

# WHY • MISSION • DATA

## *Administration Advocacy WMDs: the Why, the Mission, the Data*

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### Clinic Synopsis

This interactive session will include presentations successful in changing central & campus administration conversations from reduction to music program expansion including local application of music cuts and reverse-economics (Benham, 2011). A changing educational landscape has created the need for music advocacy to be reframed for the current climate of high-stakes accountability—a systems approach to traditional enrichment.

### Clinician Biographical Information

Jeremy Earnhart is Director of Fine Arts for the Arlington, TX Independent School District. Educating 64,000 students, AISD provides world-class musical, visual, and kinesthetic arts programs. Mr. Earnhart was Director of Fine Arts for the Irving ISD from 2009-2013 and director of the state and national champion L.D. Bell High School Band serving from 1998-2009. Mr. Earnhart graduated from the University of North Texas with a BM & MME, has certifications in International Baccalaureate Music, and is currently working on his treatise in the Ed.D. program at Dallas Baptist University. He is an active clinician, adjudicator—including Bands of America—and presenter for staff developments/conferences such as Texas Bandmasters Association & Texas Music Administrators Conference. Mr. Earnhart also serves as a consultant for groups such as the 2011 National Champion Broken Arrow High School Band and as Music Coordinator for the Phantom Regiment Drum and Bugle Corps.



## Part I

Part one of this session will feature a Keynote presentation to campus & central administration.

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## Part II

Part two of this session will deconstruct the Keynote presentation with salient takeaways.

### I. **Public School Presentations 101: WMDs & PPPs**

#### *The Why, the Mission, the Data:*

- The **why** for music education
- Tie into district vision/**mission**/goals & improvement plans
- In God we trust--all others bring **data**

#### *Presentation, Passion, Practice:*

- **Presentations** in 2014 need to feel like it is 2014--a spoon full of technology...
- **Passion**--We are all in sales (Pink, 2012)
- **Practice**<sup>3</sup>--School Board meetings are a Music Administrators Carnegie Hall

### II. **Literature that Speaks the Language of Administration**

- Daniel Pink (2006, 2010, 2012)
- Eric Jensen (2001, 2009)
- Sir Ken Robinson (2009)

### III. **In 2014 We Must Think Win, Win...Win**

- Students
- Teachers
- System



#### IV. **Music Cuts & Reverse Economics**

“Any circumstance that causes a decline in student enrollment or prevents students from participation will have a negative cost effect on the district budget” (Benham, 2011, p. 95).

- Case study overview
- Practical application—that worked—to staffing in Irving ISD & Arlington ISD

#### V. **A Tale of Three Cities**

What worked to expand secondary music:

- Hurst-Euless-Bedford ISD, TX: L.D. Bell High School Band participation by 50%
- Irving ISD, TX: Secondary fine arts participation by over 30%
- Arlington ISD, TX: Passage by 70% of a \$663.1 million bond program leading with fine arts

#### VI. **Renaissance of Traditional Enrichment**

The pragmatic case to systemically drive elective participation into courses with high potential student/teacher ratios—band, choir, orchestra—and engender an approach that strengthens these programs as comprehensive grade 6-12 vertical programs:

*A school within a school.*

#### VII. **Recapitulation & Vision: A Systems Approach to Traditional Enrichment**

Music education was here before the problems of 2014 and as good stewards we will ensure music education is here to thrive during the problems of 2114.





## Presentation References

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