physical coordination and mental concentration. It also takes regular practice time at home and your to support them makes all the difference. All of the musicians here tonight have demonstrated the and desire to play and have thus earned membership in the (school) (band, orchestra, strings, et.al.) n.

yzening's (today's) performance, the students will demonstrate what they have learned up to this i their brief, but successful, musical careers. After learning how to take the instrument out of the case centric it, they finally got to do what they had been wanting to do—produce their first sound. fed something like this.

uns play the most awful sound possible with great enthusiasm!

vious they had some challenges facing them for the next few days and (director) had to wonder as possible.

nd week proved to be quite eventful. (director) worked patiently with the students until they could lude their first note. Now they sounded like this.

uns play a whole note in unison with their very best sound.

n improvement, but they needed a lot more work to be ready for our performance.

ing that first note allowed them to continue through those first few lessons where they also learned to hile they played. This is important to help them learn to play together as a team.

uns play one of their first exercises but not a recognizable tune.

ey learned how to count, they added different rhythms to those first notes and the music began to ape.

uns play one of their rhythmic exercises but not a recognizable tune.

certainly more interesting than the first note, but it is still not a complete tune that you might identify. arned a few more new notes and discovered they could link them together to play a tune you could ze. This might have been the moment at home when you felt, for the first time, that the music were starting to take hold. This is what they sounded like at school that day.

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@MusicAchCouncil

3

Musicians play a recognizable tune.

The students continued to follow this step-by-step process and as they completed each step, everyone was convinced that this was going to be one of our finest beginning (band, orchestras, string groups, et.al.) ever! Here is one of their favorite pieces.

Musicians play their favorite tune.

OPTIONAL SECTION:

(Note to director) This is where you ask for volunteers to play as an individual, a group or a complete section. Have as many students perform as you wish. This allows parents to hear a variety of instruments and levels of musicianship. Be sure to have extra stands and music up front.

Although time doesn't permit us to have each student perform individually, we have asked a few volunteers to play solos, duets or as a small group.

Our first student(s) is ____ (are) ____ who will perform (title) on the (instrument/s).

(Repeat for each individual or group)

CONCLUSION:

Our (band, orchestra, strings, group, et.al.) has come a long way since that first note and they have worked very hard to prepare this FIRST PERFORMANCE in such a short time. This has certainly been an exciting performance for all of us and we're glad that you were here to help celebrate this important milestone. Support at home is vital if your son or daughter is going to continue to progress at this quick pace so please feel free to visit with (director) for ideas on how to support your child's practice schedule. You can be sure that (he, she) is looking forward to communicating with you as your child advances.

Our next performance will be presented on (date) at (time) and will be held (location). Please plan to join us as we continue our musical journey.

We will now present our final selection, (title).

(Musicians perform.)

Ladies and gentlemen, you have just witnessed (name of school)'s (year) FIRST PERFORMANCE DAY OF CELEBRATION. How did they do?

(Encourage thunderous applause.)

www.musicachievementcouncil.org
@MusicAchCouncil



Dr. Keith Wood
Principal

Brooks Middle
School

What's Included?

e. Press Release Template

<Insert Name of School> Hosts Inaugural First Performance National Day of Celebration Concert

<Town/community name> participates in national event celebrating young students' very first performance and transformational power of music making

<CITY>, <State> - <Date> — <Name of school> is hosting the inaugural First Performance National Day of Celebration concert event with a <insert brief event description (eg, "a beginning band concert" or "a beginning orchestra concert")> on <date>. The Music Achievement Council (MAC) created First Performance National Day of Celebration (FPNDoC) to celebrate, honor and encourage the early achievements of music students across the United States, providing a platform for budding musicians to showcase their newly-acquired musical skills in a public venue.

<Name of school> invites parents and community members to attend the First Performance National Day of Celebration concert on <Insert date of event and details about event, including place, time it begins and ends, and what participants can expect to see/hear.>

<Insert "QUOTE" from band director about school's participation in FPNDoC and how making music positively affects their school, students and community.>

<Company contact information>

About <school>

About The Music Achievement Council:
The Music Achievement Council (MAC) was founded in 1983 to enable more students to begin and stay in instrumental music programs, to share real-world, successful strategies developed by instrumental music teachers. The council reorganized in 1990, forming a nonprofit 501(c)(6) organization.

###

What's Included?

f. Ideas to Enhance the Experience with HS Students



FIRST PERFORMANCE
NATIONAL DAY OF CELEBRATION

**Ideas to Enhance the Experience of the
FIRST PERFORMANCE
NATIONAL DAY OF CELEBRATION
by Involving High School Band/Orchestra Students**

It is important to remember that students of this age look up to their older peers so involving high school band/orchestra students can serve to motivate the beginners and their parents to stick with it. Reach out to your high school directors to become involved by:

- Asking high school students (in uniform) to serve as ushers to distribute programs as people enter.
- Asking high school students (in uniform) to "meet and greet" the parents/students as they begin to show up to the warm-up area.
- Asking like-instrument high school students (in uniform) to assist in tuning the instruments for the beginners.
- For band, arranging for the entire high school marching band to burst into the performance area (as a surprise) playing the high school fight song just prior to the final selection. After students play their final selection, ask the high school band students to congratulate (i.e. high-five) the beginners.
- Arranging for a high school student combo (or several soloists) to perform at the post-performance reception.
- Asking high school students to send a congratulatory note to a beginner who played a like-instrument being sure to write something like, "looking forward to seeing you in our high school band/orchestra!"

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@MusicAchCouncil

g. Certificate of Advancement for
Student Participants



h. Certificate of Music Ed Leadership High School Student Participants



Response from LIVE SESSION at Midwest *Poll Everywhere* via Smart Phone

Parents, what one word would you use to describe
your reaction to today's performance?

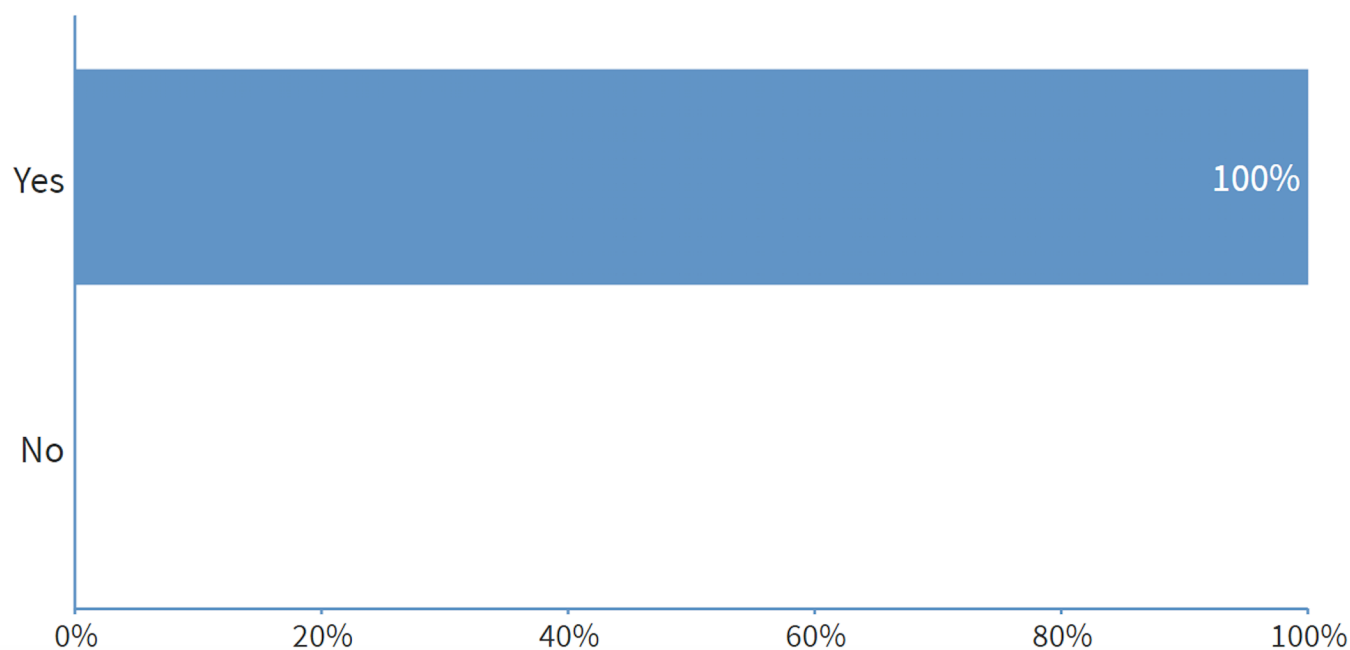
Response from LIVE SESSION at Midwest

Parents, what one word would you use to describe your reaction to today's performance?



Response from LIVE SESSION at Midwest

Parents, now that you have seen your child perform, are you more likely to encourage your child to stick with band?



It's all FREE to Download!
nammfoundation.org/fpndoc



“Success”
Engage the Parents EARLY!



View Video here: https://youtu.be/zeo_VwHdsDE

[musicconsultants.net/
conference-materials](https://musicconsultants.net/conference-materials)



Modeling

The S.M.A.R.T. Approach to Retention

“Modeling” ...What Research Tells Us

- After family members, young teens emulate those they know best.
- Young teens seek to maintain connections and friendships with **older peers** who they often choose to imitate.
- High school music students develop leadership skills by **mentoring younger students**.

“Modeling”

Demonstrate what is in THEIR futures!
High school students can help. . .



- Teach Private Lessons
- Coach Sectionals
- Serve as Leaders for MS/ES Band Activities/Events

[musicedconsultants.net/
conference-materials](http://musicedconsultants.net/conference-materials)

"Modeling"

*Free Summer Camp for Beginners
Coached by High School Students*



[musicedconsultants.net/
conference-materials](http://musicedconsultants.net/conference-materials)

“Modeling”

Show that “We Care About You!”

*Congratulations on your
performance in the
Winter Concert!*

*Can't wait for you to join
us in the middle/high
school program!*



“Modeling”



[musicedconsultants.net/
conference-materials](https://musicedconsultants.net/conference-materials)

“Modeling”

Find a Way for Beginners to hear and see Live Music
They have no idea that their instrument can do what they will hear!



**boston
BRASS**

[musicedconsultants.net/
conference-materials](http://musicedconsultants.net/conference-materials)



Activities

Keeping “Activities” in Mind

Students thrive from rewarding experiences.
Keep them engaged!



[musicedconsultants.net/
conference-materials](http://musicedconsultants.net/conference-materials)

Keeping “Activities” in Mind
The “2-Note” Partnership Halftime Show



The Partnership Halftime Show: *Pre-game “Activities”*

- a. High school students host the middle school beginners for a pre-game pizza party.



The Partnership Halftime Show: *Pre-game “Activities”*

- b. Beginner band/s sit with the HS band at the game and make it a “thing!”



T-Shirts
Face-painting
Spirit Games

- Sectional Cheering
- Instrument Decorating



The Partnership Halftime Show:
Pre-game “Activities”

- c. High school booster parents host a beginner parent reception and invite **BOTH PRINCIPALS** to speak.



The Partnership Halftime Show:
Pre-game “Activities”

- d. VIP seating in the stands for beginner parents and treat them like GOLD because **THEY ARE.**



“Activities”

Organize a Service Project

Food Pantry Drive



Thank You Notes to
a Favorite Teacher

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“Activities”

Have Beginners Participate in Signing Day!



<https://www.youtube.com/watch?v=J4bTw5uyiUY&t=3s>

"Activities"

Sign Up for Band!



Tony Wright
Mozart MS Band



*"I like to make
friends and
perform for my
family. Just do it!"*

*See your music teacher or
guidance counselor*



Reflection

Keeping “Reflection” in Mind

What am I really
getting out of all
of this?



Keeping “Reflection” in Mind
Music Makes the Difference Because...



Students need to REALIZE
that music-making
IMPACTS their lives and
ENRICHES them.

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conference-materials

Music Makes the Difference Because...

[illegible]

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"Reflection"

Making New Friends



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“Reflection”

Experiencing the Joy of Music-Making



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"Reflection"

It Gives Us a Unified Purpose!



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"Reflection"

It's Fun!





Trust



Engendering “Trust”

Maintaining **Integrity** and **Confidence** by keeping our word and following through on promises made.

Communicating our **Vision** and **Values** so that everyone understands our purpose and core beliefs.

Showing **Respect** and demonstrating **Compassion** through servant leadership



The S.M.A.R.T. Approach to Retention

Success

Modeling

Activities

Reflection

Trust

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Receive FREE
student
recruiting,
retention,
advocacy, and
teacher support
tips monthly

MSFQ.org/guide



More to Start
Fewer to Quit

MSFQ.org/guide

MSFQ Monthly Tips Authors

Craig Aarhus

Angela Ammerman

Lafe Cook

Cheryl Floyd

Charlie Menghini

Marcia Neel

Ed Protzman

Don Stinson

MSFQ.org/guide

Choose to Teach Project: Words of Encouragement



A Word of Encouragement

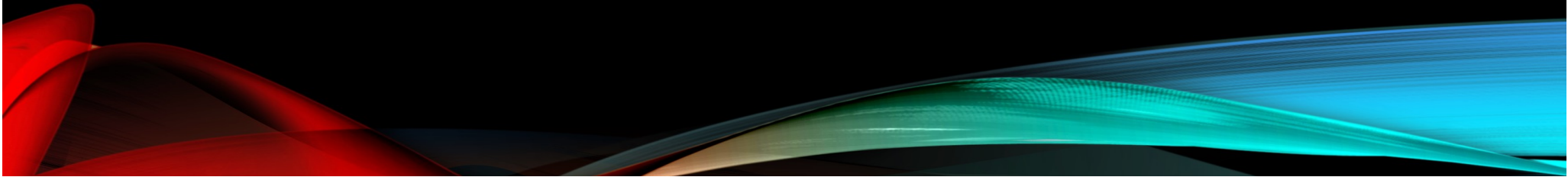
<https://www.youtube.com/watch?v=OgW0jHvmMos>

Additional MAC Resources

MusicAchievementCouncil.org



Your Enthusiasm is
What Matters!





BREAK

Meet with Your Principal
at Your Schedule and have
Options Ready!
Be Prepared and Flexible!

November 16 th – November 19 th			
November 16 th		November 17 th	
2:30 – 3:30 Core Search	2:30 – 3:30 Core Search	2:30 – 3:30 Core Search	2:30 – 3:30 Core Search
Isolation	Isolation	Isolation	Isolation
10:30 – 11:45 Inad. Group Library Research	10:30 – 11:45 Inad. Group Library Research	10:30 – 11:45 Library Group	10:30 – 11:45 Library Group
Drugs	Drugs		
Confidence	Confidence	Confidence	Confidence
Assessment	Assessment	Assessment	Assessment
Core 10:30 – 11:45	Music 10:30 – 10:30	Art 10:30 – 11:45	Music 10:30 – 11:45
11:45 – 1:00 Explosive Work Station Chair	11:45 – 1:00 Explosive Work Station Chair	11:45 – 1:00 Explosive Work Station Chair	11:45 – 1:00 Explosive Work Station Chair
Student Practice	Student Practice	Student Practice	Student Practice
Independent Practice	Independent Practice	Independent Practice	Independent Practice
Debrief Date	Debrief Date	Debrief Date	Debrief Date
1:00 – 1:15 Break	1:00 – 1:15 Break	1:00 – 1:15 Break	1:00 – 1:15 Break
1:15 – 1:30 Fire Drill, Inad. Math Work	1:15 – 1:30 Fire Drill, Inad. Math Work	1:15 – 1:30 Fire Drill, Inad. Math Work	1:15 – 1:30 Fire Drill, Inad. Math Work
1:30 – 1:50 Number Talk	1:30 – 1:50 Number Talk	1:30 – 1:50 Number Talk	1:30 – 1:50 Number Talk
2:00 – 2:15 Math Workshop	2:00 – 2:15 Math Workshop	2:00 – 2:15 Math Workshop	2:00 – 2:15 Math Workshop
Search	Search	Search	Search
Explosive	Explosive	Explosive	Explosive
Debrief	Debrief	Debrief	Debrief
Small Group Time	Small Group Time	Small Group Time	Small Group Time
2:30 – 3:00 Spring Break (1st grade, 2nd grade, 3rd grade)	2:30 – 3:00 Spring Break (1st grade, 2nd grade, 3rd grade)	2:30 – 3:00 Spring Break (1st grade, 2nd grade, 3rd grade)	2:30 – 3:00 Spring Break (1st grade, 2nd grade, 3rd grade)
Group 1	Group 1	Group 1	Group 1
2:45 – 3:00 Music (4th grade, 5th grade, 6th grade)	2:45 – 3:00 Music (4th grade, 5th grade, 6th grade)	2:45 – 3:00 Music (4th grade, 5th grade, 6th grade)	2:45 – 3:00 Music (4th grade, 5th grade, 6th grade)
Group 2	Group 2	Group 2	Group 2
2:45 – 3:00 Music (7th grade, 8th grade, 9th grade)	2:45 – 3:00 Music (7th grade, 8th grade, 9th grade)	2:45 – 3:00 Music (7th grade, 8th grade, 9th grade)	2:45 – 3:00 Music (7th grade, 8th grade, 9th grade)
Group 3	Group 3	Group 3	Group 3

After Your Schedule is Set,
Meet with Your Counselor(s)

Take Cookies!



Help Your Counselors Help YOU!

- Provide a document describing each of your course offerings to help them place students appropriately

Painting

Mariachi Los Gavilanes

Beginning Upper Strings

Gator Dance Team

Advanced Band

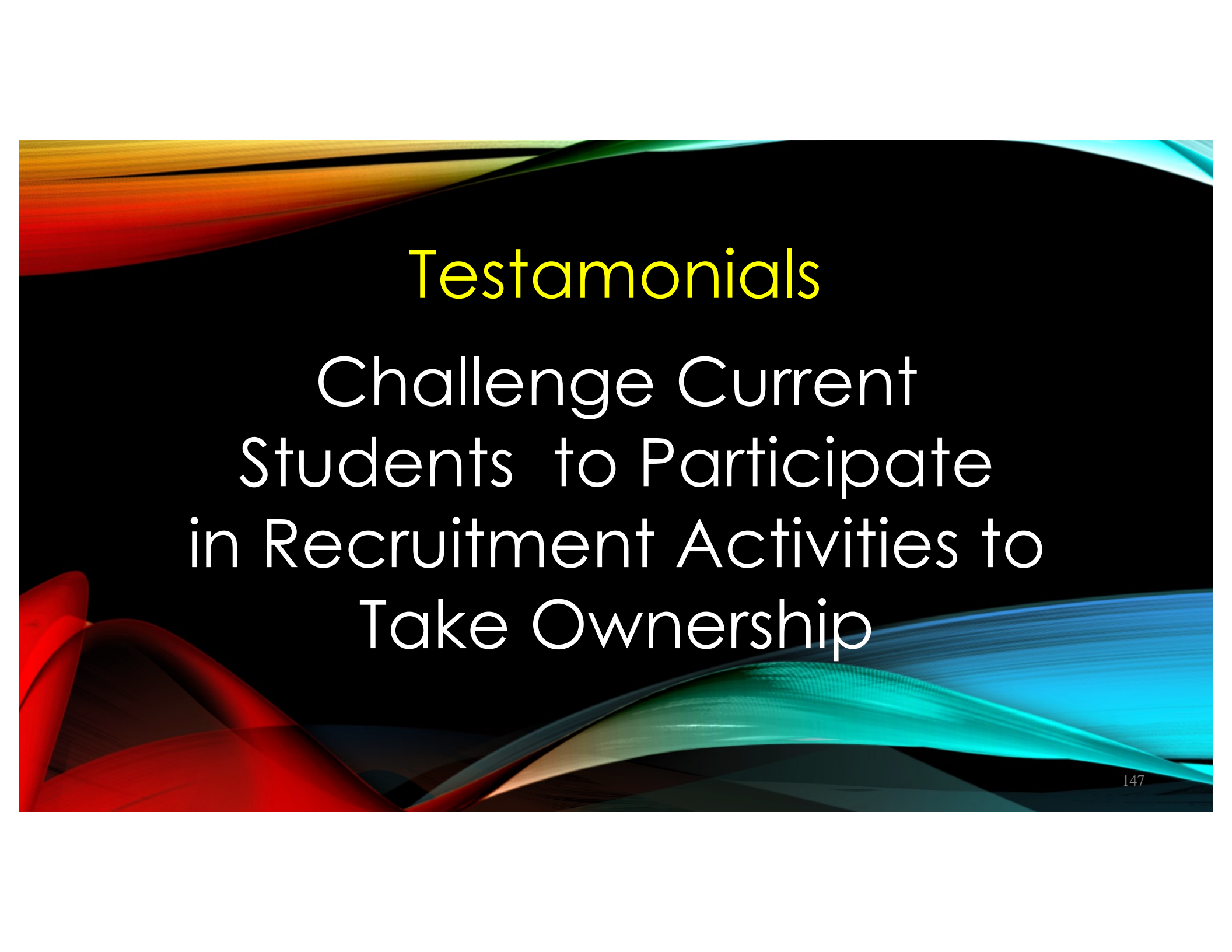
Jaguar Jazz Band

Beginning Brass and
Percussion

Help Your Counselors Help YOU!

- Provide a document describing each of your course offerings to help them place students appropriately
- Provide Class Lists
- Be organized and timely
- Be Pro-Active: Check-in every Friday, etc.





Testimonials

Challenge Current
Students to Participate
in Recruitment Activities to
Take Ownership



Ask Current Students To: Create Promotional Videos

https://www.youtube.com/watch?v=j_3KfZlctsl

Student-Produced Videos

1 3 Reasons
Why You
Should Stay
in
Band



Outreach

Enlist the help of your best students!

Petting Zoo?





- Reach out to your **Elementary Arts Educators** to get recommendations and contact information.



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conference-materials](https://musicedconsultants.net/conference-materials)

- Reach out to **potential students** by sending a personal note to tell them how much you are looking forward to seeing them in your class.



A Photo is Worth 1000 Words!

Build a **RECRUITMENT CORNER** on K-12 music websites.

Include lots of photos of. . .

Elementary/middle students with the high school students at cool events (as well as at musical activities).

Elementary/middle parents with the high school parents/students

Elementary/middle/high school directors together

Elementary/middle/high school principals together

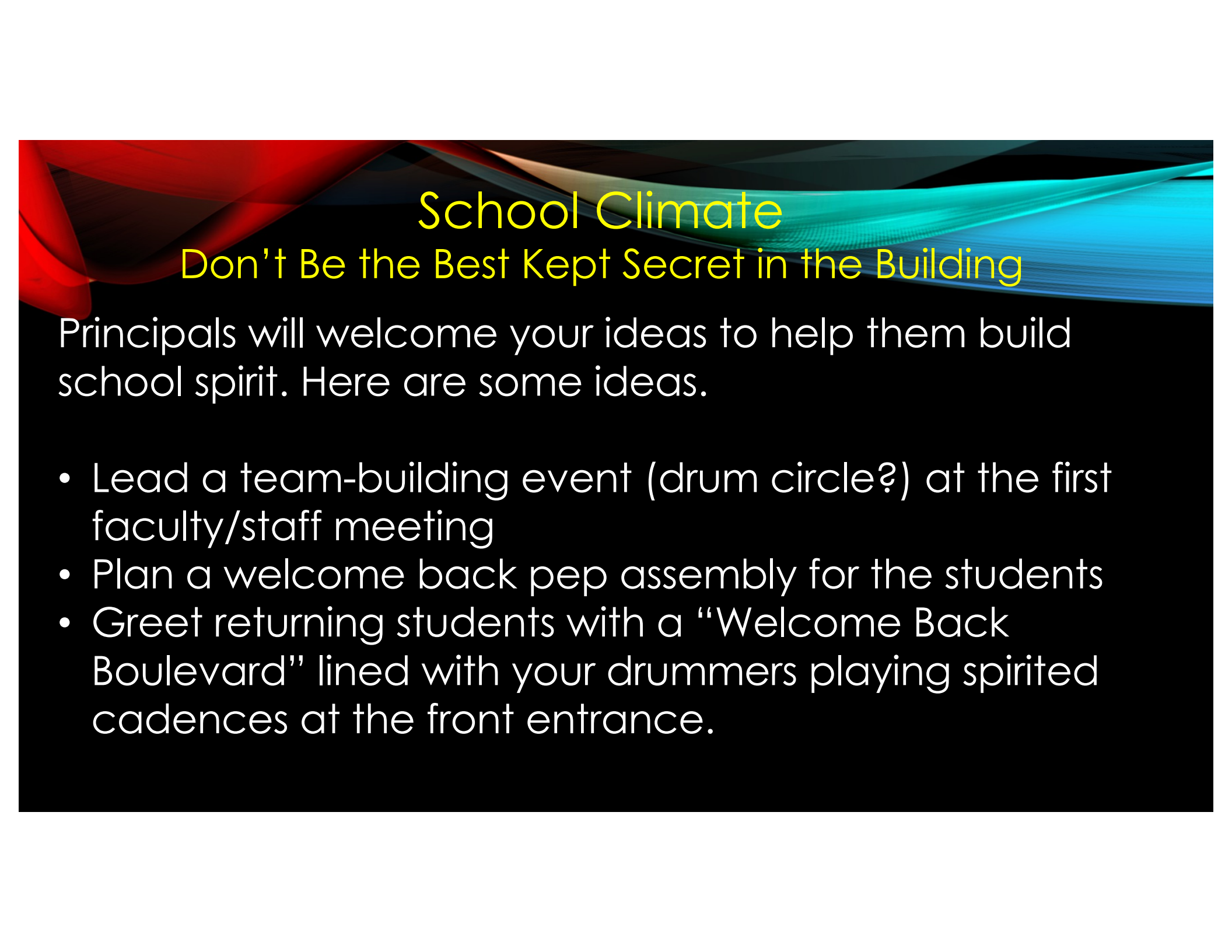


Our Mind Set: Being of Service

View Video at: <https://youtu.be/YvxSTvL3D0I>
Musical Holiday Cards



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conference-materials](https://musicedconsultants.net/conference-materials)



School Climate

Don't Be the Best Kept Secret in the Building

Principals will welcome your ideas to help them build school spirit. Here are some ideas.

- Lead a team-building event (drum circle?) at the first faculty/staff meeting
- Plan a welcome back pep assembly for the students
- Greet returning students with a “Welcome Back Boulevard” lined with your drummers playing spirited cadences at the front entrance.

<https://youtu.be/MMdHJHX7Xa4>

A Message from the Foothill HS Band



Thank You!

Contact Information:

Marcia Neel

marcia@musicedconsultants.net

Will be posted:

[musicedconsultants.net/
LJISD](http://musicedconsultants.net/LJISD)

