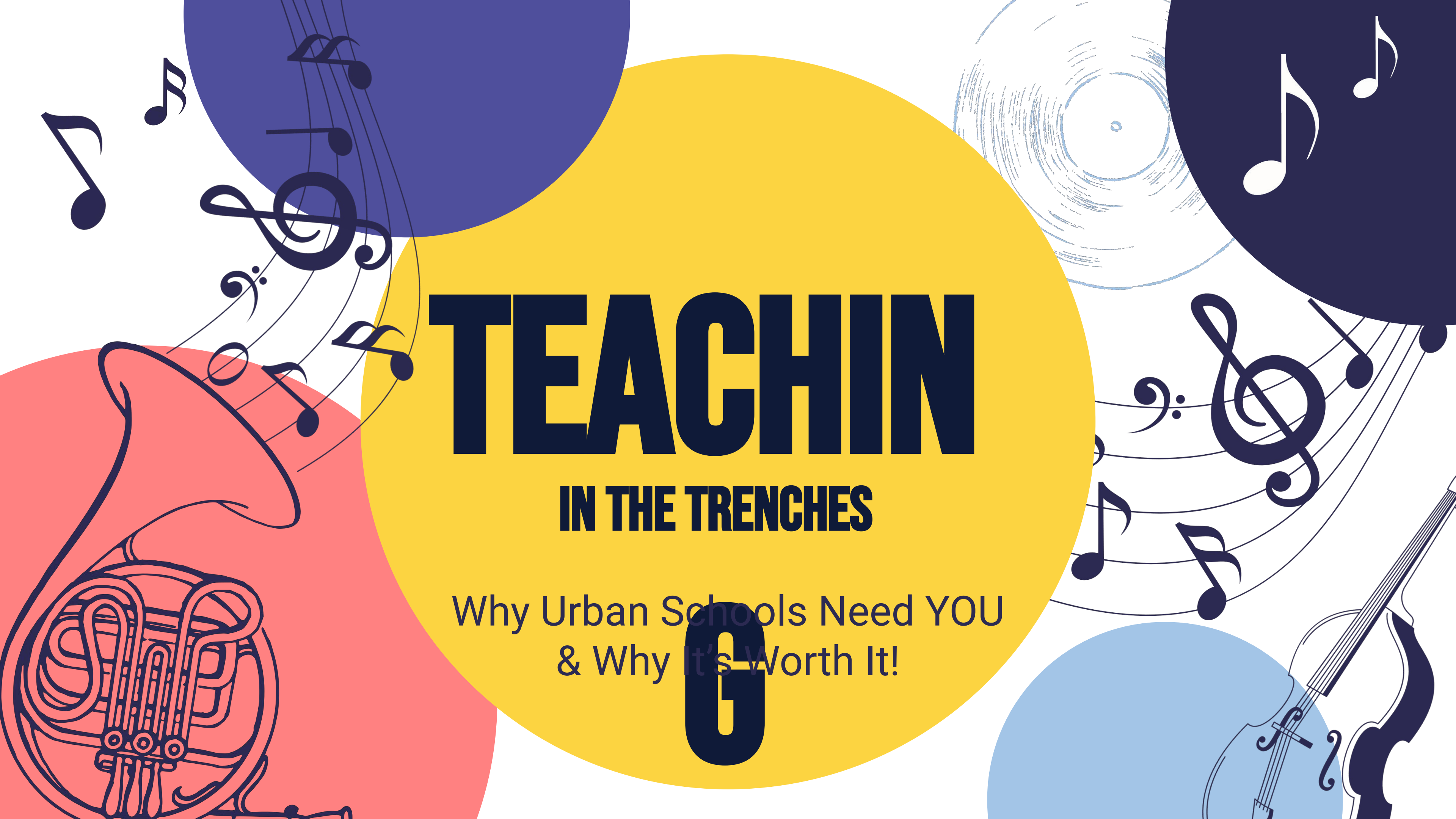




TEACHIN

IN THE TRENCHES

Why Urban Schools Need YOU
& Why It's Worth It!

G

WHO ARE WE?



BERNARD LONG JR.

Madison Sr. High School
Madison, IL



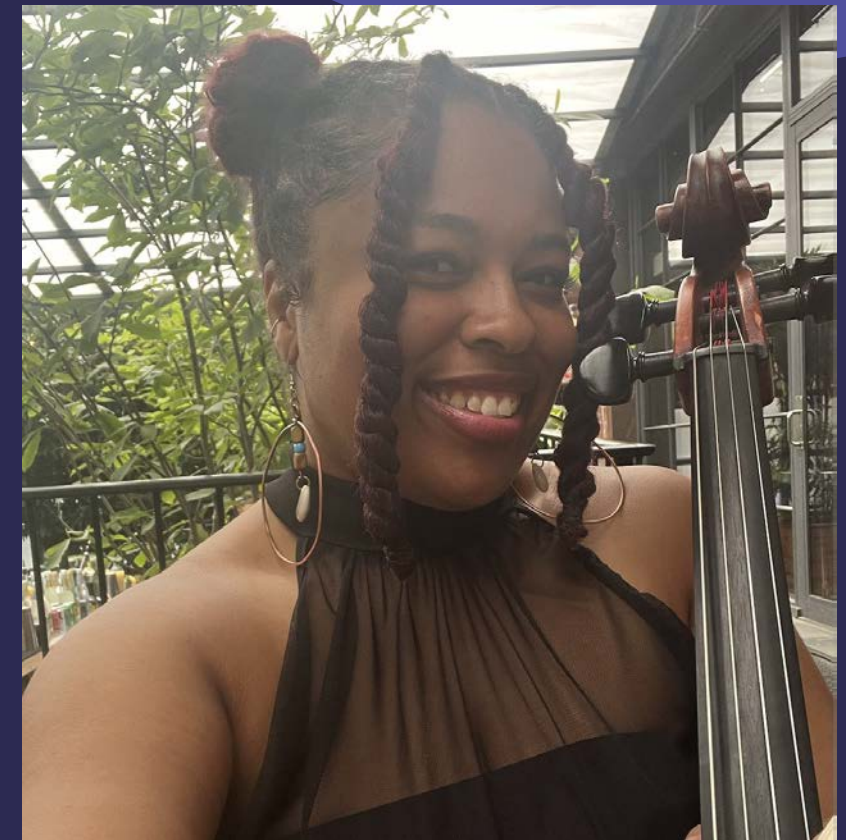
LEAH ELAINE HANLEY

M.S. 180 Dr. Daniel Hale
Williams School for the Arts
Bronx, NY



JENNIFER THEILACKER

KIPP: New York City.
Harlem, New York



KHRISTINE RAYMOND

Legacy School of the Arts
Brooklyn, NY

WE NEED PEOPLE WITH

**Mastery
of Content**



**Experience in
Comprehensive
Programs**



**Purpose and
Passion**



**Grit and
Tenacity**





DIFFERENT FACES OF URBAN

SCHOOLS

Title 1 Schools receive federal funding to assist students from low-income families. At least 40% of the school's students are required to be from low-income households to qualify for Title 1 funding. Urban schools vary greatly between schools who are ineligible for Title 1, barely eligible, & in desperate need.

BERNARD LONG JR.

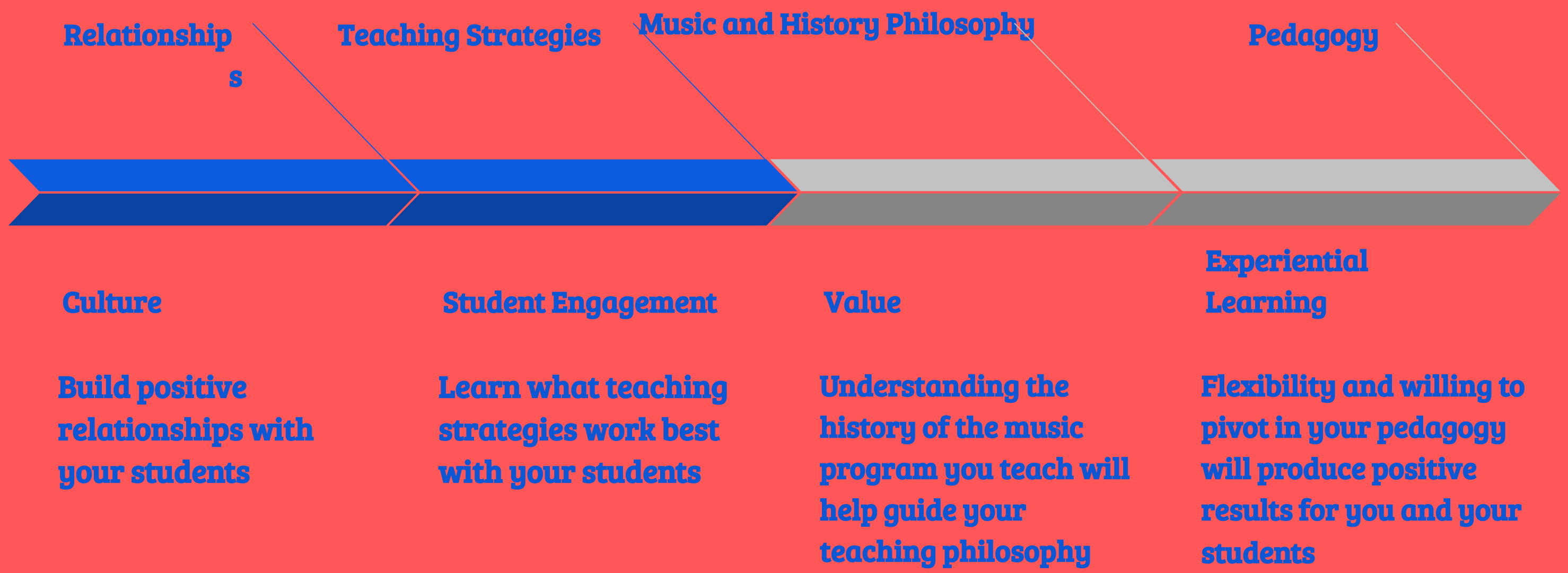


Madison Sr. High School
Madison, IL

Mastery
of Content



MASTERY OF CONTENT ELEMENTS



LACK OF INFRASTRUCTURE

Strengths

1. Build and develop positive relationships with your counselors
2. Advocate for your students' success in your Music Program
3. Educate your administrative team on your curriculum by inviting them to Professional Development Conferences such as Midwest, State Music Conferences, Jazz Educators Network, Percussive Arts Society
4. Learn how to write grants and fundraise for your Music Program

Weaknesses

1. Lack of resources and funding
2. Not knowing how to use what you have

LACK OF INFRASTRUCTURE

2 Opportunities

1. Advocate and share with your administrators, community, and parents how important it is to have intermediate to professional level instruments, technology
2. Express to your Administration team, school board and key stakeholders that your band room should have proper sound panels, sound system, smart board, or projector.
3. Performing spaces should have the proper sound system, lighting, stage, seating for your students and audience.

Threats

1. Counselors will often not place students in the correct band class or no band class at all
2. Curriculum needs are not met due to lack of programming certain classes

LEAH ELAINE HANLEY



LEAH ELAINE HANLEY

M.S. 180 Dr. Daniel Hale
Williams School for the Arts
Bronx, NY

Experience in
Comprehensive
Programs



EXPERIENCE IN COMPREHENSIVE, SEQUENTIAL

PROGRAMS
Most staff in urban schools grew up in the schools where they work. Many have NEVER experienced a comprehensive music education.

We can only move forward if those of us who have the privilege of experiencing the enormous benefits of a quality music education choose to give that experience to others.

1 Mrs. Choir

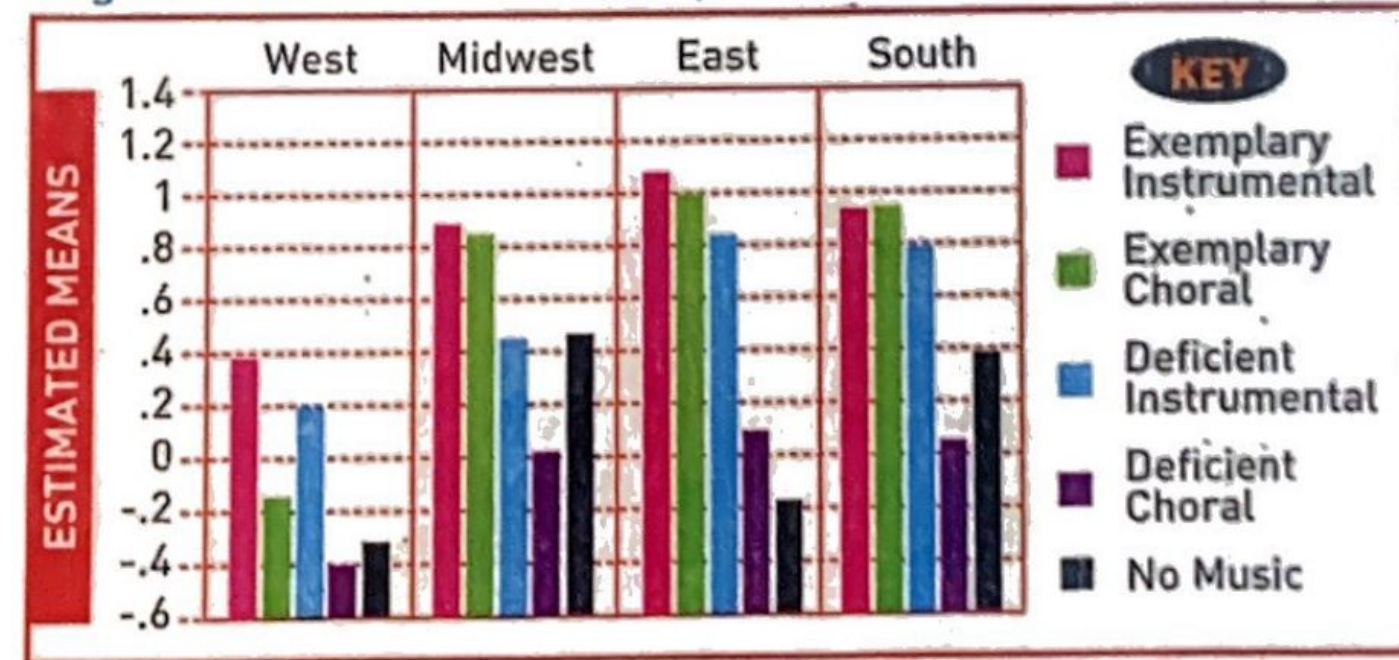
2 Mr. Jam Band

3 Ms. Music Class

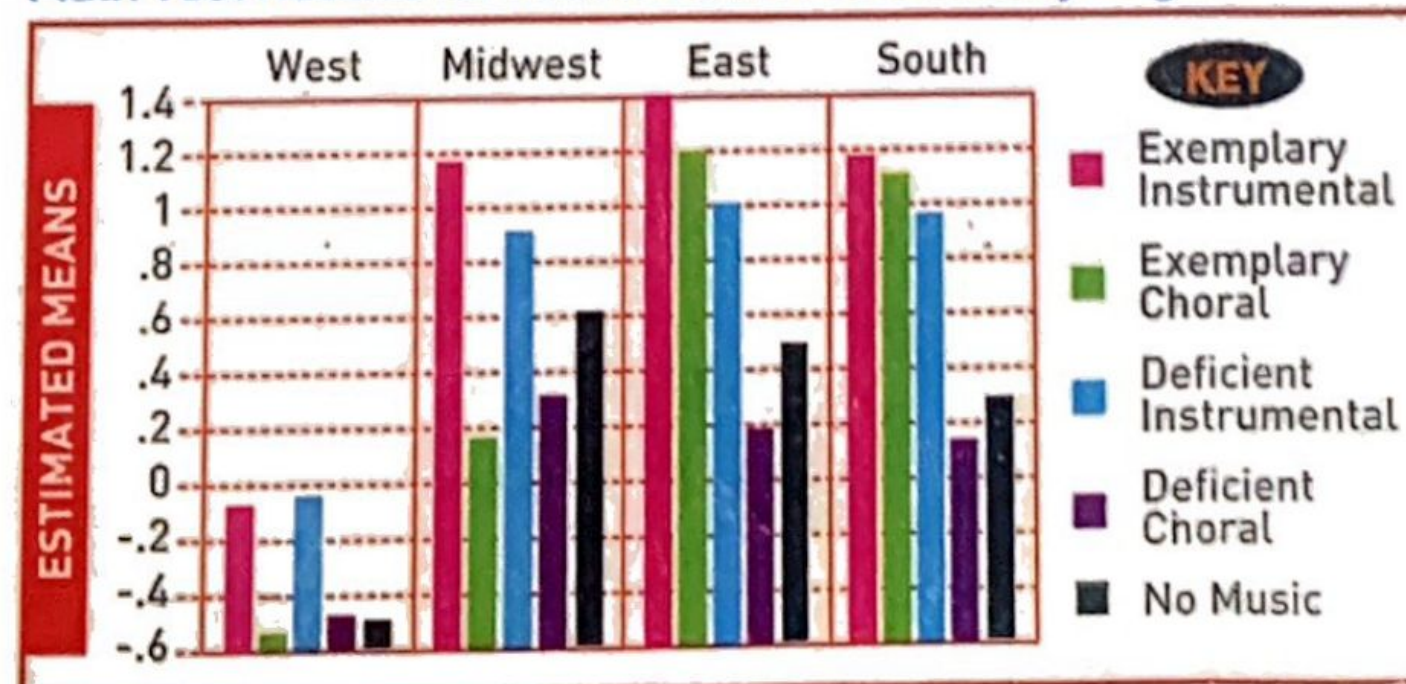
Children in
low-quality
programs
fared
WORSE

than those with
no formal music
education at all.

English Test Results for Middle School Students by Region



Math Test Results for Middle School Students by Region



FROM JOURNAL OF RESEARCH IN MUSIC EDUCATION, WINTER 2006. © 2006 BY MENC.

In music education,
a bad chorus is
NOT better than no
chorus at all.

“TEST SCORES LINKED TO
MUSIC PROGRAM QUALITY”

JOURNAL OF RESEARCH
IN MUSIC EDUCATION,
WINTER 2006

QUALITY MAKES A

DIFFERENCE

EXPECT A CULTURE CLASH!

I'M NOT
YELLING!
I'M
ITALIAN!



OUR

What assumptions might be challenged or need to change?

ASSUMPTIONS



**Reframe
priorities to fit
student needs**

PRIORITIES



**Diversify your
teaching
approach**

PEDAGOGY



**Celebrate
small victories**

SUCCESS

JENNIFER THEILACKER

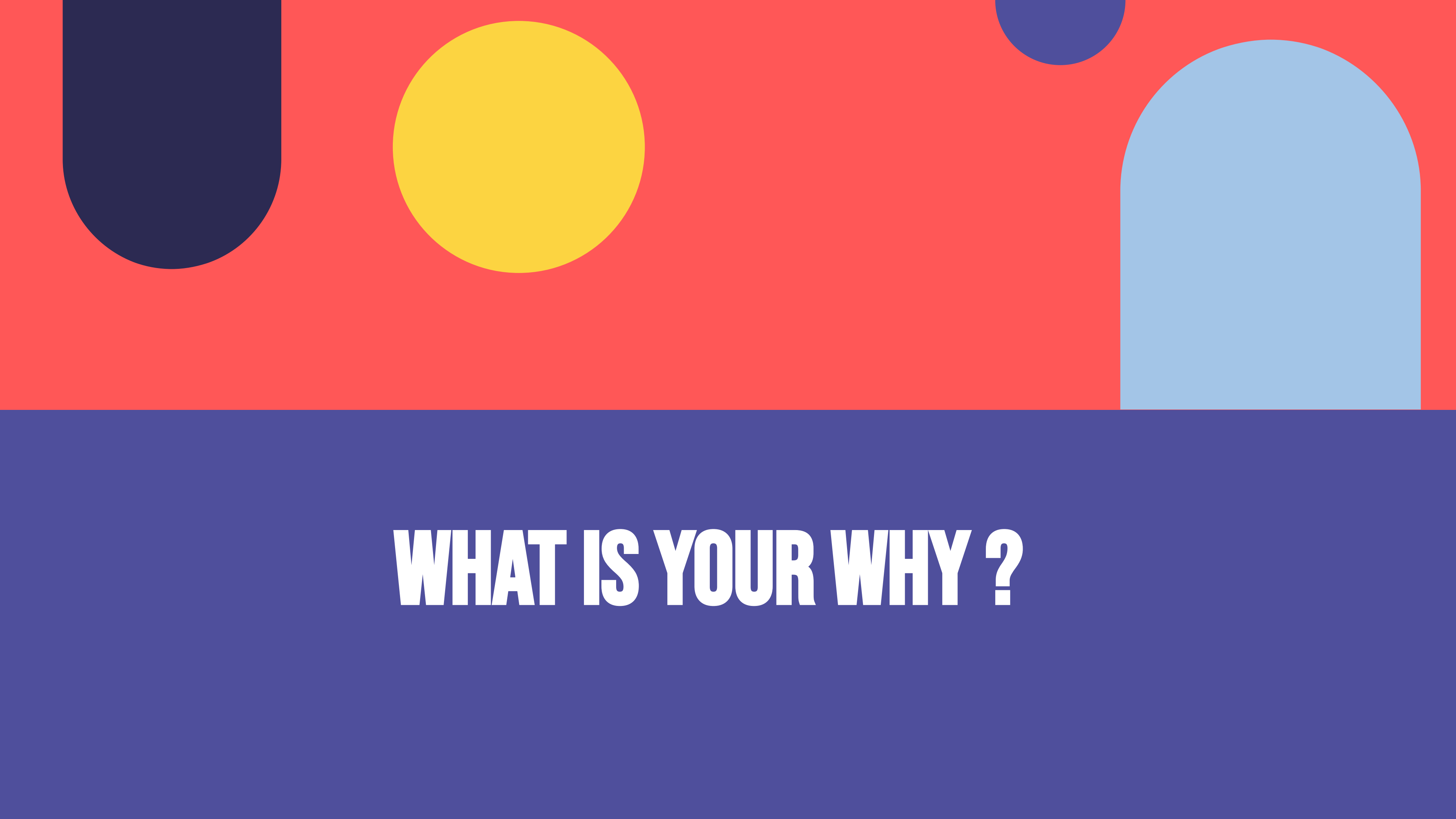
Purpose
and
Passion



KIPP: New York City.
Harlem, New York

PURPOS E AND PASSIO N



The background is a solid red color. In the top left corner, there is a dark blue rounded rectangle. In the top center, there is a large yellow circle. In the top right corner, there is a small dark blue circle. On the right side, there is a light blue rounded rectangle that extends from the top to the middle of the image.

WHAT IS YOUR WHY ?

Job Security



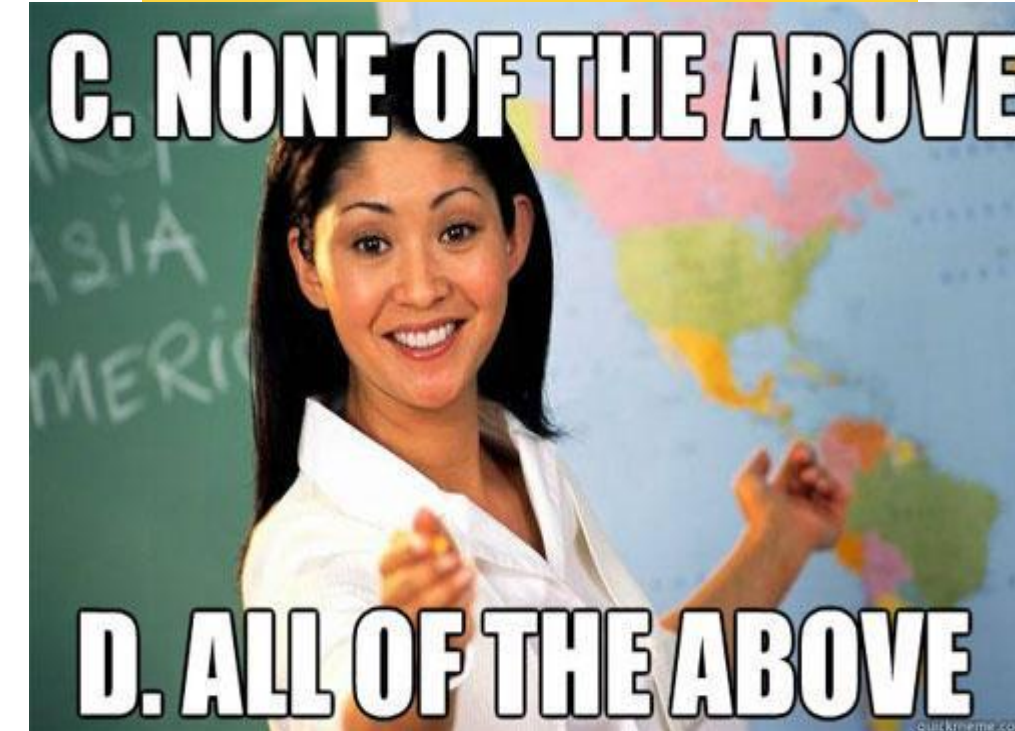
**It Feels Like
Your Calling**



**Joy of Making
Music**



**Salary &
Benefits**



**A Music Teacher in
early in your life saw
something in you and
inspired you to follow
that you wanted to do
the same for others.**

**This is PLAN B - If the
professional musician gig
doesn't work out, you have a
degree to fall back on.**

**Or are you
motivated by the
fame and fortune
and all the awards
and accolades you
harderly will ever
hear?**

The background of the image features a solid red upper half. In the top left corner, there is a dark blue rounded rectangle. In the top center, there is a large yellow circle. In the top right corner, there is a small dark blue circle. On the right side, there is a large light blue rounded rectangle that extends from the top to the bottom of the image.

**HOW DO YOU DEFINE SUCCESS IN
YOUR CHOSEN CAREER PATH?**

THIS IS NOT A RACE....THIS IS A MARATHON!



SOME DAYS THIS IS WHAT IT WILL BE. AND THAT MIGHT BE SUCCESS.

“Ikigai” - is a Japanese concept often described as how to find purpose or reason for being, using 4 key areas:

PASSION



**SKILLS +
STRENGTHS**



**WHAT THE
WORLD
NEEDS**



**WHAT YOU
CAN BE
PAID FOR**



WHAT IS MY WHY???



November 2022
Suspended that afternoon at the end of the school day, starting the next week after Fall Break



Meeting Maestro Carter
April 17, 2023



Francisco in 5th grade 2012 - My first flutest in the Middle Jazz Academy at Lincoln Center & Juilliard's Music Advancement Program. BOTH FREE SCHOLARSHIPS



Challenge yourself and take adventures.
Teaching at an all girls camp in Botswana and South Africa.



April 2024 - Bass Donated to him, from friends of my pastor when I was in college. We had to take the train to meet them, in Amish Country, Lancaster, Pennsylvania.

hey ms.t any chance u can have a meeting with my band director and the ppl from lang

i chose map but they still want to talk it over

1 Reply

can u take the place of my mom

Hi Brenda,

- accepted into a perform arts HS
- Accepted in to Jazz @ Lincoln Center High school Jazz Program
- Accepted into Juilliard's Music Advancement Program
- Accepted into Jazz Houe Kids, NY Program



Lamiya, in 8th grade, teaching me a song the class wanted to learn on guitar she decorated in henna.



Lamiya facetiming me on her way to HS graduation because a song came on we learned in 7th grade and played in our first Rock Band/ Modern Band Class.

My Musical Family Tree Started with:
****Mr. Skip Reddig - center (musical father) was my 7th-12th grade band director and now Mentor - 35 years later**

Dr. Will Rapp (my musical grandfather) His Musical Mentor**



Have a strong support group of friends and mentors.

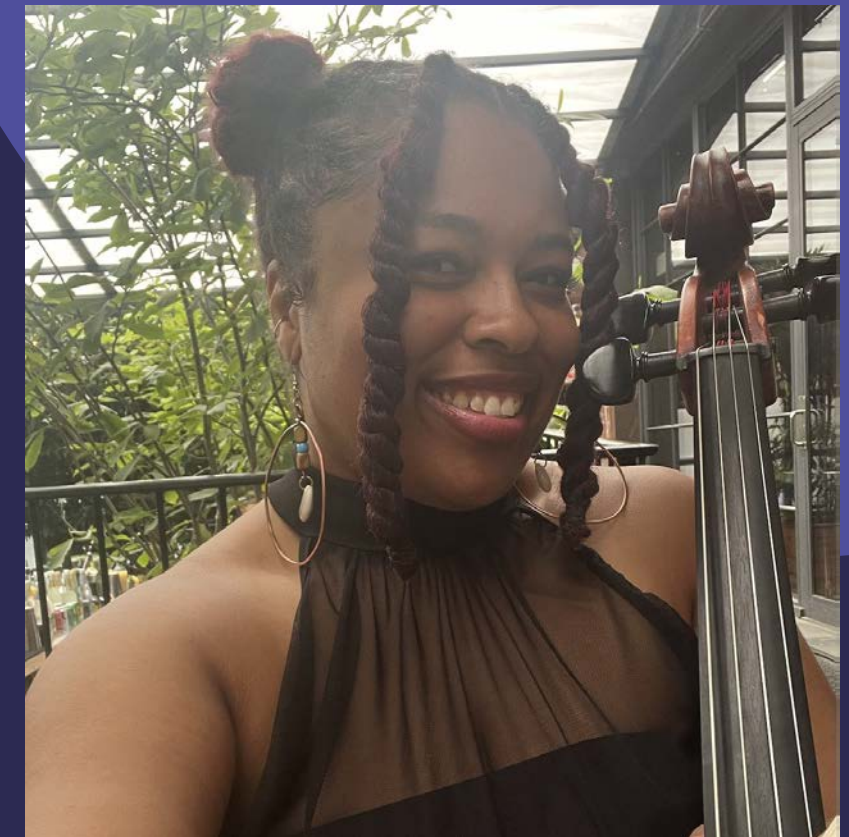


Build Community Partnerships



KHRISTINE RAYMOND

Grit and
Tenacity



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Brooklyn, NY

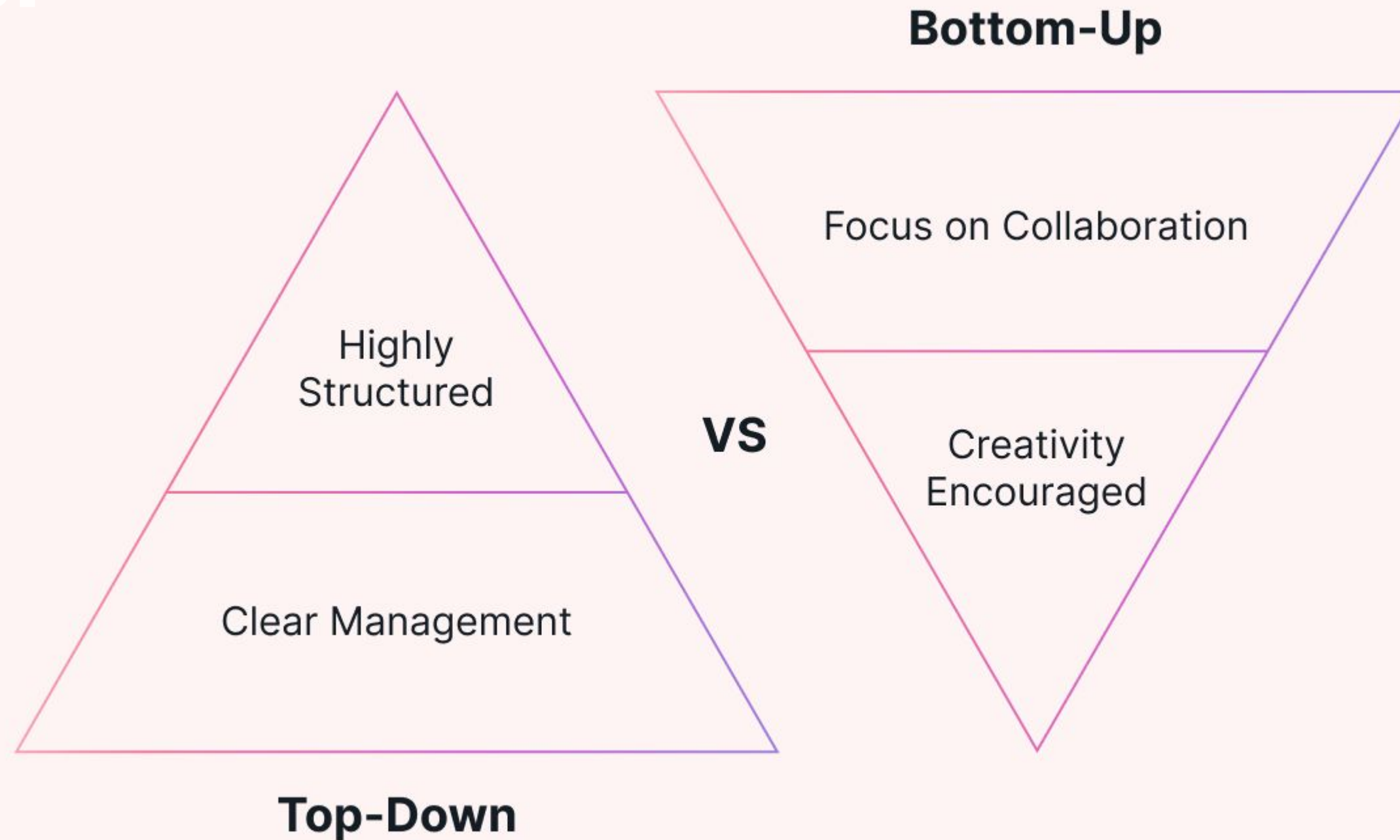
EARLY YEARS IN TEACHING



**WHAT'S YOUR
VISION FOR
THE FUTURE?**



WHICH MANAGEMENT STYLE WAS MY ADMINISTRATOR UTILIZING?



WHAT'S A MUSIC TEACHER TO DO?



SHOW

- Performances
- Classroom Visits
- Community Outreach

& TELL

- Advocacy Statistics
- Personal Classroom Data
- Plans for the Future

THE RIPPLE EFFECT

January 2019



January 2024



In the NY Times with
Dudamel!





SOCIAL JUSTICE

The communities we serve deserve access to high quality music education because ALL communities deserve access to high quality music education regardless of their level of need.



EVERYONE TEACHES IN THE TRENCHES.

The challenge is to
choose the right trench
for you!



Q & A



THANK YOU



BERNARD LONG JR.

Bernardlongjr@gmail.com



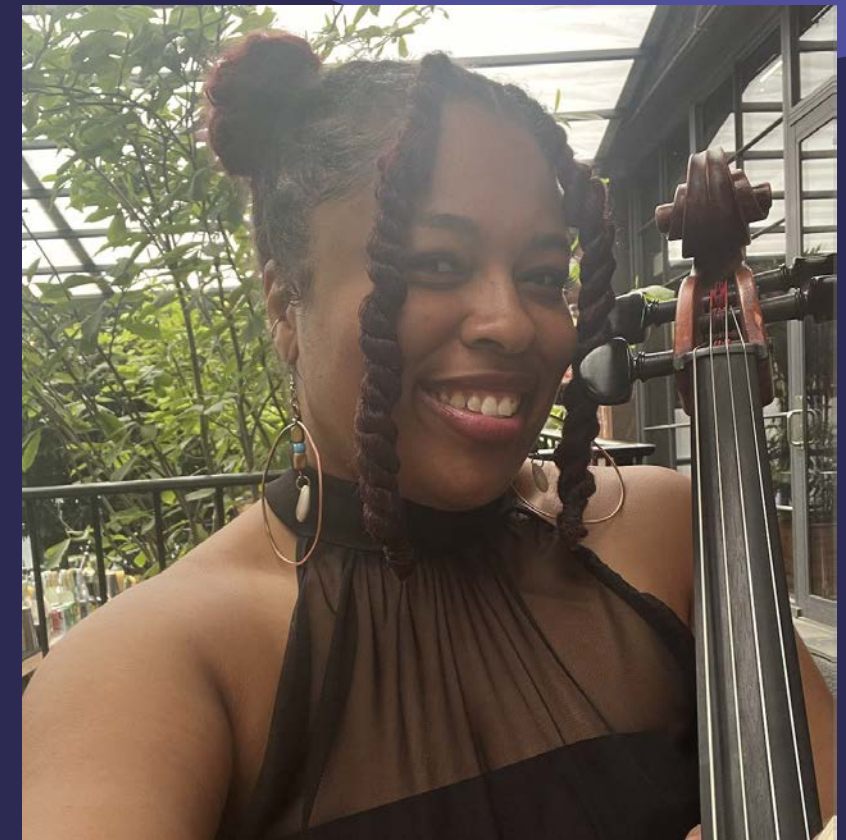
LEAH ELAINE HANLEY

LeahElaineHanley@gmail.com
stringsattached.blog



JENNIFER THEILACKER

jentheilacker@gmail.com
www.jentheilacker.com



KHRISTINE RAYMOND

bernadette912@gmail.com