

*One is Too Small a Number  
to Achieve Something Great!*

# Engage, Excite and Enrich Music Department Caucus



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August 6, 2015

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# Today's Sessions

## A Memorable Vision



The WHAT

The WHY

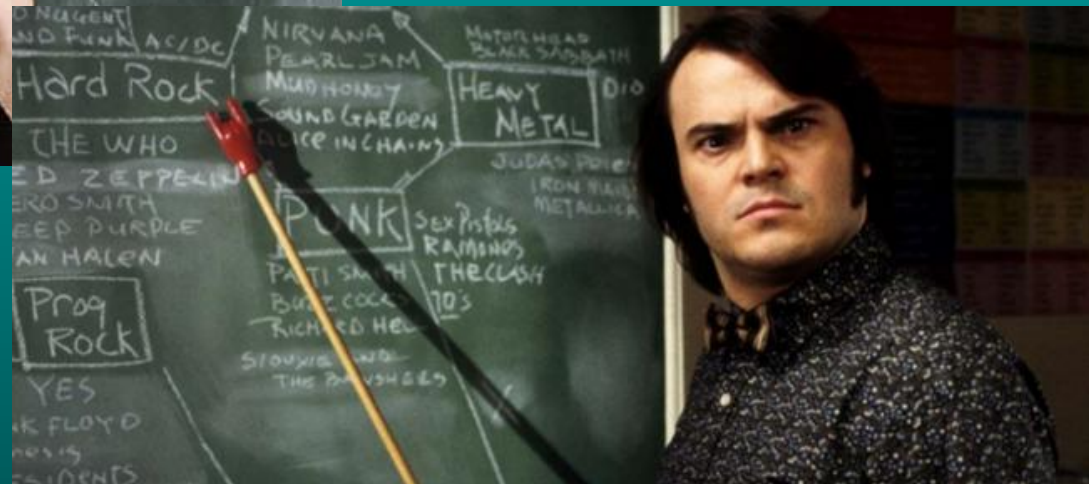
The HOW



# WHAT Other Teachers Think I Do!



# WHAT the Kids (I Don't Teach) Think I Do!



# WHAT Society Thinks I Do!





# WHAT My Mom Thinks I Do!





# WHAT I Think I Do!



# WHAT I Really Get to Do!

## Facilitate Success and Fulfillment



# The Why RECENT FINDINGS

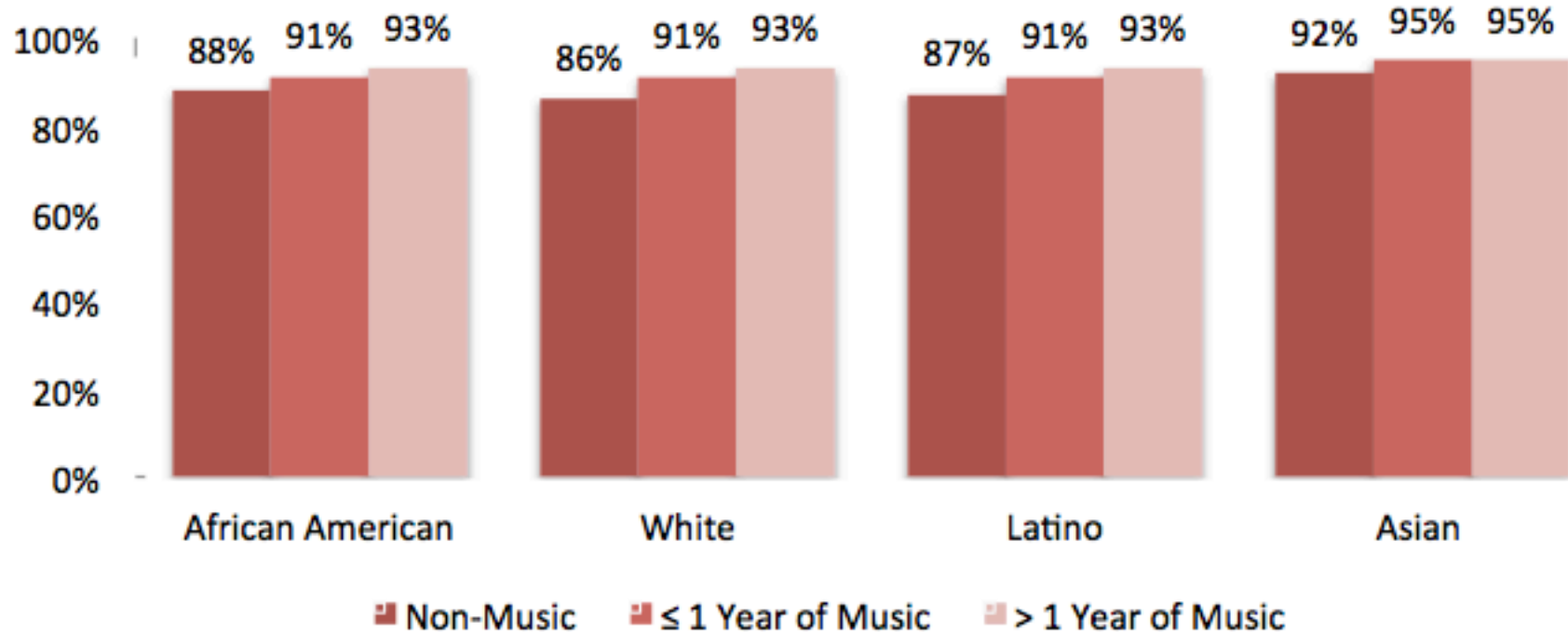


## Music Makes Us Baseline Research Report

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

# The WHY ATTENDANCE RATES

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

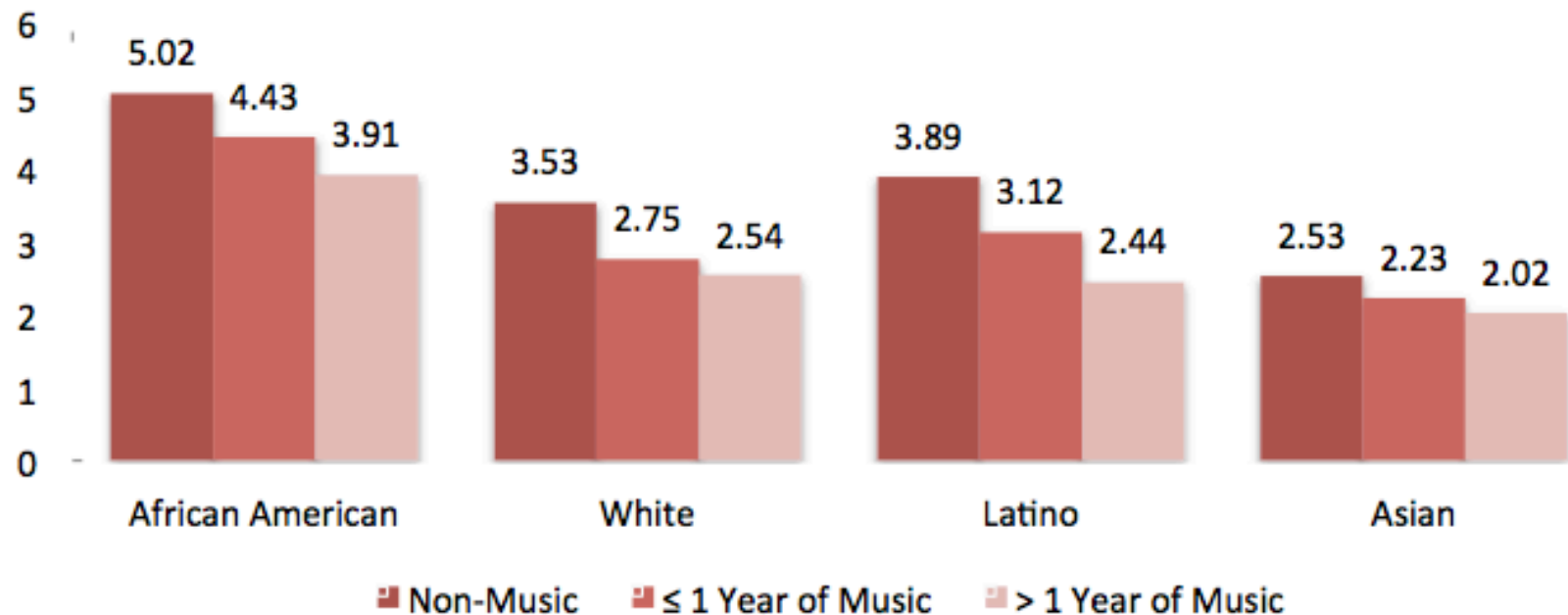


<http://musicmakesus.org/resources/research>



# The WHY DISCIPLINE REFERRALS

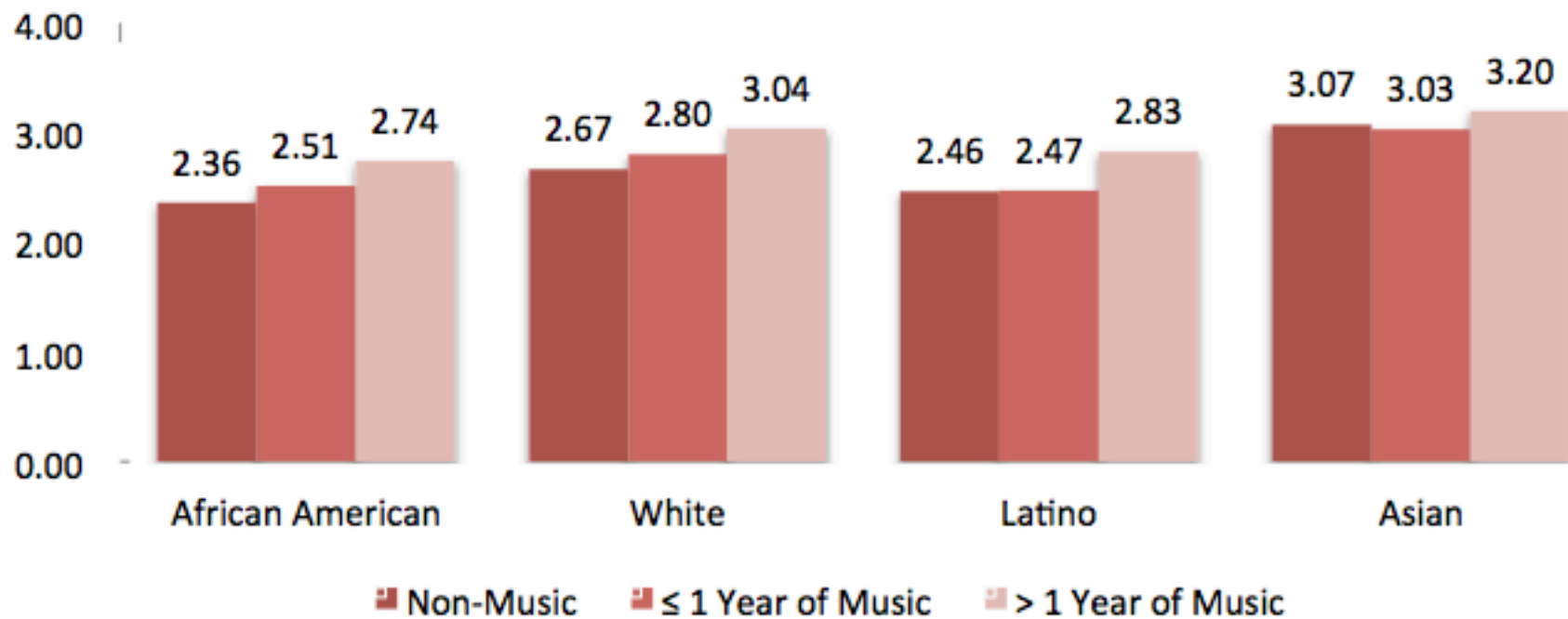
**Figure 9. Discipline Referrals by Ethnicity (n=4,490)**



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

# The WHY GPA

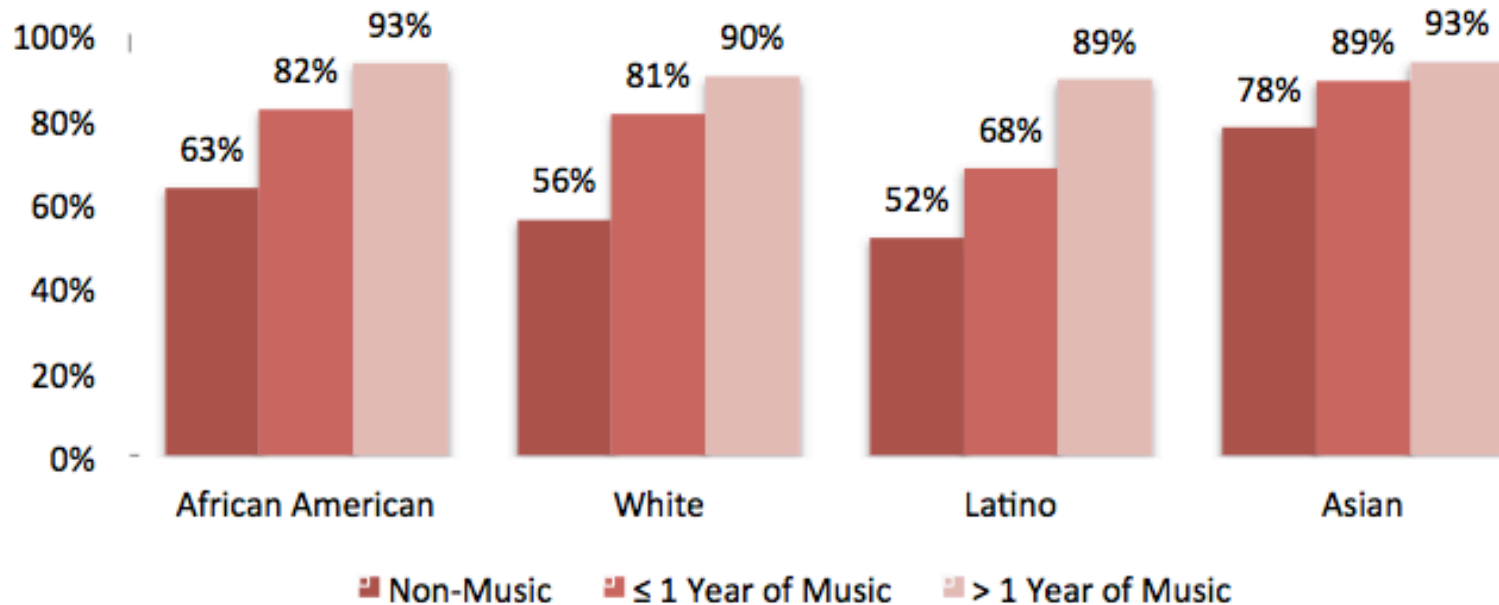
**Figure 11. Grade Point Average by Ethnicity (n=4,119)**



<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  
ENGAGE, EXCITE and ENRICH

*What Music Educators Can Do*

*What Parents Can Do*

*What Students Can Do*

*What Principals Can Do*

*What Music Supervisors Can Do*

# Getting It Together as the Music Education Team

Why bother?



1. To Communicate a Unified Message

2. To generate the proper Attitudes toward Music Education

# Getting It Together as the Music Education Team

Why bother?



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

4. To ensure Excellence

# Let's Get Started!



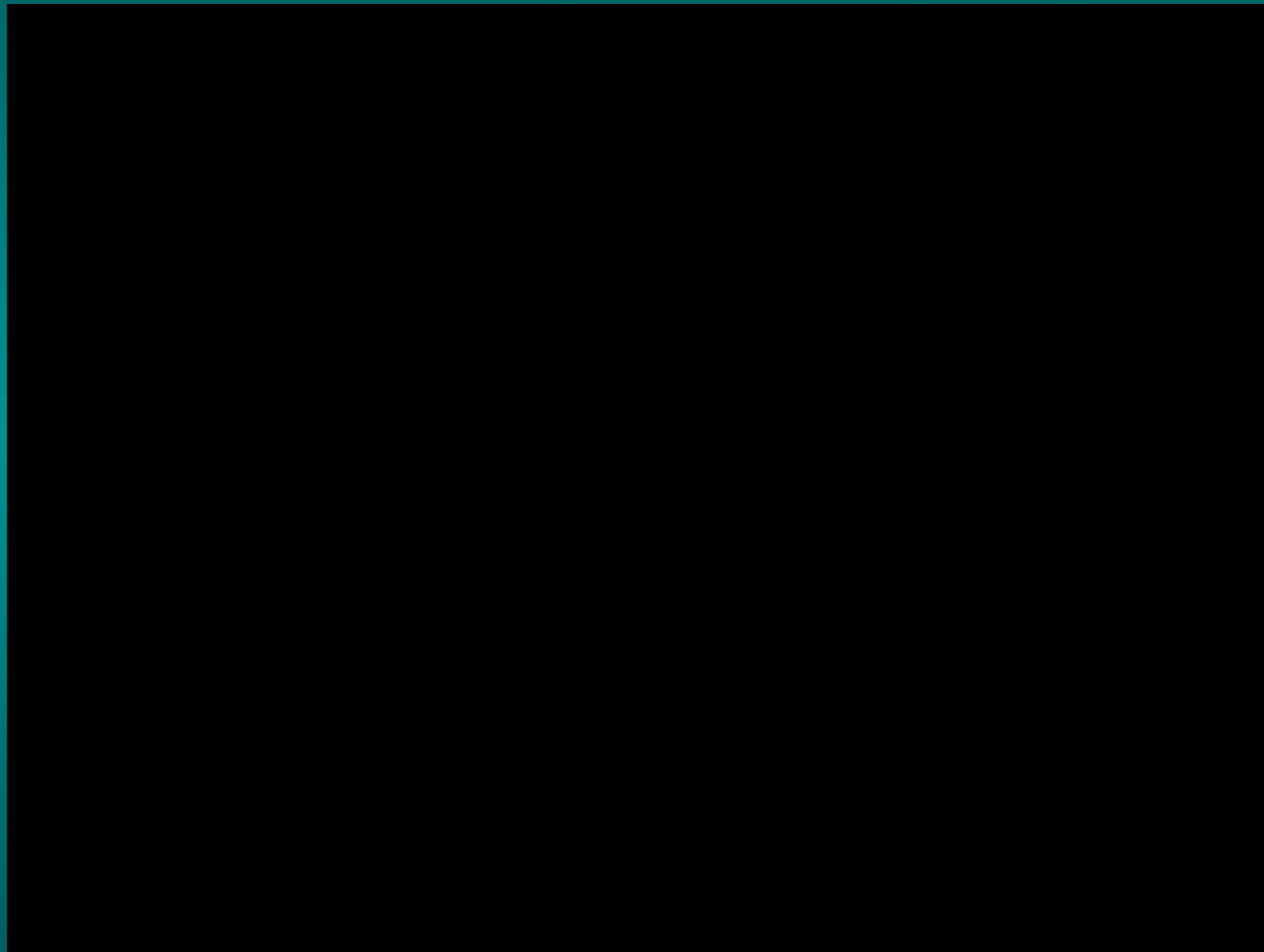
@SDPC\_E3 Music Caucus



The HOW  
Strategies to  
ENGAGE, EXCITE  
and ENRICH begin with...

*1. Creating &  
Communicating a  
Unified Message*

Ever had trouble getting someone to understand what you're trying to say?

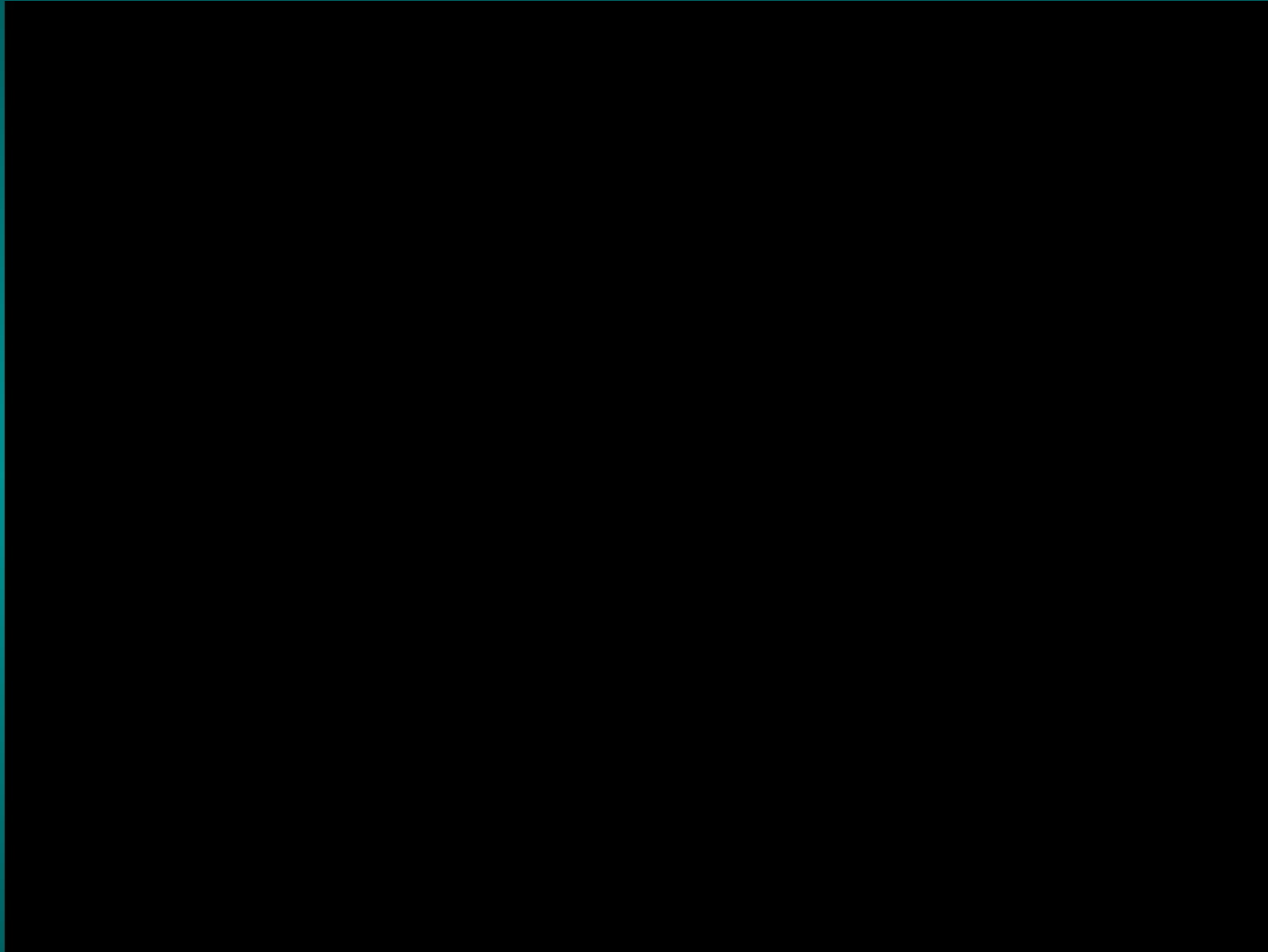


<https://youtu.be/H8xNj8mfcCU>

And sometimes it seems as if  
even though we are communicating  
effectively, we STILL have to  
keep **REPEATING THE MESSAGE.**

We can **NEVER BE**  
**COMPLETELY SATISFIED** until  
no matter **HOW** we deliver **THE MESSAGE,**  
it **FINALLY** gets through!

So we keep trying and trying and trying!



<https://youtu.be/siCVW5TKRUk>



# 1. Communication. . .

Ability to listen  
effectively

Ability to express  
thoughts effectively  
with others –

both verbally and non-verbally

Have you tried. . . .

*Result-driven Communication?*



**Result-driven Communication:** Precise communication at the right place and the right time is a guarantee for success.



<https://www.youtube.com/watch?v=6nPXRAvY5Zo>

*A Unified Message Starts  
With a Vision! What is the destination?  
Can you see it from here?*



# Creating a Unified Message

## 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.*



# Creating a Unified Message

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: *To advance music education by encouraging the studying and making of music by all.*

## Creating a Unified Message

1. Answer the question, “*Who are ‘we’?*”
2. Answer the question, “*What is the ultimate benefit (vision) for our participating students?*” (*HELP: The 5 “which leads to . . .”*)
3. Answer the question, “*What is our overall purpose?*” (*HELP: The 5 “Whys”*)

## Creating a Unified Message

4. Answer the question, “*What do we believe in?*”
5. Answer the question, “*Why is it important to have a written, district-wide Vision and Mission for our Music Department?*”

**BREAK-OUT**

# Creating a Unified Message

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

## Who are “We”?

The district-wide, K-12 Music Department is the inclusive team of Music Educators which supports and promotes Music Education within the School District of Pickens County by providing quality, sequential instruction through fulfilling, life-changing opportunities for all of its children.



# Creating a Unified Message

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

## What is “Our” Vision?

The School District of Pickens County K-12  
Music Department envisions a community  
where all are actively engaged in life-long,  
music-making activities.

# Creating a Unified Message

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

## What is “Our” Mission?

The Mission of the School District of  
Pickens County K-12 Music Department is  
to enhance the overall quality of life for all  
children by inspiring in them the desire to  
experience the joy of music-making  
throughout life.

# Creating a Unified Message

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

## What do we believe in?

Music is a core academic subject and should be taught within the school day.

Music should be funded by the district sufficiently and equitably.

A Middle School Fine Arts requirement should be established.

A Fine and Performing Arts Coordinator position should be established to advocate for the needs of the children.

Data should be gathered and used in determining the needs of the SDPC Music Program and its students.

Band, Choir and Strings should be offered at every secondary school.

# Creating a Unified Message

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

Why is it important to have written Vision  
and Mission Statements?

To clarify and communicate our Purpose

To establish a singular, unified Message

To create Validity

To provide Direction

# Communicating the Message

So what's the problem?

Everyone communicates but. . .

*Few Connect!*





## What is CONNECTING?

“Connecting is the ability to identify with people and relate to them in a way that increases your influence with them.”

## Why is this IMPORTANT?

“Because the ability to communicate and connect with others is a major determining factor in reaching YOUR potential.”

*John Maxwell*

## Five (5) Connecting Principles:

1. Connecting Increases Your Influence in Every Situation. . . *Set people up to connect with and receive your “message.”*

How can we do this. . .

with Students?

with Parents?

with Administrators?

with the Community?

## Five (5) Connecting Principles:

2. Connecting is All About Others. . . *It begins when the other person feels valued.*

**STOP**

**LOOK**

**LISTEN!**



Marcia's  
“Walking through the Halls”  
Philosophy

## Five (5) Connecting Principles:

3. Connecting Goes Beyond Words. . . *“Your actions are speaking so loudly, I can’t hear what you’re saying.”*

Body  
Language





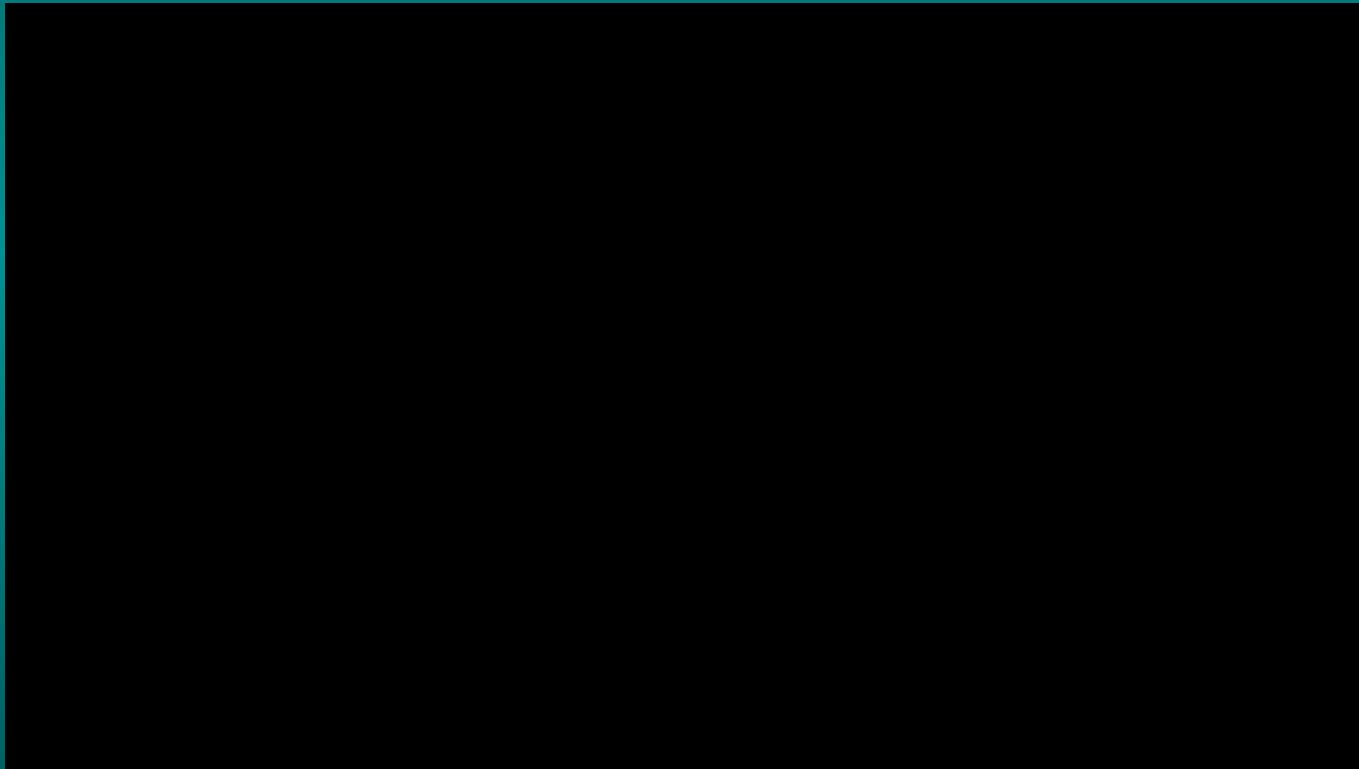
# Emotions/Thoughts List

APATHY	GRIEF	FEAR	LUST	ANGER	PRIDE	COURAGEOUSNESS	ACCEPTANCE	PEACE
Bored	Abandoned	Anxious	Abandon	Abrasive	Above reproach	Adventurous	Abundance	Ageless
Can't win	Abused	Apprehensive	Anticipation	Aggressive	Aloof	Alert	Appreciative	Awareness
Cold	Accused	Cautious	Callous	Annoyed	Arrogant	Alive	Balance	Being
Cutoff	Anguished	Clammy	Can't wait	Argumentative	Bigoted	Assured	Beautiful	Boundless
Dead	Ashamed	Cowardice	Compulsive	Belligerent	Boastful	Aware	Belonging	Calm
Defeated	Betrayed	Defensive	Craving <sup>1</sup>	Boiling	Bored	Centered	Childlike	Centered
Depressed	Blue	Distrust	Demanding	Brooding	Clever	Certain	Compassion	Complete
Demoralized	Cheated	Doubt	Devious	Caustic	Closed	Cheerful	Considerate	Eternal
Desolate	Despair	Dread	Driven	Defiant	Complacent	Clarity	Delight	Free
Despair	Disappointed	Embarrassed	Envy	Demanding	Conceited	Compassion	Elated	Fulfilled
Discouraged	Distraught	Evasive	Exploitative	Destructive	Contemptuous	Competent	Embracing	Glowing
Disillusioned	Embarrassed	Foreboding	Fixated	Disgust	Cool	Confident	Empathy	Light
Doomed	Forgotten	Frantic	Frenzy	Explosive	Critical	Creative	Enriched	Oneness
Drained	Guilty	Hesitant	Frustrated	Fierce	Disdain	Daring	Everything's okay	Perfection
Failure	Heartbroken	Horrificed	Gluttonous	Frustrated	Dogmatic	Decisive	Friendly	Pure
Forgetful	Heartache	Hysterical	Greedy	Fuming	False dignity	Dynamic	Fullness	Quiet
Futile	Heartsick	Inhibited	Hoarding	Furious	False humility	Eager	Gentle	Serenity
Giving up	Helpless	Insecure	Hunger	Harsh	False virtue	Enthusiastic	Glowing	Space
Hardened	Hurt	Irrational	I want	Hatred	Gloating	Exhilaration	Gracious	Still
Hopeless	If only	Nausea	Impatient	Hostility	Haughty	Explorative	Harmonious	Timeless
Humorless	Ignored	Nervous	Lascivious	Impatience	Holier than thou	Flexible	Harmony	Tranquility
I can't	Inadequate	Panic	Lecherous	Indignant	Hypocritical	Focused	Intuitive	Unlimited
I don't care	Inconsolable	Paralyzed	Manipulative	Irate	Icy	Giving	In tune	Whole
I don't count	It's not fair	Paranoid	Miserly	Jealous	Isolated	Happy	Joyful	
Inattentive	Left out	Scared	Must have it	Livid	Judgmental	Honorable	Loving	
Indecisive	Longing	Secretive	Never enough	Mad	Know-it-all	Humor	Magnanimous	
Indifferent	Loss	Shaky	Never satisfied	Mean	Narrow-minded	I can	Mellow	
Invisible	Melancholy	Shy	Oblivious	Merciless	Never wrong	Independent	Naturalness	
It's too late	Misunderstood	Skeptical	Obsessed	Murderous	Opinionated	Initiative	Nothing to change	
Lazy	Mourning	Stagefright	Overindulgent	Outraged	Overbearing	Integrity	Open	
Let it wait	Neglected	Superstitious	Possessive	Petulant	Patronizing	Invincible	Playful	
Listless	Nobody cares	Suspicious	Predatory	Pushy	Pious	Loving	Radiant	
Loser	Nobody loves me	Tense	Pushy	Rage	Prejudiced	Lucid	Receptive	
Lost	Nostalgia	Terrified	Reckless	Rebellious	Presumptuous	Motivated	Secure	
Negative	Passed over	Threatened	Ruthless	Resentment	Righteous	Nonresistant	Soft	
Numb	Pity	Timid	Scheming	Resistant	Rigid	Open	Tender	
Overwhelmed	Poor me	Trapped	Selfish	Revolted	Self absorbed	Optimistic	Understanding	
Powerless	Regret	Uncertain	Voracious	Rude	Self satisfied	Perspective	Warm	
Resigned	Rejected	Uneasy	Wanton	Savage	Selfish	Positive	Well-being	
Shock	Remorse	Vulnerable	Wicked	Simmering	Smug	Purposeful	Wonder	
Spaced out	Sadness	Want to escape		Sizzling	Snobbish	Receptive		
Stoned	Sorrow	Wary		Smoldering	Special	Resilient		
Stuck	Tearful	Worry		Spiteful	Spoiled	Resourceful		
Too tired	Tormented			Steely	Stoic	Responsive		
Unfeeling	Torn			Stern	Stubborn	Secure		
Unfocused	Tortured			Stewing	Stuck-up	Self-sufficient		
Useless	Unhappy			Stubborn	Superior	Sharp		
Vague	Unloved			Sullen	Uncompromising	Spontaneous		
Wasted	Unwanted			Vengeful	Unfeeling	Strong		
What's the use	Vulnerable			Violent	Unforgiving	Supportive		
Why try?	Why me?			Volcanic	Unyielding	Tireless		
Worthless	Wounded			Wicked	Vain	Vigorous		
				Willful		Visionary		
						Willing		

## Five (5) Connecting Principles:

4. Connecting Always Requires Energy. . .

*“They” get out of it what “you” put into it!*



[https://youtu.be/F\\_UWM2exxBY](https://youtu.be/F_UWM2exxBY)



## Five (5) Connecting Principles:

5. Connecting is More Skill than Natural Talent. . . *It can be learned.*

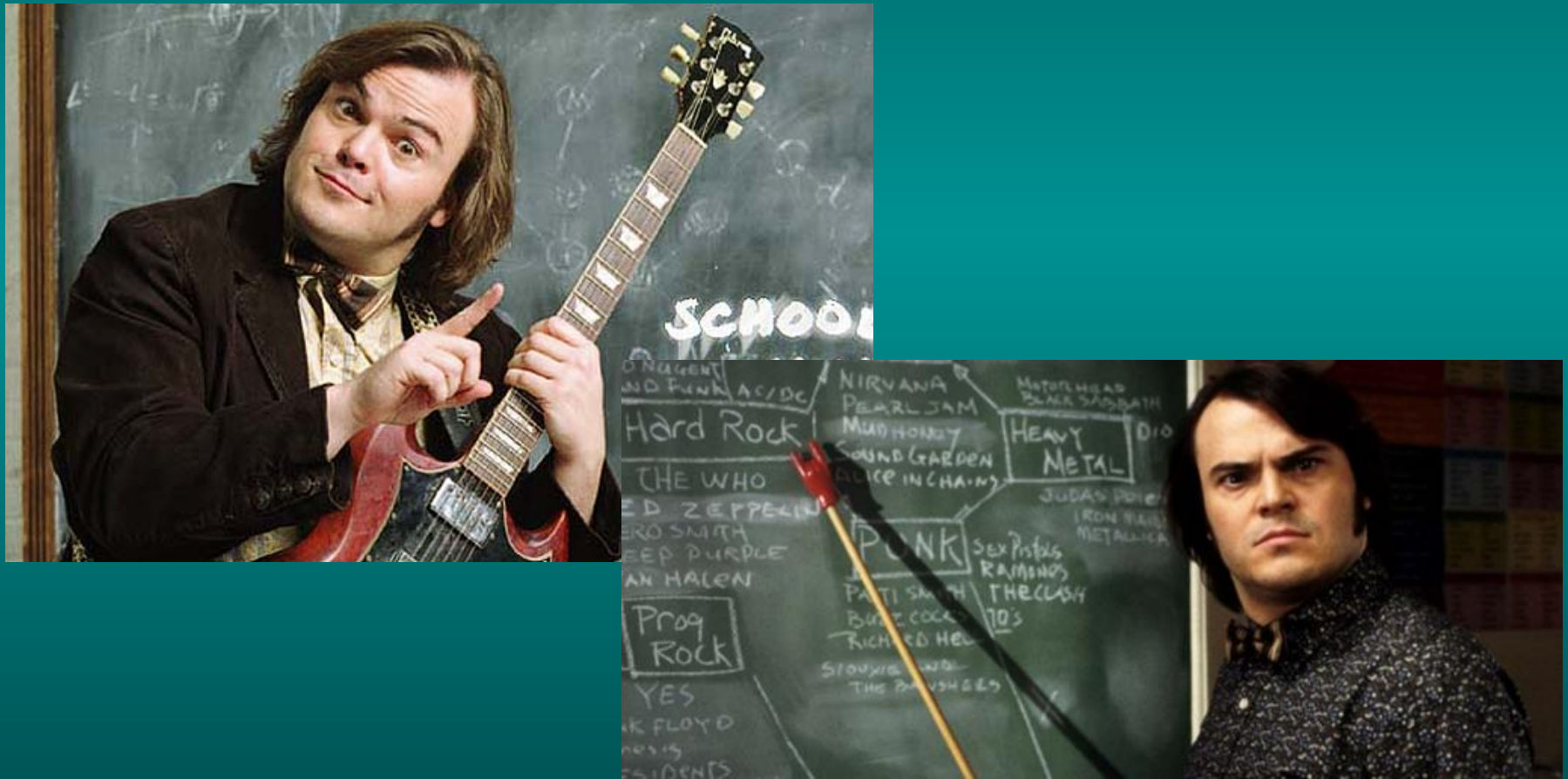


<https://www.youtube.com/watch?v=0b4f5HxiYNI>

The HOW  
Strategies to  
ENGAGE, EXCITE  
and ENRICH involve...

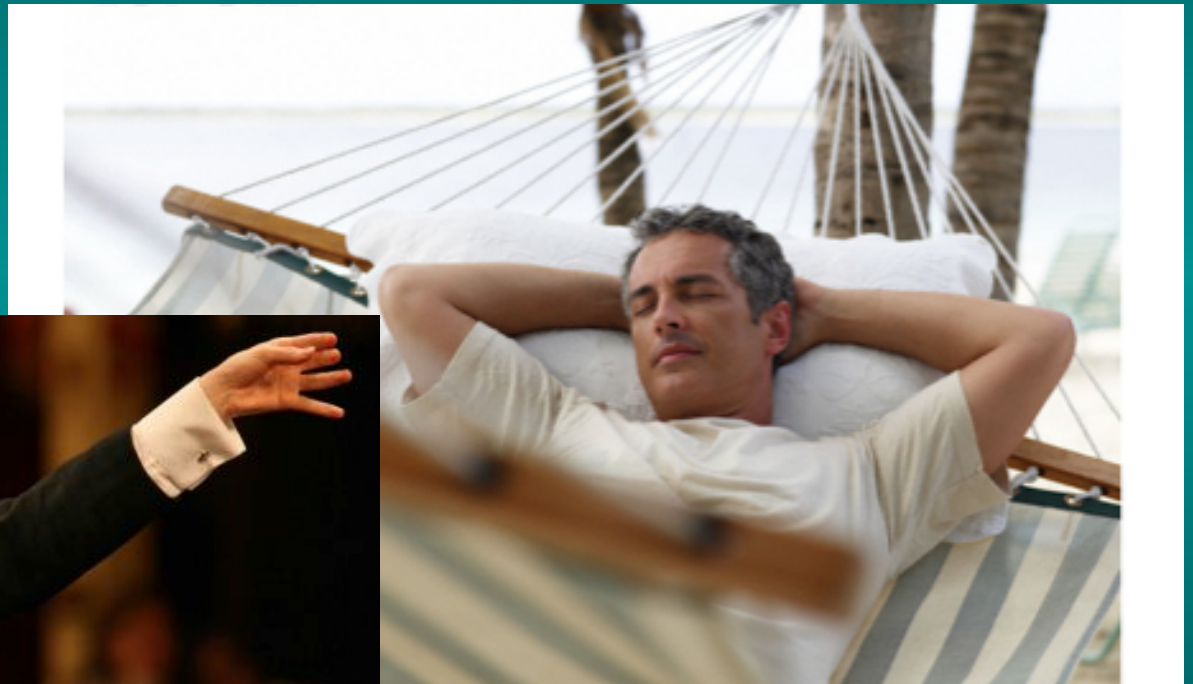
2. *Generating the Proper*  
*Attitudes* *toward*  
*Music Education*

## 2. Generating the Proper Attitudes toward Music Education Remember these?





## 2. Generating the Proper Attitudes toward Music Education Remember these?

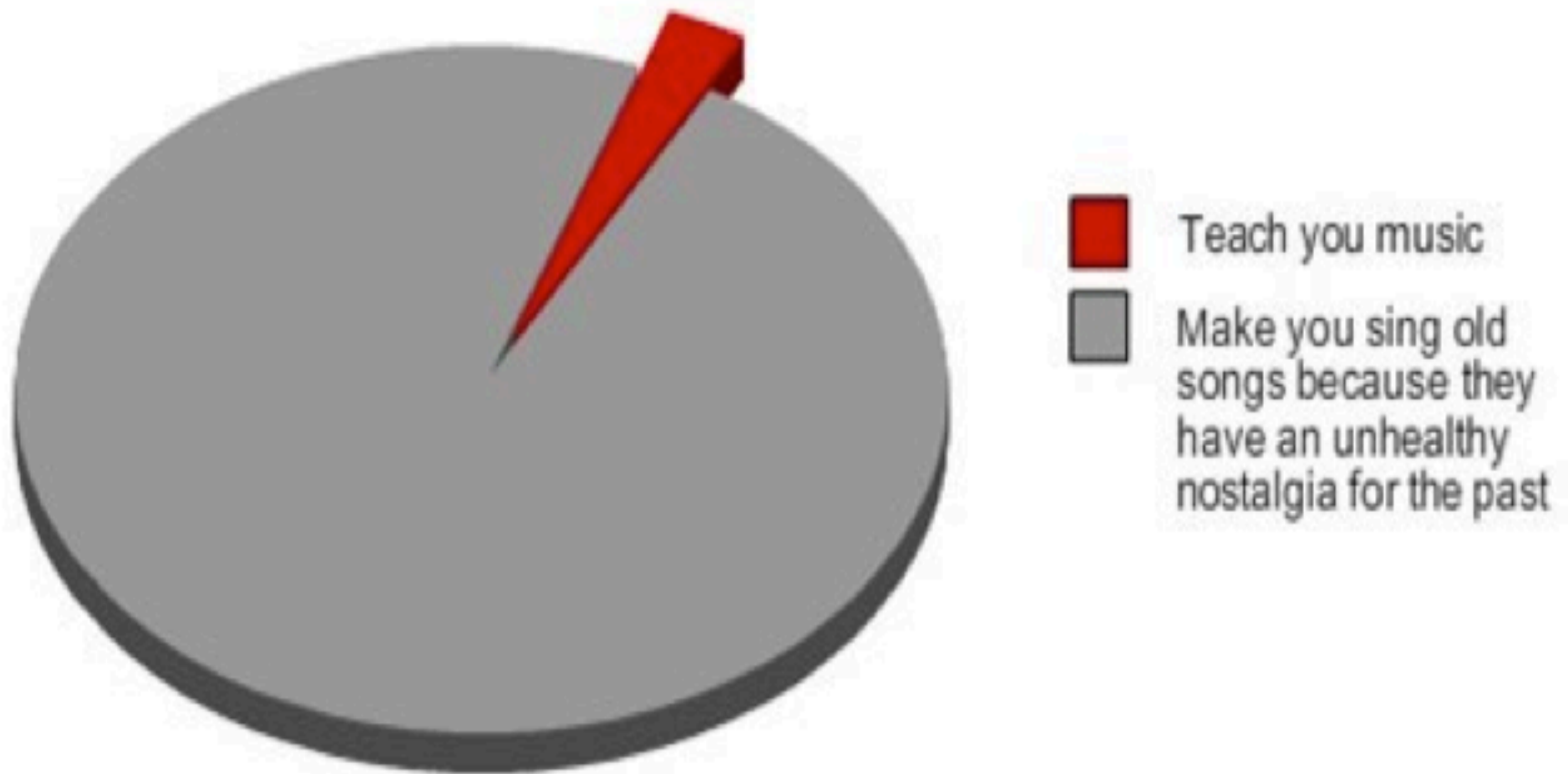


2. Generating the Proper Attitudes  
toward Music Education  
Remember these?



# What some others think that we do.

## *From the Internet*





Promulgate the Correct **Attitude!**  
**We're so much more than what it seems!**

*A focus on these 5 C's is essential  
to prepare students for the **21<sup>st</sup> Century**.*

Critical Thinking

Communication

Collaboration

Creativity

Confidence

*Therefore. . .*



# The Music Skills Practice Room is. . . The Life Skills Practice Room

## 1. Critical Thinking. . .

Ability to reason effectively and **solve problems** creatively


The Music Skills Practice Room is. . .

The Life Skills Practice Room

**Problem Solving:**

Ability to solve problems.

EX: Having a problem getting people to turn off their phones and beepers at your concerts? See how one student found a creative solution!



**IF YOUR ELECTRICAL DEVICE  
(WATCH, PHONE, PAGER,  
ETC.) ACTIVATES ANYTIME  
DURING THE CONCERT, YOU  
WILL BE REQUIRED TO GO ON  
STAGE AND -**

**PLAY THE BASSOON**

The Music Skills Practice Room is. . .

The Life Skills Practice Room

2. Communication

Refer back to slides 20 - 24

3. Collaboration (Teamwork). . .

Ability to work effectively and respectfully with ALL



The Music Skills Practice Room is. . .

The Life Skills Practice Room

**Teamwork:** Effective when EVERYONE  
does their job.



<https://youtu.be/FIya6xaWDWo>



The Music Skills Practice Room is. . .  
The Life Skills Practice Room

5. Confidence. . .

Ability to handle EVERY  
CIRCUMSTANCE and grow from it

The Music Skills Practice Room is. . .

The Life Skills Practice Room

Confidence: Ability to handle EVERY CIRCUMSTANCE

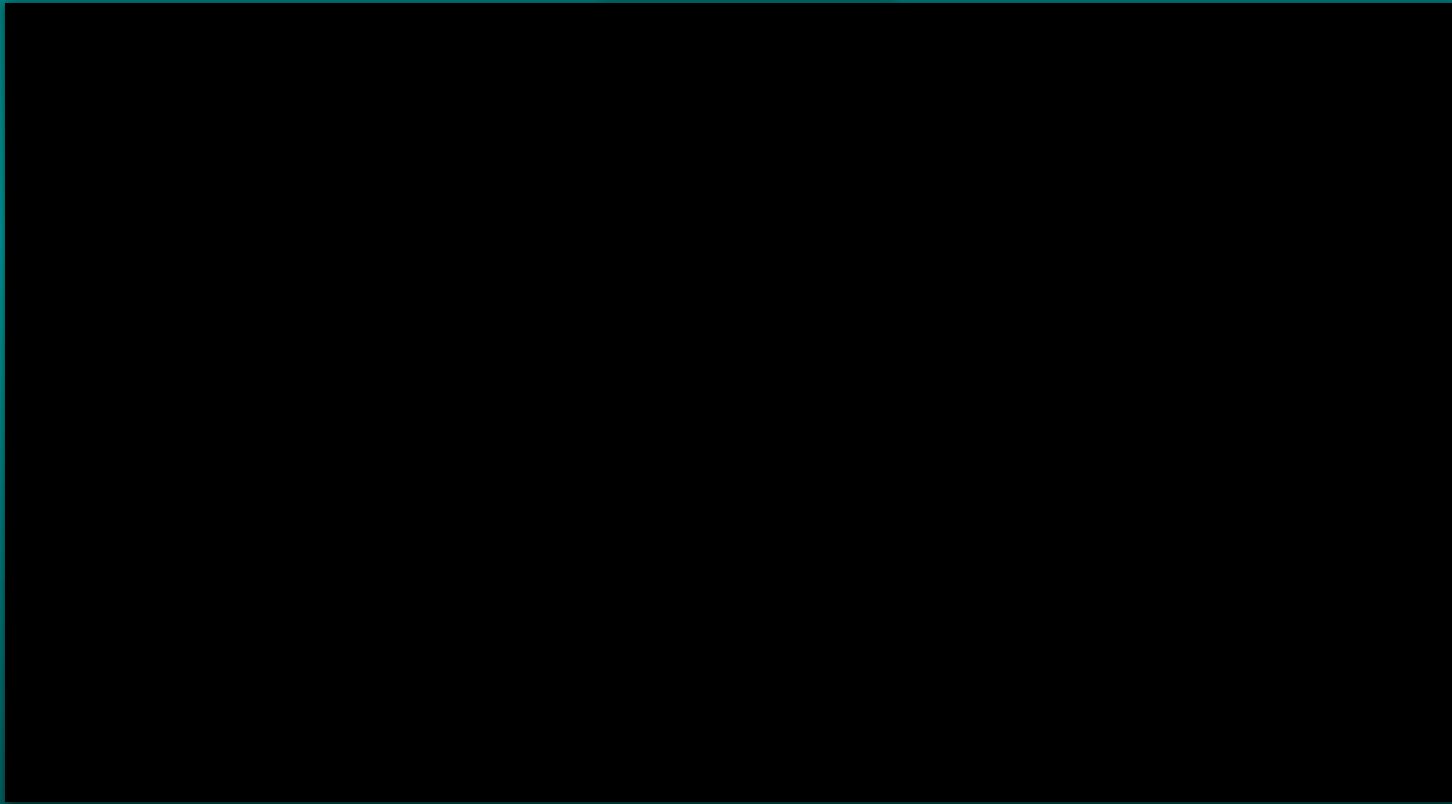


<https://www.youtube.com/watch?v=rVvaX6n3ClM>

So Speak Up!

Don't be your school's best kept secret

Feature the Unique Individual Achievements/  
Gifts of YOUR Students



<https://youtu.be/Qw1CZ6Biqdw>

# So Speak Up!

## Don't be your school's best kept secret

Feature the Unique Individual Achievements/  
Gifts of YOUR Students



[https://youtu.be/II\\_znS7pbRE](https://youtu.be/II_znS7pbRE)

# So Speak Up!

## Don't be your school's best kept secret

Feature the Unique Individual Achievements/  
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<https://youtu.be/fr843OR1GZE>

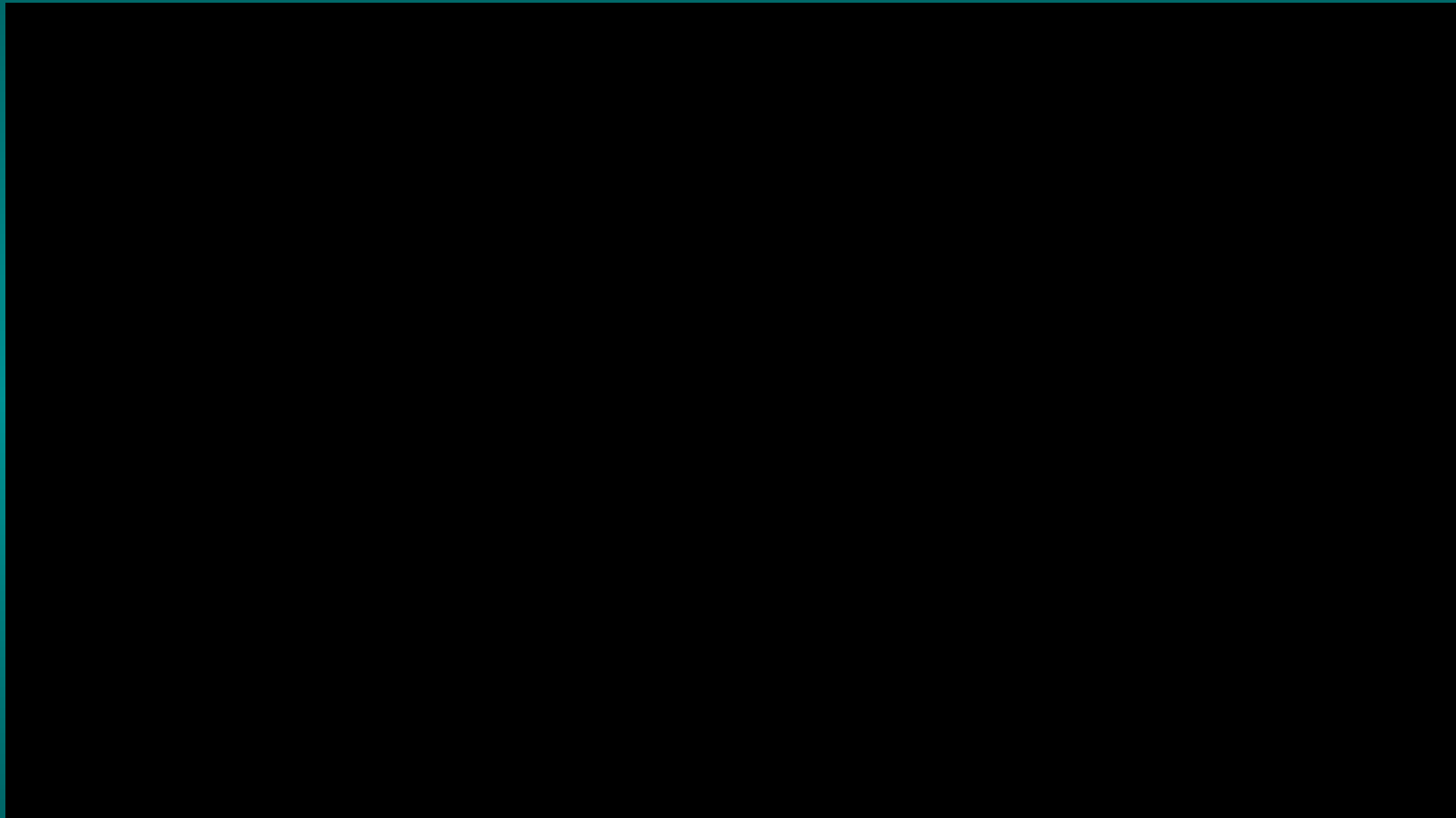
The HOW  
Strategies to  
ENGAGE, EXCITE  
and ENRICH involve...

3. Group Responsibility for  
the Agreed-upon Purpose



# **The HOW: *First Performance***

## **Instill the Vision EARLY – ELEMENTARY!**



Order through music store or at [www.musicachievementcouncil.org](http://www.musicachievementcouncil.org)  
<https://www.youtube.com/watch?v=lk0xiAjwaGU>

## The HOW

- 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!
- F. Meet as a district-wide TEAM on a regular basis to establish goals and measure progress

# A Photo is Worth 1000 Words!

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

- 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!

## Feature the Elementary Band in HS Halftime Show



<https://www.youtube.com/watch?v=I0JmBK-MF-A>

# The HOW

Engage Parents EARLY—The Parent Band!

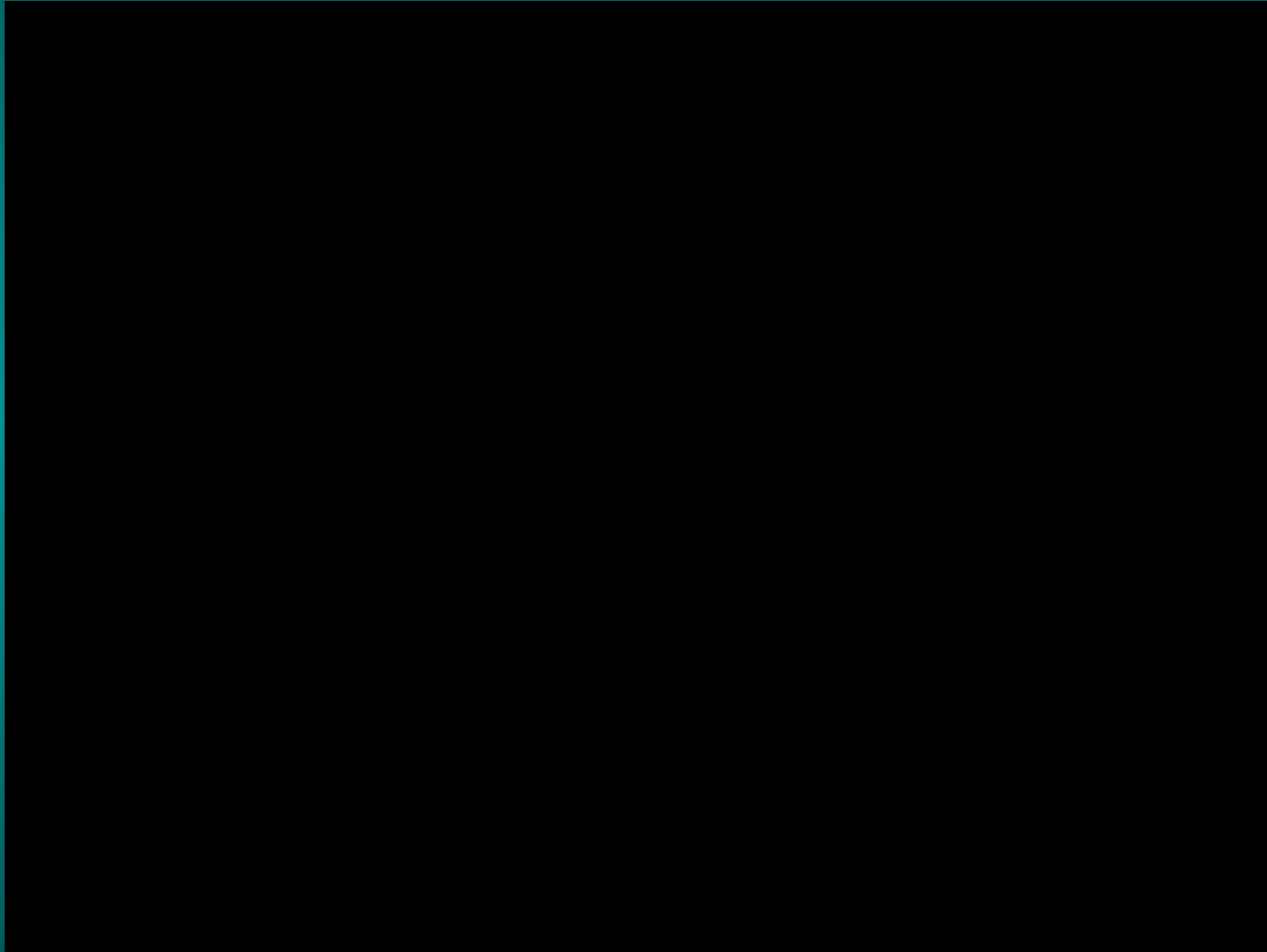


[https://www.youtube.com/watch?v=zeo\\_VwHdsDE](https://www.youtube.com/watch?v=zeo_VwHdsDE)



# The HOW

## Publicize Student “Testimonials”



[https://www.youtube.com/watch?v=j\\_3KfZlctsI](https://www.youtube.com/watch?v=j_3KfZlctsI)

## The HOW

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 music makes  
them feel special!”

The HOW  
Strategies to  
ENGAGE, EXCITE  
and ENRICH involve...

4. *Ensuring Excellence*  
*for the right REASON—*  
*the Joy of Music-making!*

*Excellence for the RIGHT REASON*  
*The Simón Bolívar HS Youth Orch*



[https://youtu.be/bUJ0b\\_o8s-c](https://youtu.be/bUJ0b_o8s-c)

but. . .

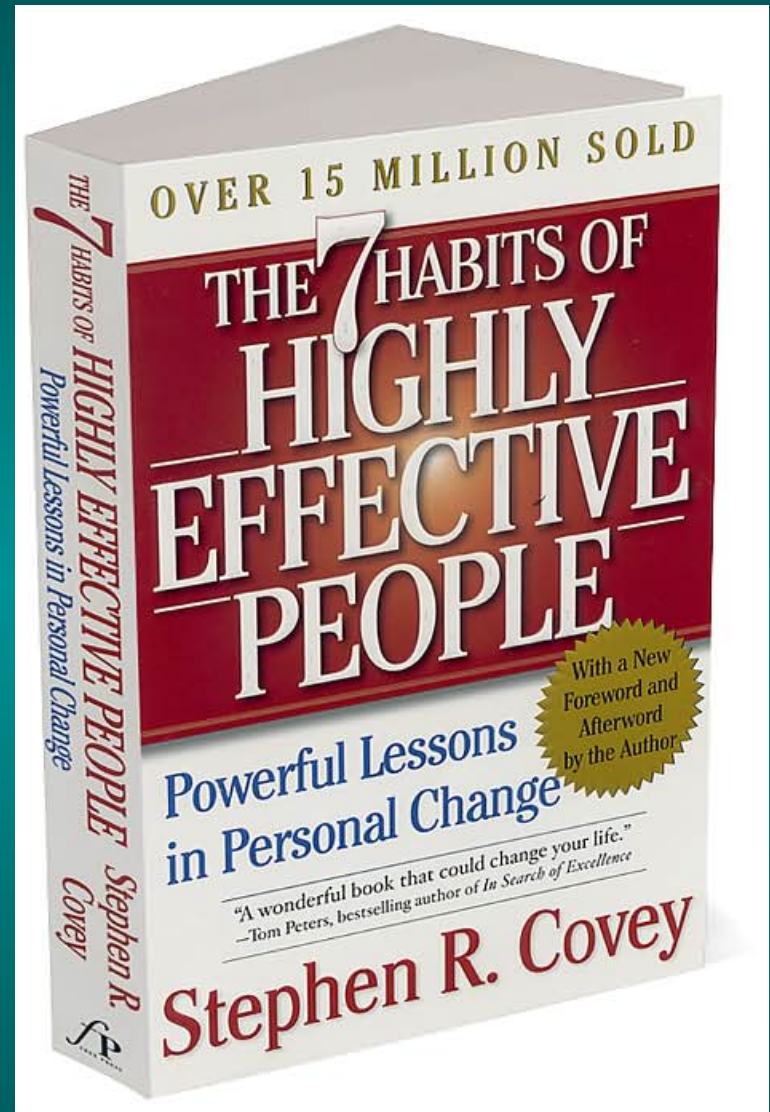
***“ONE IS TOO SMALL A  
NUMBER TO ACHIEVE  
SOMETHING GREAT”***

SOOOOOO...

WHAT CAN BE DONE  
**TOGETHER** TO ACHIEVE  
GREATNESS IN  
**PICKENS COUNTY?**



We must be  
effective in  
showing that  
we truly  
*C.A.R.E.*



# Habit 1 - Be Proactive



**I am a responsible person.**

**I am in charge.**

**I choose my actions, attitudes and moods.**

Begin with the  
end in mind



# Begin with the end in mind

<https://www.youtube.com/watch?v=t1UE5MK0Odw>

# 3. Put First Things First

<https://www.youtube.com/watch?v=IA8feapScso>







# 4. Think Win-Win



<https://youtu.be/SUe6Gf33WcQ>

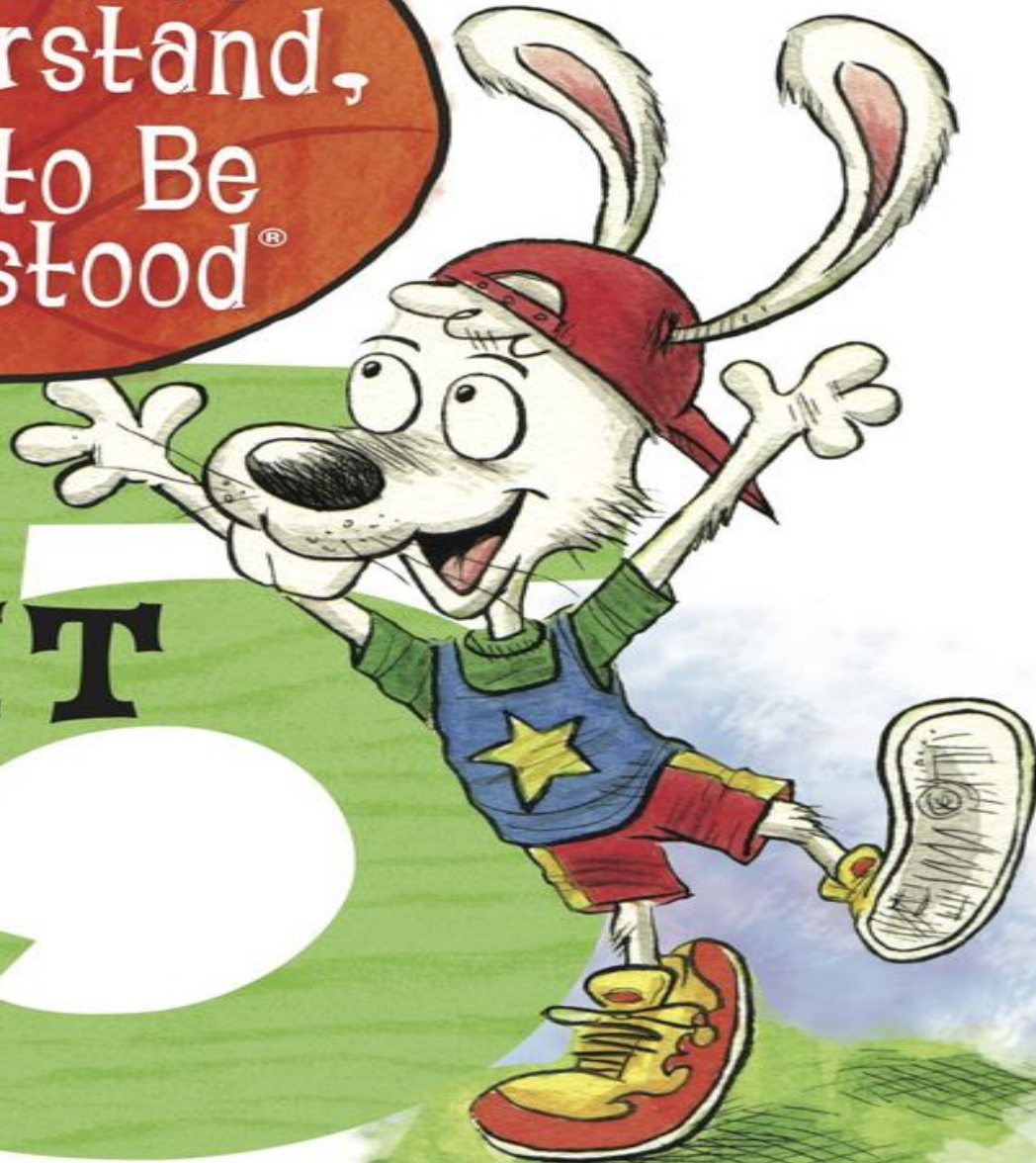
# 4a. Think Win-Win

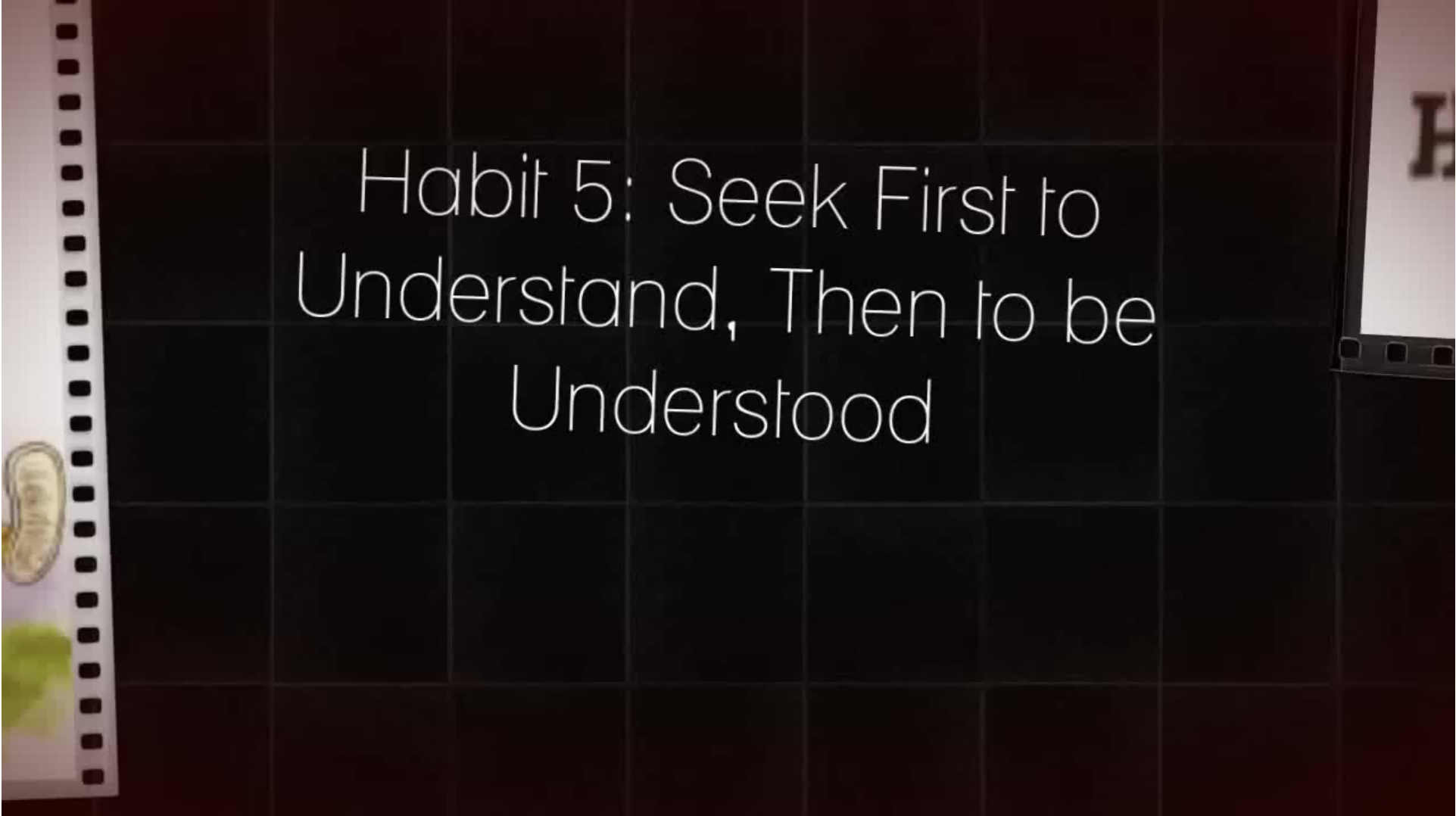
<https://www.youtube.com/watch?v=rNzOVxHhjmQ>



Seek First  
to Understand,  
Then to Be  
Understood®

**HABIT**

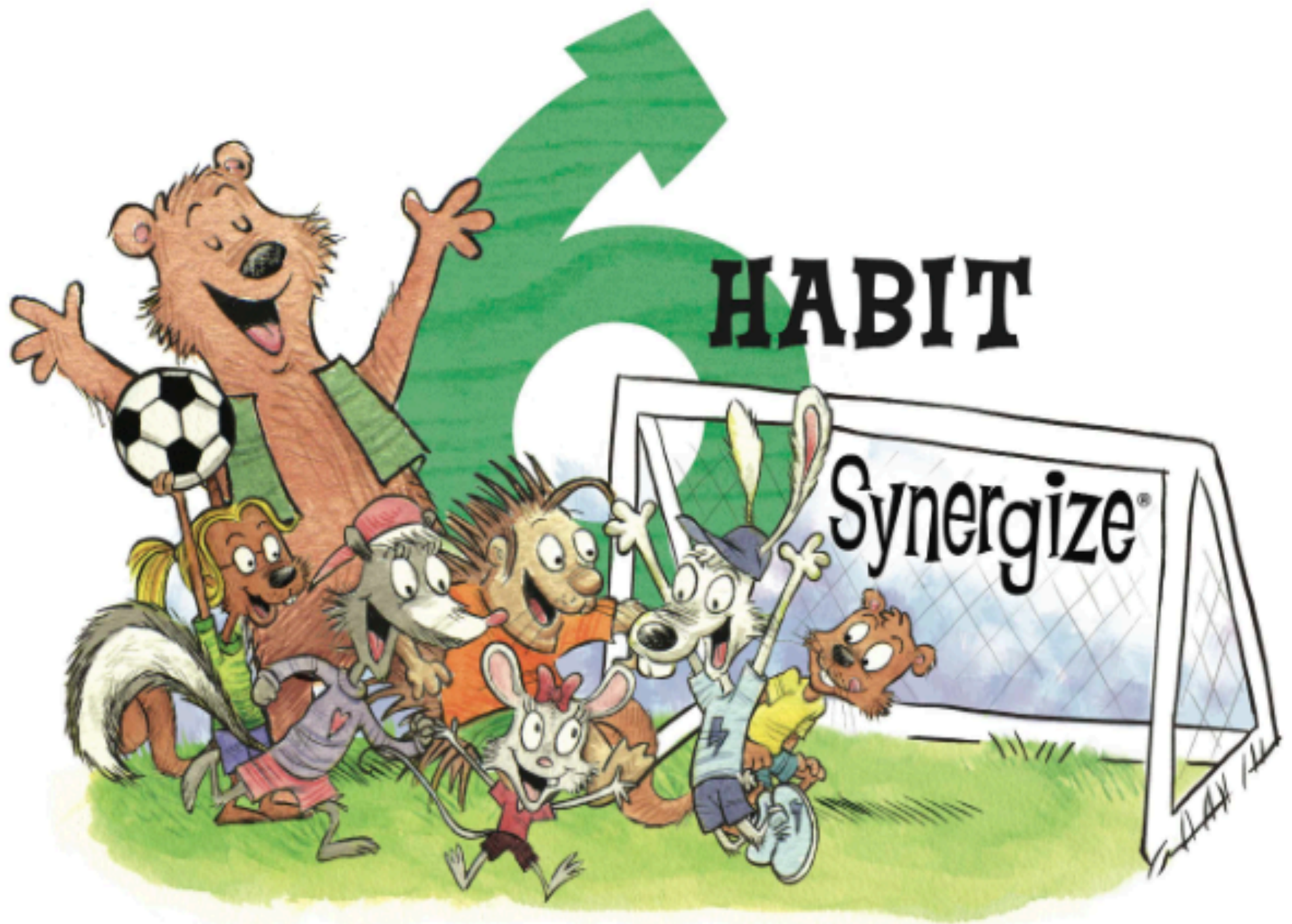




Habit 5: Seek First to  
Understand, Then to be  
Understood

<https://youtu.be/rYlyb2fFJSw>





# 6. Synergize



<https://youtu.be/jRsolX69BXc>

Habit 7:

# Sharpen the Saw

I take care of my body by eating right, exercising, and getting sleep.

**Balance  
feels  
best**



I find meaningful ways to help others.

I spend time with family and friends.

I learn in lots of ways and places, not just at school.

# 7. Sharpen Your Saw

<https://youtu.be/ZiXGFgK0lcw>



# What Will Make Our Programs Special?

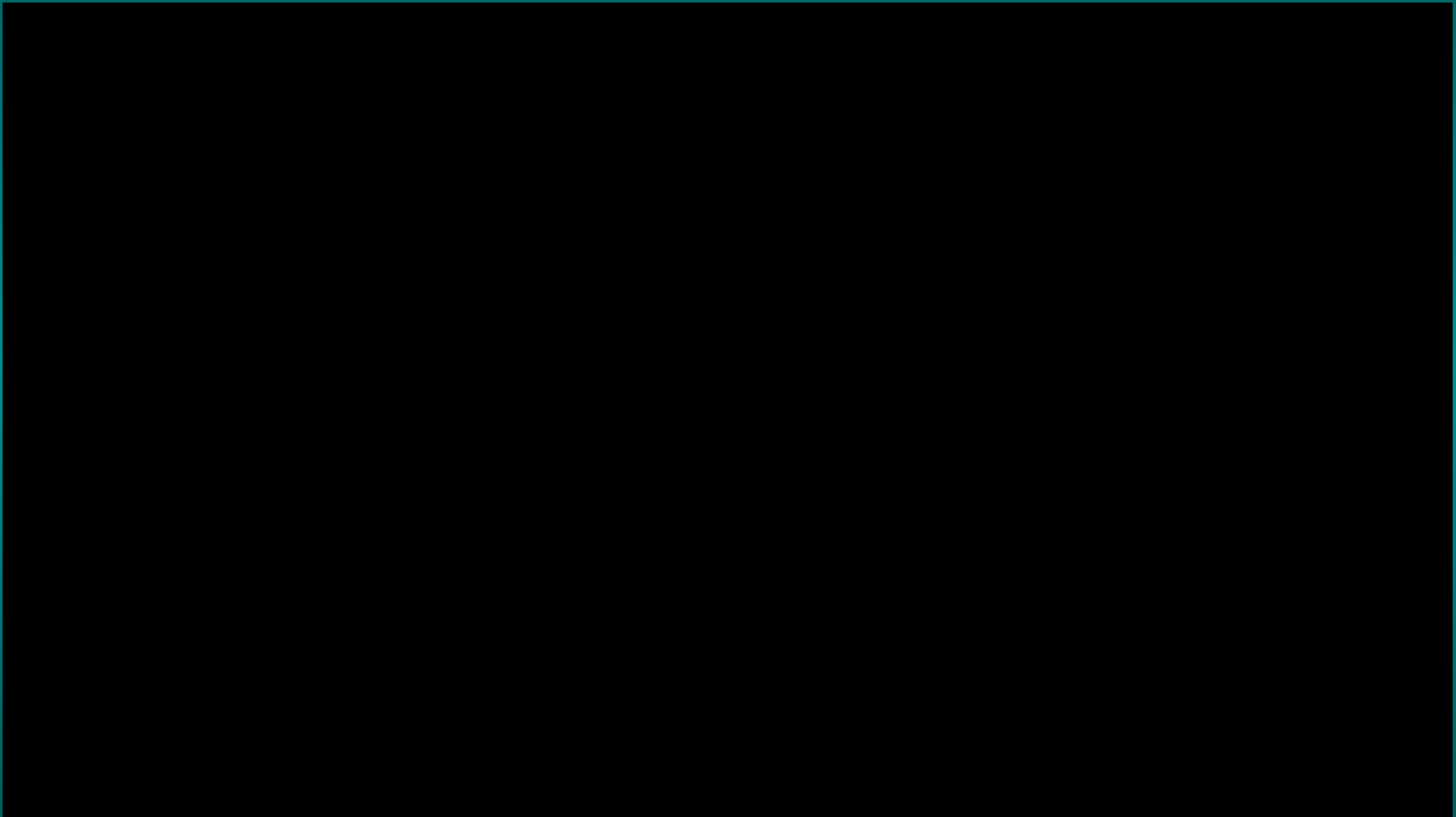
## Do We *C.A.R.E.*?

With *GREAT THANKS* to Dr. Tim!

1. Communicate a Unified Message
2. Generate the Proper Attitudes toward Music Education
3. Guarantee Group Responsibility Toward the Agreed-upon Purpose
4. Ensure Excellence



One final bit of inspiration. . .  
The “Message” of the Foothill HS Band



<https://youtu.be/MMdHJHX7Xa4>

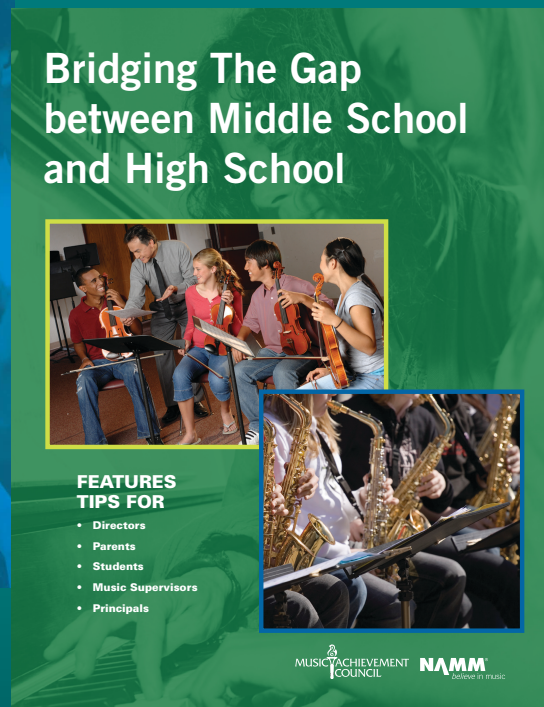
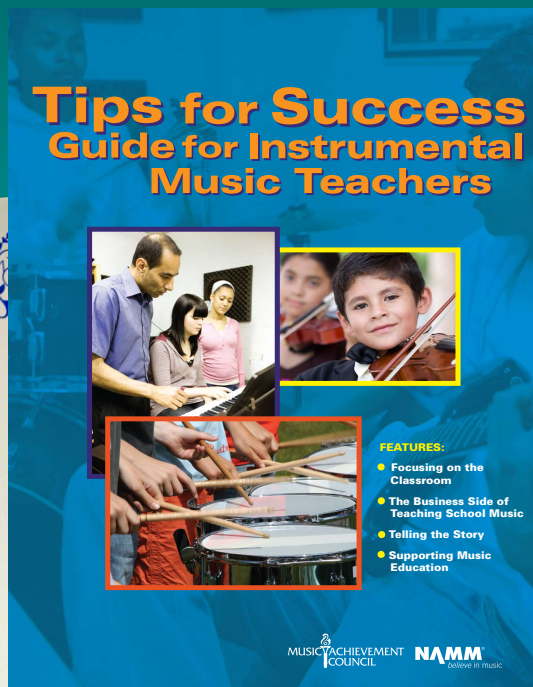
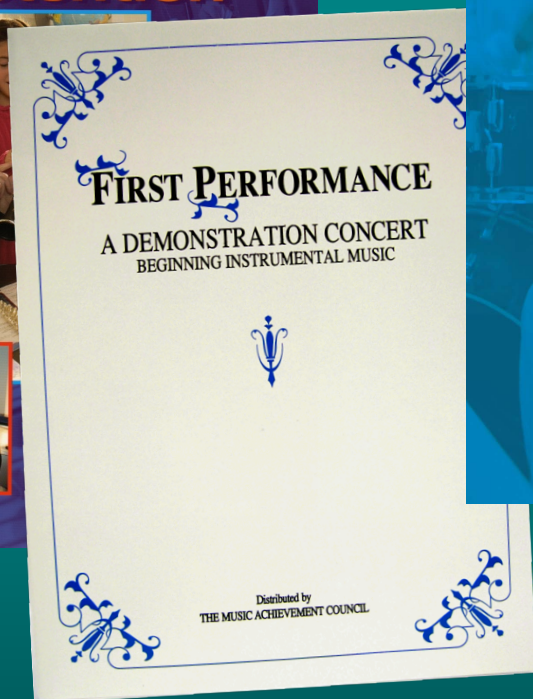
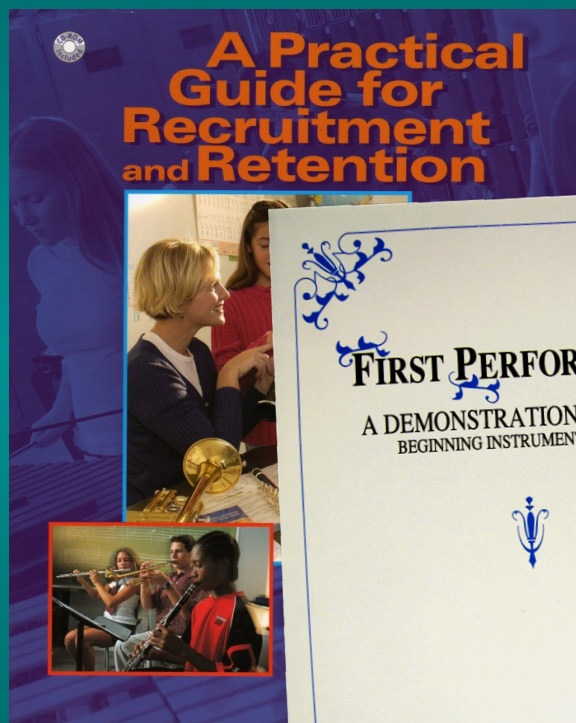
# Next Step: Action Plans/Strategies to Support Your Mission



- ✓ 1. Set dates for follow-up meetings/brainstorming for three (3) activities.
- 2. Choose two (2) activities to implement.
- 3. Decide what data you may want to collect.
- 4. Implement activities.
- 5. Assess each activity using data and share out.

# Got SMART Phone?

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



[www.musicachievementcouncil.org](http://www.musicachievementcouncil.org)



*Got Smart Phone?*

marcia@musicedconsultants.net



*@MusicEdConsult*  
*On Twitter*

*Thank You!*



All materials are posted:

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