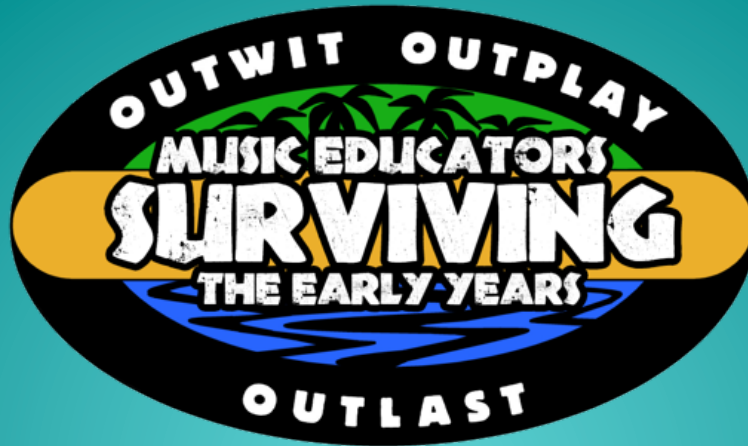


# Saied Music



## *Making an Advocate Out of Your Principal: 10 Things You Can Do Monday!*

Marcia Neel

June 1, 2015

# The Two Questions...

*1. What Do Principals Really Think?*

*2. What Have You Done to Make an Advocate  
out of Your Principal?*



# 1. What Do Principals Really Think?

What I love best about my music teacher is that he/she is. . .(here we go!)

Caring

Dedicated

Passionate

Committed

Success-oriented

Organized

Dynamic

Positive

A Team Player/Builder with Students, Staff and Parents



# 1. What Do Principals Really Think?

*What I love best* about my music teacher is  
*that he/she is. . .*

Communicative

Encouraging

Flexible

Professional

Creative

Talented (Performer)

Intense (In a Good Way)

Effective with Pedagogy



# 1. What Do Principals Really Think?

*What I love best* about my music teacher is  
*that he/she is. . .*

Responsible

Collegial

Motivational

Inspirational

Helpful

Content-oriented

A Music Advocate (Recruiter)

Demanding (Self and Students)





# 1. What Do Principals Really Think?

*To improve the music program, I would ask my music teachers to. . .*

Communicate ! Communicate! Communicate!

Coordinate/Collaborate with Colleagues

Articulate with Feeder Schools More

Focus on Building Group Identity

Recruit/Retain More

Promote More

Perform More



# 1. What Do Principals Really Think?

*To improve the music program, I would ask my music teachers to. . .(cont.)*



Help Administrators to Help Them  
(esp. on Class Sizes)

Extend Learning Into the Community

Develop More Partnerships

Incorporate School-wide Objectives

Assess Their Own Programs More  
Often



# 1. What Do Principals Really Think?

What troubles me most is that he/she is not. . .

Passionate

Considerate of the “Big Picture”

Communicative

Demanding Enough

Managing the Classroom Well

Lesson-planning Effectively

Even-tempered

A Team Player

Organized



## 2. What Have You Done to Make an Advocate Out of Your Principal?

“I **communicate** and keep my principal informed.”

**The Arts and Achievement  
in At-Risk Youth:**

**Findings from  
Four Longitudinal Studies**

James S. Catterall,  
University of California Los Angeles  
with

Susan A. Dumais,  
Louisiana State University  
and

Gillian Hampden-Thompson,  
University of York, U.K.





## 2. What Have You Done to Make an Advocate Out of Your Principal?

“I communicate and keep my principal informed.”



Metropolitan Nashville Public Schools

*prelude*

Music Makes Us Baseline Research Report



**MUSIC MAKES US**  
*inspire. create. perform.*

# COMMUNICATION DOESN'T ALWAYS HAVE TO BE SO SERIOUS!



## 2. What Have You Done to Make an Advocate Out of Your Principal?

- “I always have small ensembles READY to perform.”
- “I invite her (and faculty) to PERFORM in the Holiday Concert.”
- “I copy him on all correspondence.”
- “I communicate music advocacy information.”
- “I took him golfing . . . ***He won!!!!***”



Sometimes Though -- It Seems As If Principals  
TRY To Trip Us UP!



# It's a Team Effort!



# 1. Engage Your Principal

Come on down. . .

“Help me give out instruments to the kids!”





# 1. Engage Your Principal

Come on down. . .

“I need an audience to help the students prepare for...”



# 1. Engage Your Principal

Come on down. . .

“Could you give a presentation to the Booster Parents?”





# 1. Engage Your Principal

Come on down. . .

“Could you provide  
**Opening Remarks** at our  
upcoming concert?”

*Then. . .*

Praise your administrator  
in front of the parents for  
their support.

Have students present a  
signed, framed print.



# 1. Engage Your Principal

Help them show their “human” side. . .



## 2. Give to Your School Community



Faculty Appreciation  
Week Luncheon

Holiday Faculty  
Party



Valentine's Day  
Faculty Luncheon

### 3. Ask students to complete the sentence: *“Music makes the difference because. . .”*

Use their responses. . .

- a. In your upcoming concert programs
- b. As copy for making banners/posters to display around the school
- c. As copy for recruitment fliers and posters at feeder schools
- d. As copy for AMEA publications
- e. As copy for a publication about your school’s FANTASTIC music program



# *Music Makes the Difference Because...*

...when you're sad and then you hear music, it will cheer you up. Music will **always** be there for you.





# *Music Makes the Difference Because...*

...it makes me feel free and like nobody is judging me.

...it helps me express my feelings into something other than words.



# *Music Makes the Difference Because...*

...it's a perfect way to tell and show how you feel.

...hearing music helps me work and helps me be the person I want to be.



# *Music Makes the Difference Because...*

...it gives you a feeling; a feeling that makes you think you can do **anything** whether it's doing chores, finishing your homework, or even reaching your goals in life.





## 4. Honor Fellow Faculty and Staff





## 5. Always Wear Your “Happy Face”



## 5. Always Wear Your “Happy Face”

Get out of “the box.”

Be approachable.

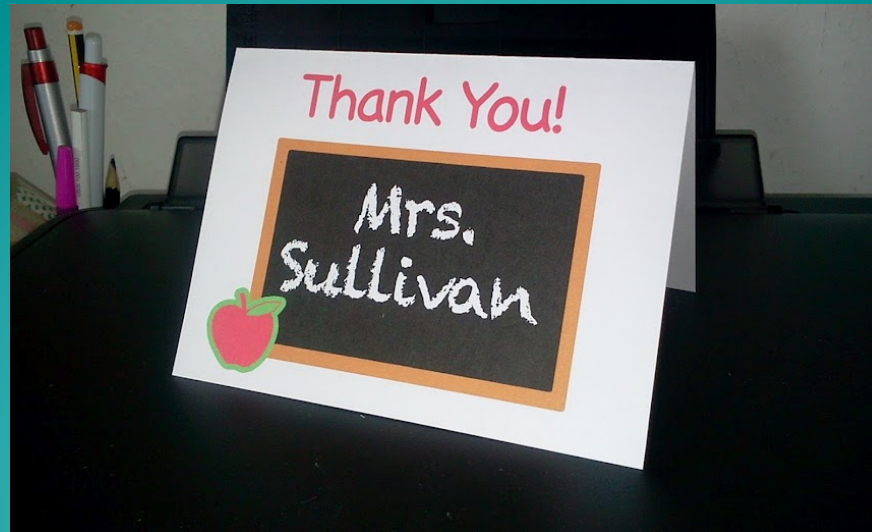
Always speak in positive terms.

Don’t get emotional – just solve the problem.

Choose your battles wisely.

Be aware of body language.

## 6. Say “Thank You” Even MORE Often!





## 7. Recruit and Advocate 24/7



## 7. Recruit and Advocate 24/7

### The Music Corner. . .



## 7. Recruit and Advocate 24/7

- ❑ Instrument demos/petting zoos





## 7. Recruit and Advocate 24/7

Keep Informed!

Get on Twitter and start following!!!

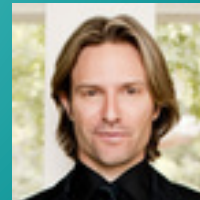
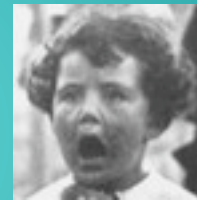
@NAfME

@MaryLNAMM

@MusicEdConsult

@MusicAchCouncil

@EricWhitacre



## 8. ALWAYS be within a 5-Year Instrument Replacement Plan

- a. Evaluate the instruments/equipment. Create an **Inventory Record Guide**

**Exhibit 1 – Inventory Record Template Guide**

Instrument	Inventory Number	Make	Serial Number	New	Date Purchased	Present Value	Present Condition	Remaining Life

HINT: Know your school's Fiscal Policies!

# 5-Year Instrument Replacement Plan

- b. Prioritize a list that should be replaced within 5 years. Estimate probable growth of program
- c. Write up a complete 5-YEAR PLAN that begins with a clear explanation. Provide the plan to your supervising administrator.

Keep Your Rationale STUDENT-CENTERED



# 5-Year Instrument Replacement Plan

Sample Forms to Use to Develop Your Plan. . .

**Schedule A**

Instrument	1 <sup>st</sup> Yr	2 <sup>nd</sup> Yr	3 <sup>rd</sup> Yr	4 <sup>th</sup> Yr	5 <sup>th</sup> Yr
C Piccolo	XYZ brand \$X,XXX.00				
Oboe		XYZ brand \$X,XXX.00			
Bass Clarinet				XYZ brand \$X,XXX.00	
Bassoon					XYZ brand \$X,XXX.00

**Schedule B**

Misc./Repairs					
Overhauls					
Supplies					
Music					
<b>Subtotal</b>	\$	\$	\$	\$	\$

# 5-Year Instrument Replacement Plan

## d. Maintain a Depreciation Chart.

**Exhibit 6 – Depreciation Chart**

Instrument	Inv. No.	Value Now	Yr #1	Yr #2	Yr #3	Yr #4	Yr #5	Yr #6	etc.
EX: Instrument #1 (est. life of 10 yrs)	123456	\$330	\$1,000	\$800	\$650	\$530	\$430	\$330	

### Depreciation Schedule

Year	Estimated Life of 10 Years	Estimated Life of 15 Years
1	20%	20%
2	15%	15%
3	12%	10%
4	10%	8%
5	10%	7%

9. Arrange for a performance for the principal's meeting, school board, city council, state legislature, etc. *They will appreciate the “good news” for a change.*

**BE READY AND PERFORM WELL!!!!**

10. Create a website and communicate, communicate, communicate. Share the GOOD NEWS!!!!





11. Come up with a clever version of a “Happy Birthday” song to serenade your school staff on their special day. THEY WILL LOVE YOU FOR IT! Give away FREEBIES!



## 12. Remember. . . *Your principal needs YOU!*

- Be an active, involved member of the faculty.
- Take part in as many school activities as you can.
- Volunteer to help out when needed.
- Organize faculty functions, school food drives, etc. (at least one each semester)
- Ask how you/your program can help build school spirit.

*Students, parents, faculty, and your administrators will see YOU as a LEADER – something that comes naturally to you.*

# ***10 Leadership Truths from “Dr. Tim”***

*(From: Leadership, Vision, Commitment, Action)*

1. If you let other people do it for you, they will do it to you.
2. The harder I work, the luckier I get.
3. 99% responsibility doesn't work.
4. Yesterday was the deadline for all complaints.
5. Good leaders are scarce so I'm following myself.
6. The things that come to those who wait,  
may be the things left by those who get there first.



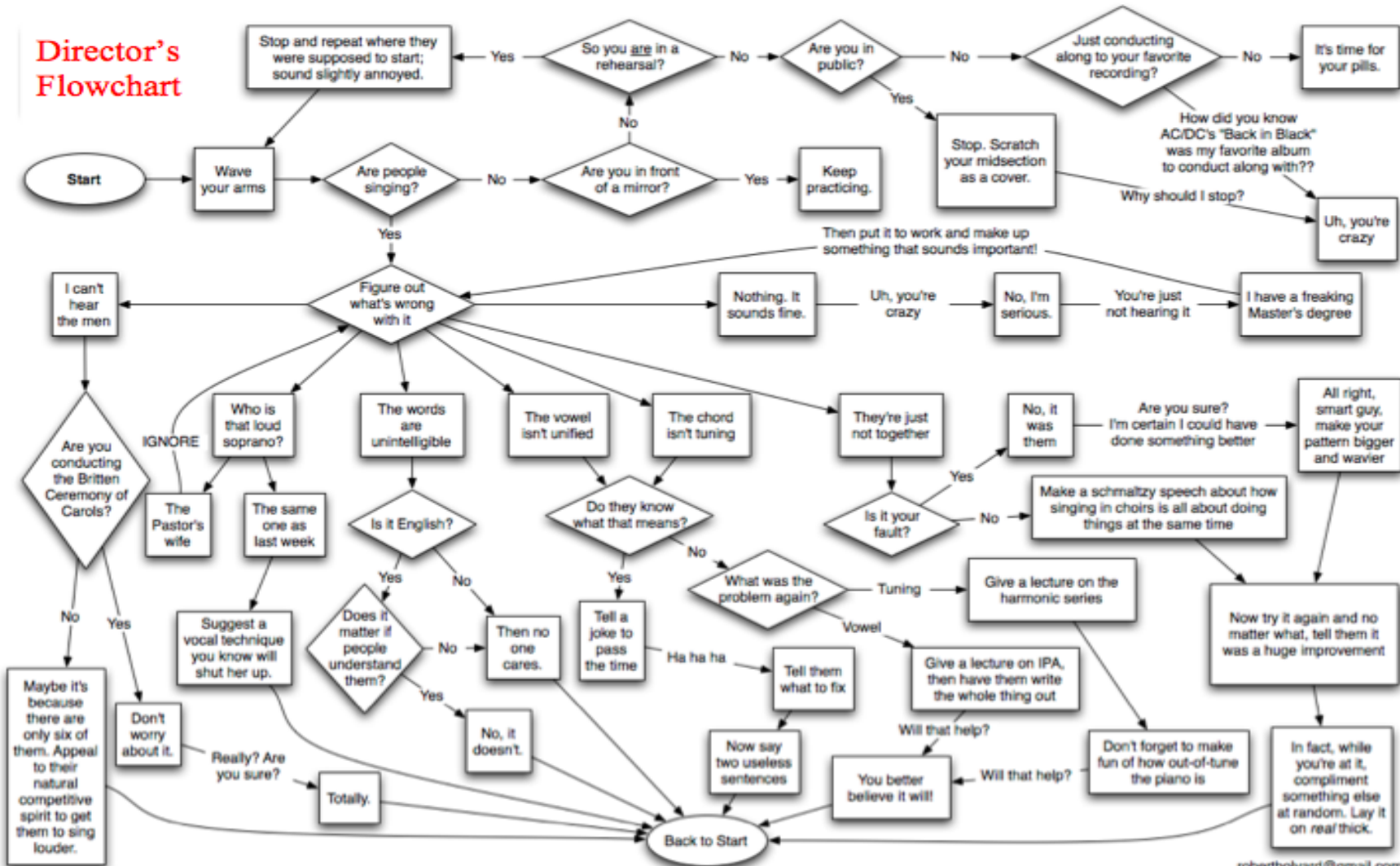
# ***11 Leadership Truths from “Dr. Tim”***

*(From: Leadership, Vision, Commitment, Action)*

- 7. There is no growth without discontent.
- 8. We move toward what we picture in our minds.
- 9. People who believe things can't be done will go out and prove they are right!
- 10. Real leaders are the cause, NOT the effect.

# How Can I Do It All?

## Director's Flowchart



Stay Focused  
on the “Why!”

*We are ALL in this  
for the Kids!*



# Music and Arts Education

Even though it's

IMPORTANT!

Even though it's

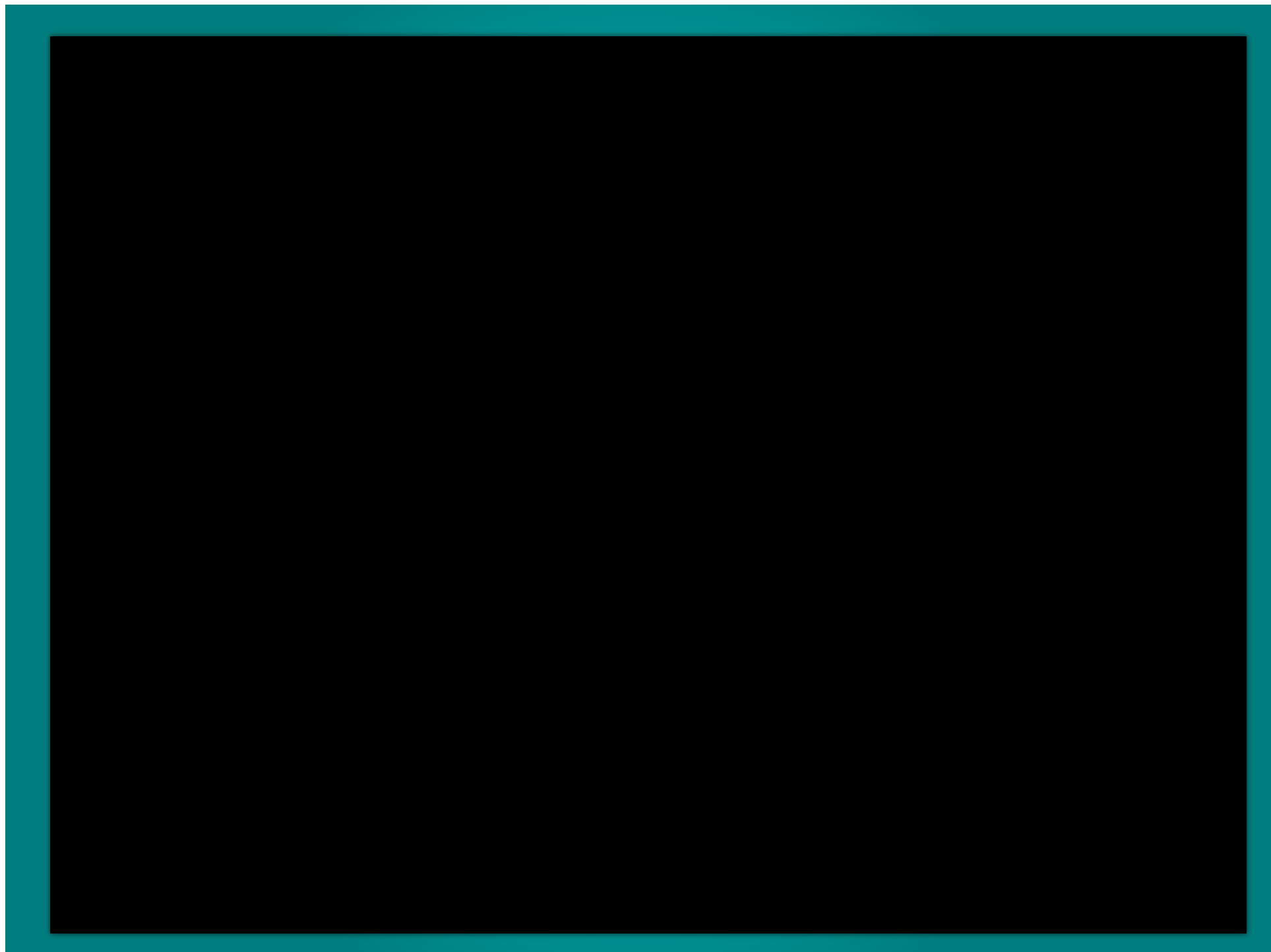
THE LAW!

Even though it's a

CORE SUBJECT!

*It's STILL. . .*







# *Thank You!*

## *Contact Information:*

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# *Thank You!*

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## 5. Be a Faculty Leader

