

# ***TIPS for Success!***

**Secrets Revealed From the Very Best!**

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**2015 LAMEA**

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**MUSIC ACHIEVEMENT  
COUNCIL**

***[www.MusicAchievementCouncil.org](http://www.MusicAchievementCouncil.org)***

# Consider the Education/Training Needed for These Careers

All of this is **YOUR** Job! How is it going?

Accountant

Politician

Architect

Psychologist

Author

Public Relations Executive

Career Planner

Quality Assurance Executive

Financial Planner

Sales Executive

Travel Agent

Magician

# *1. Focusing on the Classroom*

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## *Focusing on the Classroom*

# What does a Music Educator Do?

Teach (Standards-based)

Communicate

Share Love of Music

Communicate

Prepare Quality Lessons

Communicate

Assess Student Progress

Communicate





# Result-driven Communication



*Focusing on the Classroom*  
**Recruitment and Retention**

**WE WANT YOU!**



## *Focusing on the Classroom*

# **Recruit: Attract Students *Year-Round***



- ❑ Foster student interest through visibility
- ❑ Inform parents of benefits of music
- ❑ Build and nurture support among administration & classroom teachers

## *Focusing on the Classroom*

### **Recruit: *Attract Students Year-Round***

- ☐ Regular visits with feeder programs/teachers
- ☐ Mass concerts with feeder programs  
including recorder classes
- ☐ Recruitment meetings with  
students and parents—***REACH OUT!***
- ☐ Instrument demos/petting zoos



*Focusing on the Classroom*

## **Recruit: Attract Students *Year-Round***

❑ Instrument demos/petting zoos





## *Focusing on the Classroom*

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*Focusing on the Classroom*

## **Recruit: Attract Students *Year-Round***

☐ Instrument demos/petting zoos



*Focusing on the Classroom*

**Build the vision EARLY — Elementary**

GET 'EM FIRED UP!

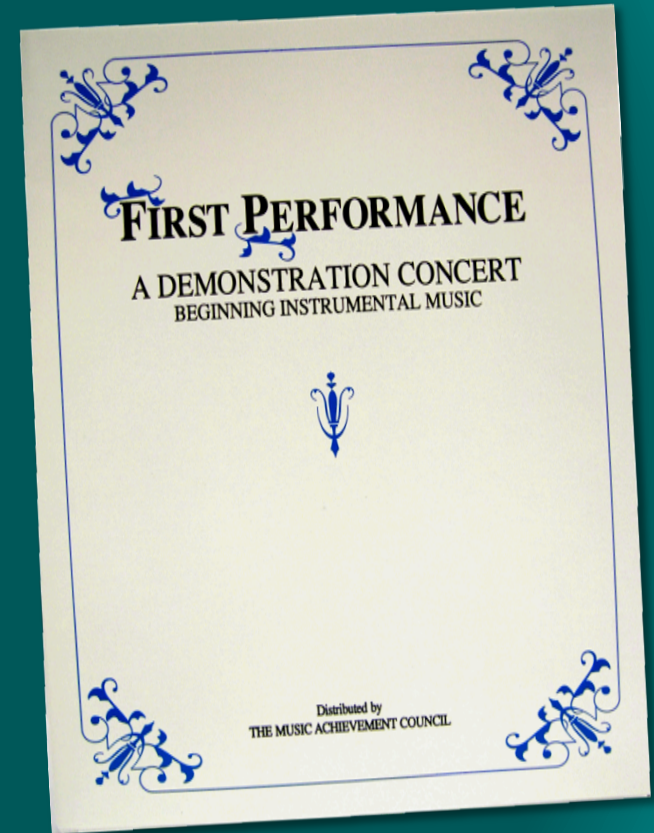
Give a

***First Performance***

***Concert***

With Your Beginners!

Involve **Experienced** Players!



*Focusing on the Classroom*

***First Performance Demo Concert***

**Build the vision EARLY — Elementary**



*Focusing on the Classroom*

# **Recruitment and Retention**

**Build the vision EARLY — Elementary**





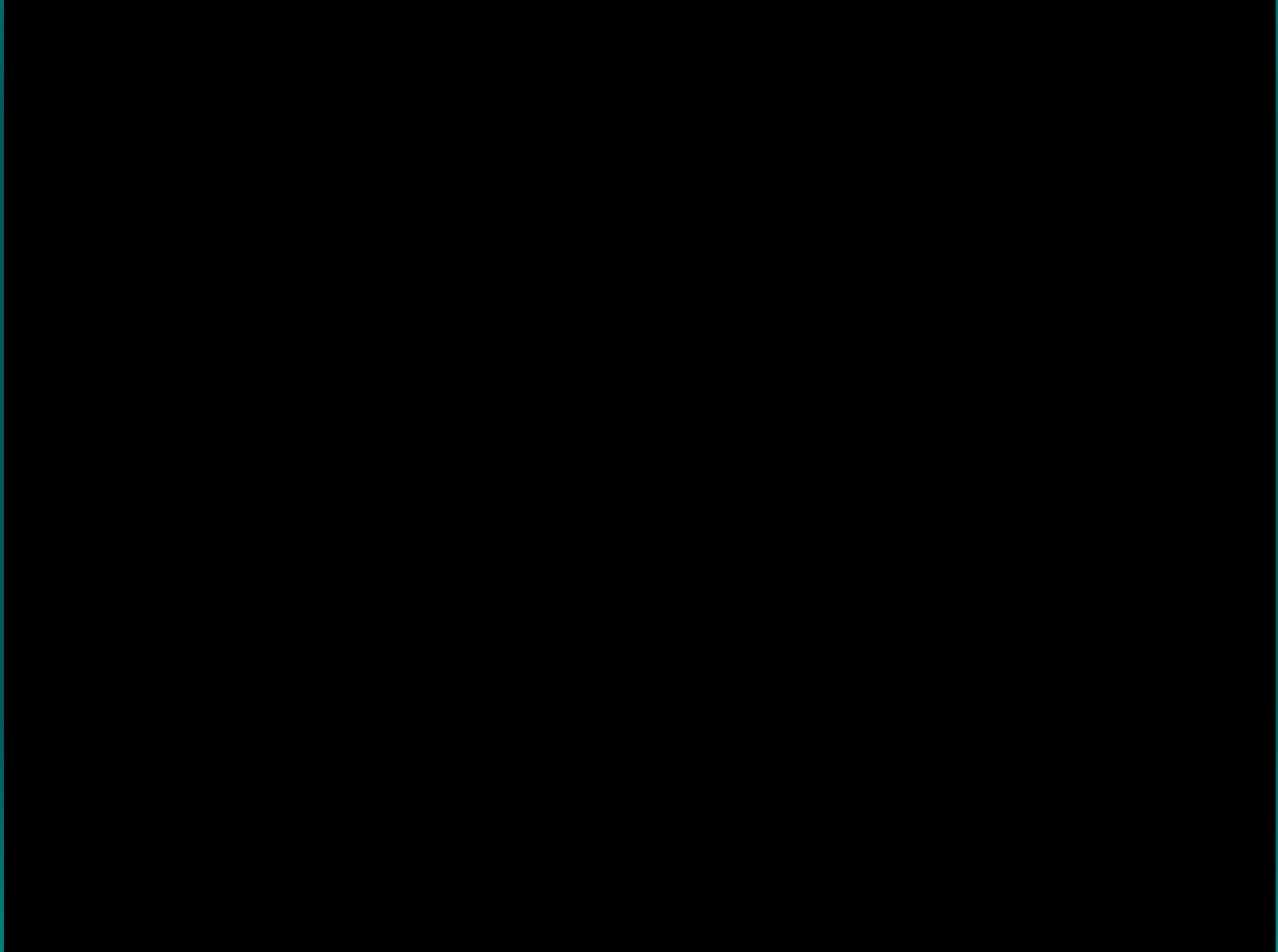
*Focusing on the Classroom*

# **Recruitment and Retention**

Build the vision EARLY—Elementary *Parents*



# *“13 Reasons They Stay in Band”*



# *2. The Business Side of Teaching*

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

## *The Business Side of Teaching*

### **Working with Administrators/Faculty**

- Celebrate your faculty!
- Include the principal & faculty in concerts to discover the joy of music-making
- Keep all informed of activities/events & **THANK THEM OUTWARDLY** for their support.
- Sign up to chaperone a dance, cover a class, attend a game and/or serve on committees



## *The Business Side of Teaching* **Choosing a Music Dealer**

### **Dealers Support Our Programs by. . .**

Providing advocacy materials & recruiting help

Providing regular service calls

Ensuring competitive prices

Offering lease programs for new instruments

Providing folders, posters, calendars, nametags. . .

Serving as a partner to help develop our programs

*All YOU have to do is ask!!!*



## *The Business Side of Teaching*

# Instrument Replacement: The 5-Year Plan

1. 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!

## *The Business Side of Teaching*

# Instrument Replacement Plan

2. Prioritize a list that should be replaced within 5 years. Estimate probable growth of program
3. 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

# *The Business Side of Teaching*

## 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>	\$	\$	\$	\$	\$

# *The Business Side of Teaching*

## Instrument Replacement Plan

### 4. 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%



Support Music encourage Success

$E=mc^2$





# Telling the Story: DATA! DATA! 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	<b>51,334</b>
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					

## *Telling the Story*

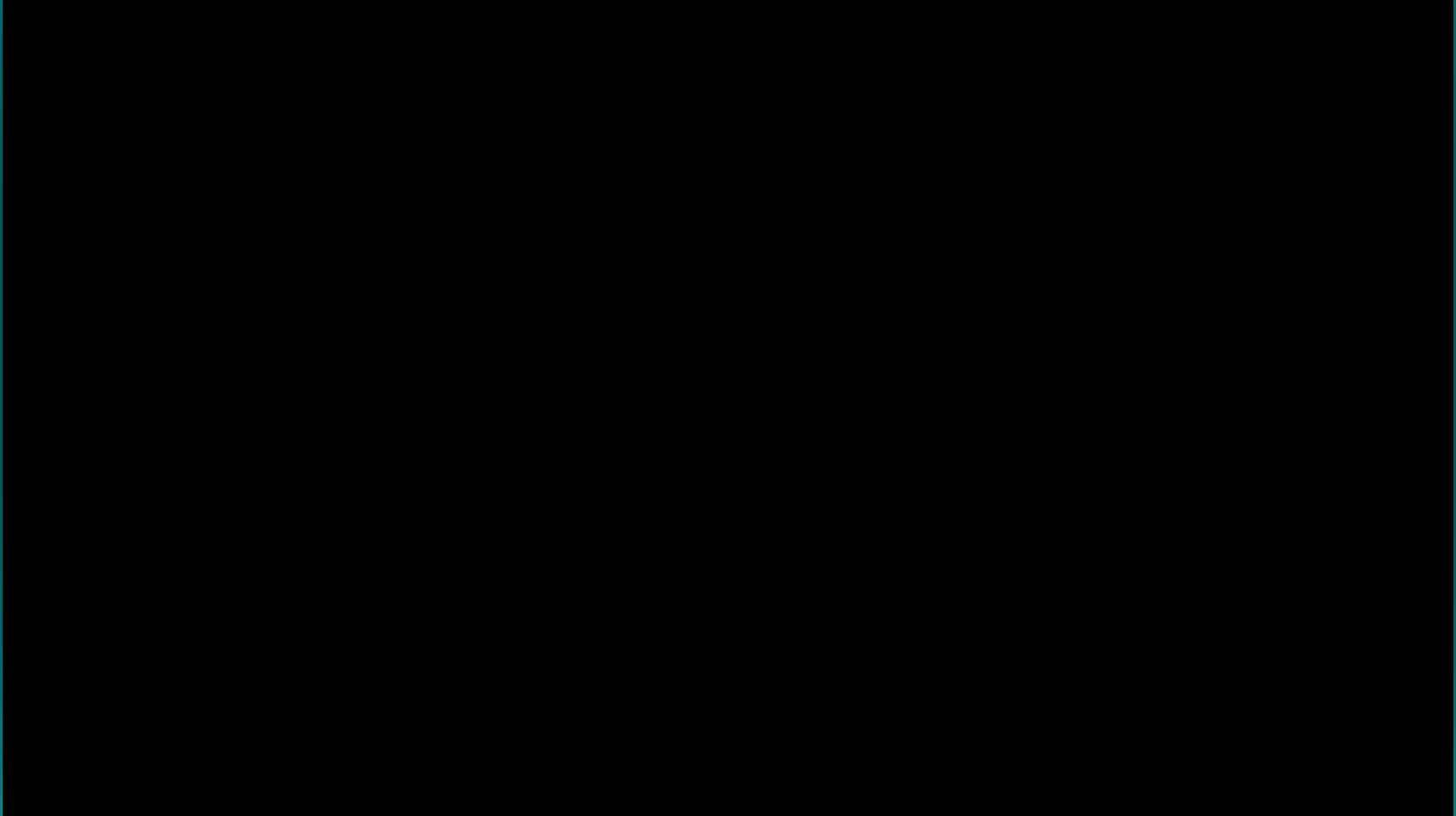
# Great Ways to Get Out Your Message

- Have students tell **their** stories. *Music Makes the Difference Because. . .*
- Profile Your Students: *Student Artist of the Week/Month.*
- Create a *Snapshot Video.*



*Telling the Story*

## *Snapshot Video: Foothill High School*





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



## *Supporting Music Education*

# GIVE BACK: Help Others Succeed!

- Recruit new, quality music educators to your school district and help them get started
- Offer to help with the interviewing process
- Offer to develop a Mentoring Program or serve as a mentor





## *Supporting Music Education*

GIVE BACK: Help Others Succeed!

### Have a Local University?

- Offer to have Music Ed students observe your classes
- Allow Music Ed students to teach sectionals
- Attend university concerts and encourage your students to attend
- Take student teachers and “be gentle!”

# *“Tips for Success”* Resource Materials

## www.MusicAchievementCouncil.org



About

Support Music

Music Achievement Council

Programs & Grants

Music Research

Donate

Press Room


### NAVIGATION

- ▶ About
- ▶ Teacher Tools
  - ▶ A Practical Guide for Recruitment and Retention
  - ▶ Tips for Success
- ▶ Ordering Information
- ▶ Downloads

### TIPS FOR SUCCESS


#### TIP 1

##### **Focusing on the Classroom: A Checklist for Teachers**

 What does a music teacher do? They teach classes, share their love of music with students, prepare lesson plans, develop curriculum, assess and evaluate students' progress, and share this information with parents, fellow teachers and school administrators. The following are some ideas to help you become the best professional music educator you can, as well as realize the full potential...

#### TIP 2

##### **Focusing on the Classroom: Music Content Standards**

 The **National Standards for Arts Education** constitute one of the **biggest educational reform** efforts ever undertaken in American education. The standards focus on where the action is—at the local level, the grassroots level. The National Standards aren't prescriptive because **community control of local schools is a...**

#### TIP 3

##### **Focusing on the Classroom: Know the Territory**

##### **What You Should Know about the Music Programs in Your Area**

Survey the directors in surrounding and/or similar school districts to obtain the information below. The information will be helpful as you work to build your program's resources. Print this page so you have a record of each district's response.

Loading the Player...

# *“Tips for Success”* Resource Materials Helpful Videos!

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



## TIP 4

Quality in a music program is dependent on a high rate of returning students and a reliable feeder network. With many courses competing for the same students, recruiting enough students to keep instrumental and vocal programs healthy is essential. It is the educator's responsibility to sell students and their parents on the value of signing up for an elective course in music.

### Taking Action through Positive Experiences

- Among the reasons offered by parents and youngsters for NOT participating in music are a failure to be told about the nature and benefits of ensemble participation; lack of information about costs and available instrument rental plans; and concern over the amount of time that must be devoted in order to participate successfully.
- Music educators are challenged to provide a program that can successfully compete with the many demands on student time both in and out of school. Additionally, many administrators and school boards base their budget decisions on student numbers. A static or declining enrollment may doom music departments to static or declining budgets, staff reductions and reduced course offerings. Recruiting and retaining as many students as possible is vital. Without recruiting, public school music could disappear. You play the crucial role in this ongoing process.





***“Tips for Success”*** Resource Materials  
**Dr. Tim Says It All!**  
**[www.MusicAchievementCouncil.org](http://www.MusicAchievementCouncil.org)**



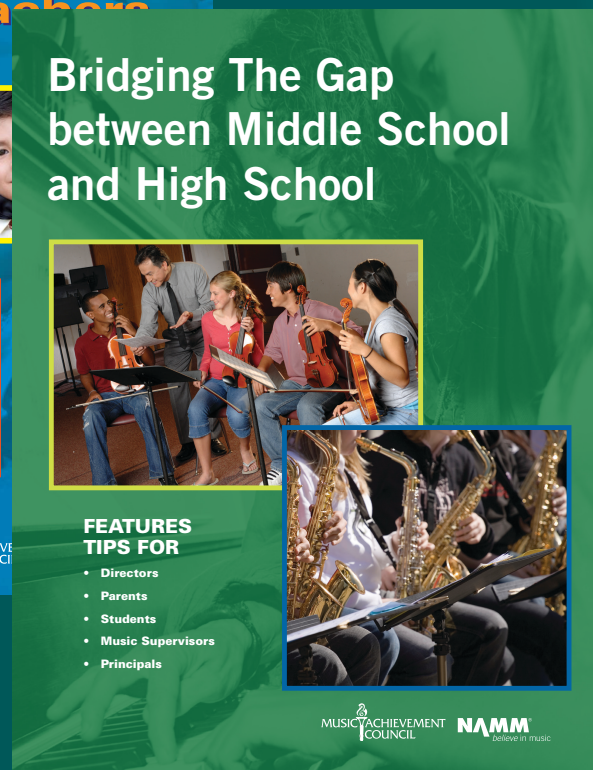
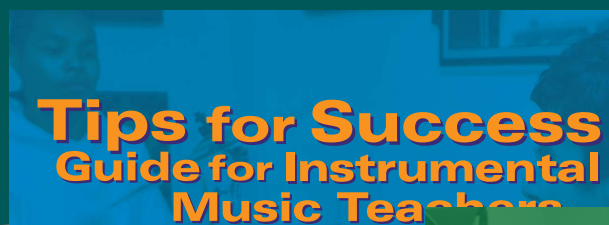
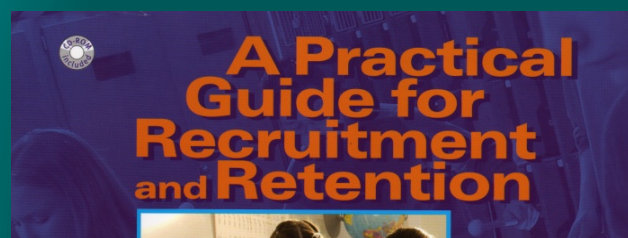


# Got Smart Phone?

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



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# THANK YOU!!!!!!

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