

The 63rd Annual Midwest Clinic
An International Band & Orchestra Conference

Chicago, Illinois

The First 100 Days:
What Every New Teacher Should Know After Signing the Contract

Anthony Pursell, clinician

December 18, 2009
1:00-2:00 pm
McCormick Place West, W187

Clinic Synopsis:

College students are typically prepared to enter the profession, however the amount of administrative tasks that challenge the new teacher may be plentiful. This clinic will show new teachers and those teachers and those changing positions for next year a plan of action to make the new position a great experience for the students and themselves.

What Will the Audience Take Away From this Clinic:

Attendees will leave this clinic with a plan in mind when they obtain their first job or move from one position to another. The clinic strives to assist in making the transition into the newly obtained position as smooth as possible.

Additional Information about this Clinic:

This clinic is for all music teachers who are entering the profession and those who will be moving from one position to another. Although the clinician's experience is at the high school and collegiate level for the past fourteen years, music teachers at all levels may benefit by attending this clinic.

About the Clinician:

Dr. Anthony Pursell currently serves Kansas State University as Assistant Professor of Music and Assistant Director of Bands. In this capacity, he serves as the Assistant Director of the Wildcat Marching Band, the director of the Concert Band, the director and coordinator of the Athletic Pep Bands, the assistant coordinator of the K-State Summer Music Camp and the coordinator of the Leadership & Auxiliary Band Camp. In addition to his ensemble responsibilities, Dr. Pursell teaches various undergraduate and graduate music classes in Marching Band Techniques, Arranging for Bands, Beginning Conducting, and Graduate Conducting.

A native of New Orleans, Louisiana, Dr. Pursell taught high school marching band, jazz band, concert band and fine arts for six years before moving to Indiana where he served as an assistant in the Department of Bands at Ball State University.

Afterwards, he served a one-year appointment on the faculty at Northern Illinois University as the Assistant Director of Athletic Bands before coming to K-State in 2005. Dr. Pursell holds the Doctor of Arts degree from Ball State University (Instrumental Conducting and Music Education), and the Master of Music Education and Bachelor of Music Education degrees from Loyola University (New Orleans, LA).

Dr. Pursell has participated in conducting clinics with such notable conductors as Eugene Corporon, H. Robert Reynolds, Jack Stamp, Dennis Fisher and James Ogle and has conducted concerts throughout the South; the Midwest; and the South Pacific. He serves as an adjudicator, conductor, and clinician and is in demand as a halftime show writer, arranger, conductor, and clinician for marching bands, concert bands, and jazz bands throughout the United States. He served as the September 2006 Band Mentor for the National Association of Music Education's (MENC) Mentoring Project and has given clinics and sessions at several state and regional conferences including Kansas, Indiana, Illinois, Ohio & Louisiana on a wide variety of topics related to wind band education. Additionally, he has articles published in *The Instrumentalist* and the *Journal of Band Research*. Recently his book, *Improving Music Sight Reading: An Iconic-Based Approach to Teaching Rhythm*, was published by the International Publishing Company VDM Verlag Dr. Muller Aktiengesellschaft & Co. KG (Saarbrücken, Germany).

Dr. Pursell's professional affiliations include: the Kansas Music Educators Association, Music Educator's National Conference, the College Band Director's National Association, and Phi Mu Alpha Sinfonia.

In July 2010, Dr. Pursell will join the faculty at Tarleton State University (Stephenville, Texas) as Director of Bands. He will be using the content of this clinic to get started!

I. A Time to Talk (People in the Know)

A. Students

1. Seniors
 - a. Bridge gap between you and the most influential group of students in your ensemble
 - b. It is their last year...change too much and you may lose them figuratively and physically
 - c. Help with your transition in many ways (consistency)
2. Section leaders
 - a. They have a more vested interest in the success of the group
 - b. Can help with logistics to provide consistency

B. Parents

1. Can provide an 'adult-version' of consistency for the program
2. Reaching out to the parents is a sure way of demonstrating to them that you mean well for their children
3. Show an interest in getting the parents involved
 - a. A Band Parent Booster Organization
 - b. Community involvement
 - c. Many small jobs may be handled by competent parents...this will alleviate you from these tasks and allow to focus on the big picture

C. Coaches

1. Bridge support to and from the athletic department
2. If involved with football, let the coach know that this is their show and that you wish to enhance the game day experience for all fans
3. Have an "It's not a band concert" mentality with an "Our time must be justified" approach

D. Feeder Program Personnel

1. Feeder Director(s)
 - a. Personnel evaluation
 - b. Identify those who have dropped out between middle school and high school and identify why
 - c. Want to come help/assist with band camp
2. Counselors

E. Former Director

1. Learn about the kids and their abilities
2. Learn about the parents
3. Learn about the faculty and staff
4. Learn about other directors and the state MEA system
5. Unwritten expectations

II. A Time to Work Alone

- A. Instrument Inventory
 - 1. What do I have?
 - 2. What is usable?
 - 3. Condition of each instrument?
 - 4. Is everything on the inventory actually present?

- B. Equipment Inventory
 - 1. Condition of the music stands
 - 2. Condition of the room (what do you have control of?)
 - a. Carpet
 - b. Paint
 - c. Sound System
 - d. Physical Appearance

- C. Music Inventory
 - 1. Complete set of parts
 - 2. Instrumentation
 - a. Piccolo in Db
 - b. French horns in Eb
 - 3. Level of difficulty of the music selected

- D. Personnel Evaluation
 - 1. Recordings (audio)
 - 2. Adjudicator's tapes and/or comment forms/rating sheets
 - 3. (Marching) Recordings (video)
 - a. VHS/DVD
 - b. YouTube
 - c. Facebook/MySpace

- E. Recruiting Calls
 - 1. Call students who were on the roster last year but who do not show up this year
 - a. Some students may not return because the last band director was their best
 - b. Some students may return knowing the last band director is now gone!
 - 2. Call middle school feeder program/counselors for a list of upcoming band students
 - 3. Call returning students
 - a. Break the awkward barrier that may exist now there is a new director
 - b. Fine tune/balance the band
 - i. What instrument do they play?

