

# Building a Strong Foundation:

Five Strategic Pillars of a Thriving Band Program



*Doris Doyon and Michael James, Presenters*

*76th Annual Midwest Clinic*

*McCormick Hall W176*

*Wednesday, December 21, 2022, 4:00pm*

# Pillar 1: Relationships

## School

- Colleagues
  - Who are your advocates? Who can you advocate for?
  - Who do you share spaces with?
  - Who shares your vision?
  - Counselors - They can make or break your program
  - Coaches
- Administration
  - Build a relationship before asking for things
  - Never go to your principal with a problem without a solution
  - Does your program add value to the overall image of the school/administration?
- Staff (custodial/secretaries/etc.)
  - Build authentic and sincere relationships

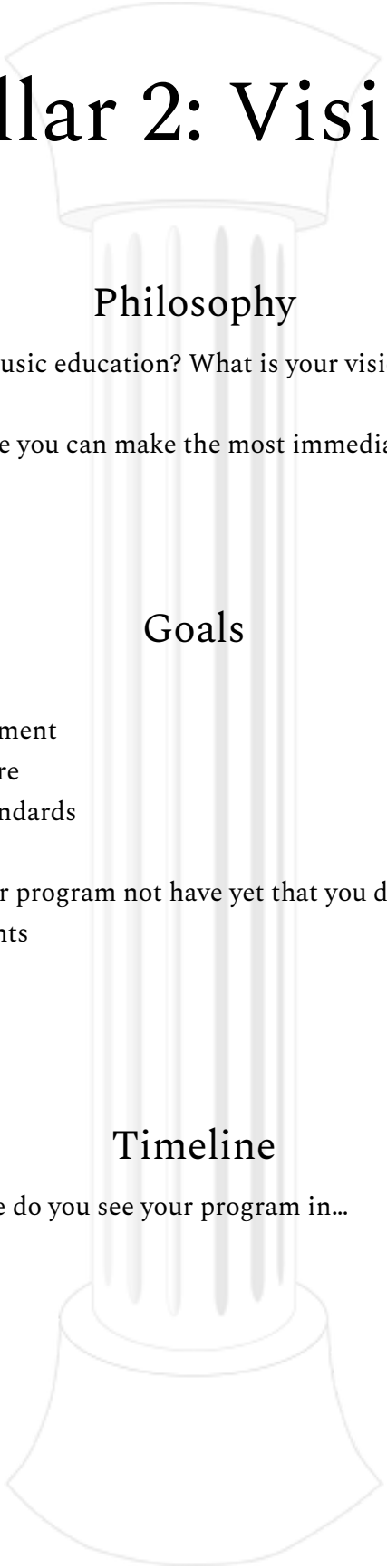
## Program

- Students
  - Reach and Teach students at ALL levels
  - Social Emotional Learning
- Families
  - Communication
- Alumni
  - Does the connection continue after graduation?

## Community

- District schools
  - Visibility at feeder schools
  - Advocating for Music Education for ALL students
- Community members
  - Local Businesses/Music Stores
  - City Officials
  - Service Organizations
  - Retirement Homes
  - Area Universities

# Pillar 2: Vision



## Philosophy

1. What is your philosophy of music education? What is your vision for your program?

- Insist and Persist
- Start with the area where you can make the most immediate change
- Success Breeds Success

## Goals

2. What are your goals?

- Musical Ability/Achievement
  - Level of repertoire
  - Performance Standards
- Numbers/Recruitment
- Classes - What does your program not have yet that you desire to create?
- Opportunities for students
  - Guests
  - Performances
  - Collaborations

## Timeline

3. What is your timeline? Where do you see your program in...

- One year?
- Three Years?
- Five Years?
- Beyond?



# Pillar 3: Resources

## People

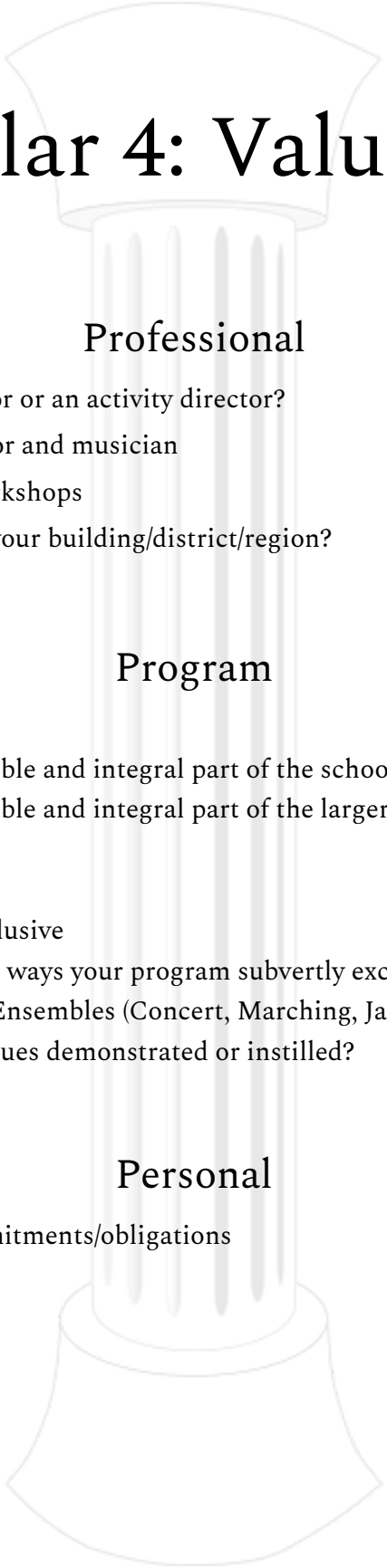
- Time, Talent, Treasure
  - Everyone has SOMETHING to contribute
- Administrative Support
  - Contingent on a successful relationship
  - Money/Release Time
- Alumni
  - Are there ways to utilize them?
- Students
  - Student Leadership Positions

## Money

- Boosters vs No Boosters
- Grants
- Scholarships
- District/Facility/School Funds
- Staff Compensation

## Things

- Instruments
- Equipment
- Music
- Facilities



# Pillar 4: Values

## Professional

- Are you a music educator or an activity director?
- Improving as an educator and musician
  - Conferences/workshops
- How are you viewed in your building/district/region?

## Program

- Community Impact
  - Is the band a visible and integral part of the school community?
  - Is the band a visible and integral part of the larger community?
- Diversity
  - Inclusive vs. Exclusive
    - Are there ways your program subvertly excludes?
  - Role of Various Ensembles (Concert, Marching, Jazz, etc.)
  - How are your values demonstrated or instilled?

## Personal

- Time for personal commitments/obligations
- Health/Well-Being
- Family/Friends



# Pillar 5: Reflection

## Definition of Success

What is Your Definition of Success?

- Intentionally creating success for your students - long and short term
- Helping students define and achieve success in various ways

## Vision in Line with Values

- Assessing your vision
- Where are you in your 1/3/5 year plan?

## Student Perceptions

- Individual/group performance reflections after each concert
- How would students reflect upon your program as they graduate?

# Conclusions



- Short Term
  - Which pillar can you immediately improve?
    - What does your pillar look like now?
    - What do you want your pillar to look like?
    - What are the next steps toward improving your pillar?
  
- Long Term
  - Identify one improvement goal for each of the five pillars
  - How do these goals fit into your 1/3/5 year plans?

# About the Presenters

**Michael James** (he/him) is currently pursuing a Doctor of Musical Arts in Wind Conducting at UCLA, where he serves as a teaching assistant for the Wind Ensemble, Symphonic Band, and Marching Band. His experience includes twenty years of successful public school teaching in Washington state. Most recently, he was Director of Bands at Ballard High School where he doubled the size of the program. His responsibilities included teaching and overseeing three concert bands, two jazz bands, percussion ensemble, pit orchestra, marching band, pep band, and various jazz combos and chamber ensembles.

Under his direction, the Ballard Wind Ensemble performed at Carnegie Hall in 2017 and the Washington State Music Educators Conference in 2018. Mr. James established a nationally recognized jazz band that was accepted into the Essentially Ellington, Monterey, and Swing Central jazz festivals. The Ballard Marching Band won numerous parade awards at local and regional festivals and the pit orchestra for “Cabaret” was named Outstanding Orchestra at the 5<sup>th</sup> Avenue High School Musical Theater Awards.

Mr. James earned a Master of Arts in conducting at Truman State University and a Bachelor of Music Education *Summa cum laude* from Pacific Lutheran University. His primary conducting teachers include Travis J. Cross, Dan Peterson, and Raydell Bradley.

**Doris Doyon** (she/her) has been an active music educator for twenty years, teaching high school and middle school band in Washington, Nevada, and California. She most recently served as Director of Bands at Mt. San Antonio College in Walnut, CA, where she conducted the Wind Ensemble, Chamber Ensemble, and taught Music Appreciation. She previously served for eight years as Director of Instrumental Music at Norwalk High School, a Title I School in southeast Los Angeles County. During her tenure the instrumental music program grew to include three concert bands, marching band, jazz band, and orchestra. The band earned a six-year designation as a *Grammy Signature School Program*, and hosted many clinicians from around the nation.

Ms. Doyon is pursuing a PhD in music education, wind conducting cognate, at the University of Michigan. She serves as a graduate student instructor in the music education department and is the assistant director of the Michigan Youth Band. She is concurrently completing a DMA in wind conducting at UCLA, having achieved candidacy in the Spring of 2022. She earned a Master of Arts in conducting and percussion performance from Truman State University and bachelor's degrees in music education and music performance *cum laude* from Pacific Lutheran University. Her primary conducting teachers include Michael Haithcock, Travis J. Cross, Dan Peterson, and Raydell Bradley. Doyon is a 2018, 2021, and 2022 GRAMMY Music Educator Award quarterfinalist and a past recipient of the CBDNA Mike Moss grant.