

Clinic Session

Teaching the Band You Have to
Develop the Program You Want



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McCormick Place West
Room W 185

Thursday, December 19, 2024

An Outreach Project
of the
Rho Chapter
of the
Phi Beta Mu
International
Bandmasters Fraternity

INTERNATIONAL BANDMASTERS FRATERNITY

ΦBM



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Teaching The Band You Have To Develop The Program You Want:

**A Resource Based Approach to Band Program Improvement and
Revitalization**

**The 78th Midwest Clinic
International Band and Orchestra Conference
McCormick Place West
Chicago, IL**

Session Sponsor

GADSDEN

est. 1971

Music

LOCATIONS

Gadsden, AL

Huntsville, AL

Birmingham, AL

Thank you to
Mr. Clyde Morris, Owner of Gadsden Music Company

Acknowledgements

Ms. KIM BAIN,

PRESIDENT, RHO CHAPTER OF PHI BETA MU

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DURING THE REFLECTIONS AND PANEL DISCUSSION PORTION OF THE SESSION, QUESTIONS AND COMMENTS CAN BE SHARED BY SENDING AN EMAIL TO THE ABOVE EMAIL ADDRESS OR SCANNING THE QR CODE ON THIS SLIDE.



Presenters

Rho Chapter of Phi Beta Mu Project Committee

Regina Raney, Chairperson

John M. Hillsman

Harry McAfee

Gena Inglis Nix

Heather Palmer

Presenter's Experience

Presenter	Number of Schools	Years of Experience
Regina Raney	4	34
John Hillsman	5	40
Harry McAfee	5	52
Gena Inglis Nix	4	24
Heather Palmer	3	22

INTERNATIONAL BANDMASTERS FRATERNITY

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Life - Love - Music

What is Phi Beta Mu?

The Background Story

“Son, you better start teaching the band you have rather than the one you want.”

Eugene Wyles (January, 1987)

The Reality

What was Mr. Wyles actually telling me?

What was the band that I wanted?

The Simple Truth

- **My band program was not equal to my brother-in-law's group in many respects.**
- **I was not in a position to keep up with him.**
- **I could not play the same level of music that he was playing with my group successfully.**

The Realization

Each band program is unique.

What made my program unique is what makes your band program unique...

**THE “RESOURCES” INHERENT TO
YOUR BAND PROGRAM.**

The Three Primary Objectives Of This Session

Objective 1

To help band directors learn to identify, categorize, and evaluate the resources inherent to their band program.

Objective 2

To introduce ideas and strategies for advancing the band program through thoughtful assessment of program resources.

Objective 3

To illustrate how to create an improvement plan that is measurable and to effectively implement the plan.

Secondary Objectives

- Regularly reassess your band program to keep it dynamic.
- Utilizing resources wisely and set a pace that minimizes stress for everyone involved.
- Acknowledge the limits and constraints shaped by available resources.

Identifying Program Resources

Resources

- **All band programs are unique.**
- **Resources and their development largely define a band program's potential.**

Stakeholder Resources

Recognizing, assessing, and developing:

- **Administrative resources**
- **Parental/booster resources**
- **Community support-based resources**
- **Community-based financial resources**

Physical / Facility Resources

Identifying, accessing, and developing:

- **Facilities: band room, storage, and rehearsal/performance venues**
- **Instruments and equipment (inventories)**
- **Music library and method materials, etc.**
- **Other program assets: non-musical equipment, transportation resources**

Financial Resources

Identifying, assessing, and developing financial resources:

- **Realistically assess the financial resources at your disposal.**
- **Know the socioeconomic conditions of your school and community.**
- **Work within the socioeconomic boundaries of band families.**
- **Continuously seek ways to expand financial resources.**

List of Potential Financial Resources

- **School system support**
- **School support**
- **Booster/parental organization support**
- **Community-based support**
- **Grants (local, state, national to include corporate opportunities)**
- **Fundraising (students and parents)**
- **Program fees**

Student-Centered Resources

Recognizing and assessing student-affected resources:

- Behavioral maturity levels
- Student achievement levels (know your students)
- Overall student interest levels
- Cultural exposure levels
- Technical skill performance levels
- Musical intelligence/maturity levels
- Students' time resources (availability and willingness)

Student-Affected Resources

Recognizing and assessing student social and emotional situations and environment:

- **Know your students' home situations.**
- **Be familiar with their emotional well-being.**
- **Be aware of the overall educational levels of parents and/or guardians.**

Staffing Resources

Identifying and assessing personnel resources:

- Assistant/associate band directors
- Outside directors that are assigned to assist your program
- Non-director instructional personnel
- Administrative personnel
- Paraprofessionals and/or others who are willing to assist

Other Professional Resources

Identifying and assessing other professional resources:

- **Elementary music teachers**
- **Local music teachers (piano, string teachers, etc.)**
- **Church and other community-based musicians**

Time-Centered Resources

Applicable questions:

- How much time is available for school day instruction?
- How much time is available for outside of school rehearsals?
- Does your band program share students with other programs?
- Does cooperation exist between programs?
- Do students have jobs that curtail availability for band rehearsals?
- Are employers cooperative?

Scheduling / Curriculum Resources

Assess and develop curriculum and scheduling resources:

- **Optimize your program's curriculum to fit the schedule**
- **Set specific goals for curriculum pacing.**
 - **Utilize state and national standards.**
 - **Create grade level and experience expectations.**
- **Collaborate with administrators and counselors to create flexible schedules.**
- **Set achievable teaching goals.**
- **Scheduling effectively outside of the school day is essential.**

Program Recruiting Resources

- **Maximize performance opportunities**
- **Resources for program recruitment: students, parents, other directors, elementary music and classroom teachers**
- **Music store representatives**
- **Know the grade levels for beginning band recruiting**
- **Know the materials at your disposal available for recruiting**

Technology Resources

- Available technology platforms
- Available software and applications
- Technology training
- Student access to technology resources

Promotional Resources

- **School website**
- **Program website**
- **Social media platforms**
- **Local media to include newspapers, podcasts, radio, tv stations, etc.**

Performance Resources

- **Local performance opportunities:**
 - School concerts and performances
 - Civic and community events
- **Regional/district level performance opportunities**
 - Solo and ensemble
 - Performance Assessments
- **State and national performance opportunities**

Professional Resources

- Strive to enhance personal and professional skills.
- Rely upon others with skill sets that can serve to complement yours.
- Regularly attend conferences.
- Read articles in journals and other professional publications.
- Talk with and observe peers.
- Invite others to rehearse and assess your group(s).
- Self assessment (video yourself)
- Most importantly - FIND A MENTOR

Summarizing Resources

All band programs will reach a point where resources and circumstances will be maximized.

Realization of Resources

Circumstances can either promote the growth of a band program or hinder its progress.

Developing Your Improvement Plan

Developing An Improvement Plan For Your Band Program

- Be honest and realistic.**
- What band do you currently have?**
- What band do you desire to have?**

Disclaimer Number 1

It is essential to teach the band you have in order to develop the program you want!

Disclaimer Number 2

- **Identify the things that you can and cannot control and affect.**
- **Focus first on the elements you can directly influence, while also addressing those you cannot. If you cannot control them, you may be able to influence them.**

Disclaimer Number 3

- **You will often discover that the biggest hurdles you will face may be created by the individuals who hired you.**
- **It is a harsh reality, but this situation is not usually intentional.**

Developing the Improvement Plan

The First Step

Realistically evaluate your current band program based on the resources available and the conditions of your teaching situation.

Developing the Improvement Plan

The Second Steps

- Set realistic and obtainable short and long term goals.
- Realize that some goals may be open-ended.
- Involve all stakeholders in the process.

Developing the Improvement Plan

The Third Step

Categorize your goals based on existing resources and potential resources that can be developed.

Developing the Improvement Plan

The Fourth Step

- **Put the program improvement plan on paper.**
- **Be detailed and very specific.**
- **Share the plan with stakeholders.**

Developing the Improvement Plan

The Final Steps

- **Nurture the plan to fruition. Update and evaluate the plan systematically sharing the updates with applicable stakeholders.**
- **Be flexible and make adjustments as circumstances and conditions change. Some goals may no longer be applicable or realistic. Outside influences can affect your time table. Adjust accordingly.**

Be Persistent

Stay persistent in advancing your improvement plan within the context of your teaching situation and the culture of your school and district.

**The
Beauregard High School
and
Sanford Middle School Band Program
Improvement Plan**

Improvement Plan Template

Information and a link to a sample Band Program Improvement Plan Template can be found in the session handout.

Panel Discussion

Q&A From Attendees to the
Panel

Panel Discussion Email Address

TeachYourBand24@gmail.com

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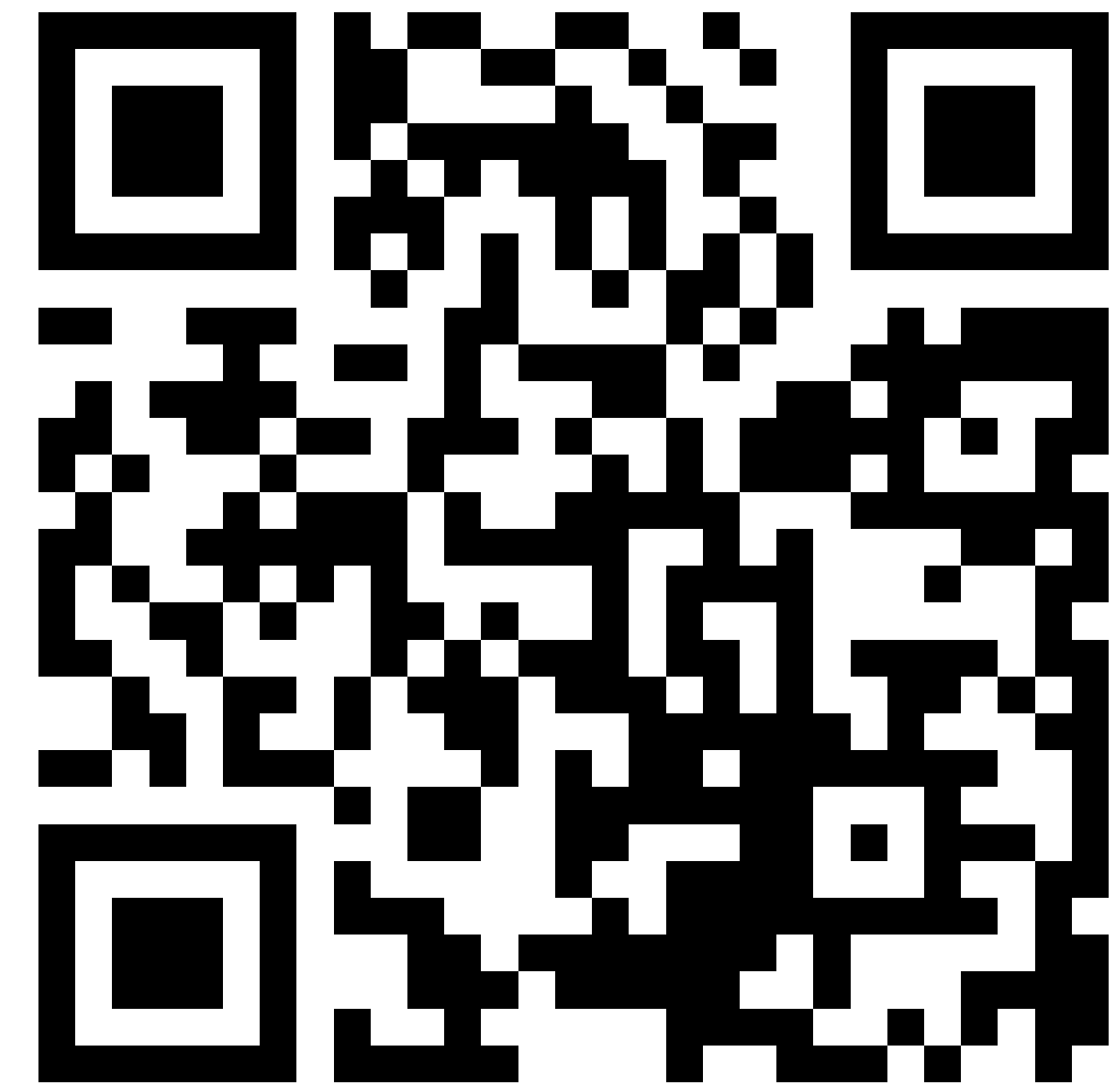


New Director Guidebook

*Tips To Help Navigate
Your First Years*

**THIS PUBLICATION IS AN OUTREACH PROJECT OF THE
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Developing A Culture For Your Band Program

Developing A Culture

- **True leaders shape cultures within their organizations.**
- **They strive to put the right people in advantageous positions to accomplish their goals and realize their visions.**

Developing A Culture

As the leader of your band program, strive to develop a culture for your organization that will foster program growth and advancement.

Final Realities To Consider

- **Developing and maintaining a band program is a rewarding yet, rigorous process. It will require time, effort, and dedication on your part. It boils down to recruiting and teaching your students.**
- **There will be variables beyond your control.**
- **Protect your self-esteem and mental health during challenging situations.**

In Conclusion...

Assess the resources at your disposal and use this information to develop an improvement plan for your band program.

**Teach the band that you have
while systematically developing
the program that you want.**

Set goals and visions that are within the scope of available resources while considering the development of additional resources.

Avoid setting unrealistic goals that could create undue stress for yourself, your students, and your stakeholders.

Remain flexible while adjusting goals and timelines when facing situations that impact resources and program conditions.

When teaching within the scopes of the available resources, a band program can flourish and reach its full potential.

“Teach the band you have to develop the program you want!”