

Thanks!!

**The Yamaha Corporation of America
Mr. Jonathon Breen & Mr. John Wittman**

**Mr. Jeff Shrieve & Mr. David Helms
at the Muncie Music Center in Muncie, Indiana**

**Dr. J. Steven Moore, Michael Gerace, Harry
Clarke, Dr. David Sogin, Candace and Rob James,
Mike Daulton, Doris Butler, Jay Benzing,
Dennis and Dixie Akers, Vince DiMartino.**

**Sunman-Dearborn Community Schools
Dr. Jeffrey Hendrix and Mrs. Lisa Baudendistel**

**Lawrenceburg Community Schools
Mr. Karl Galey, Mr. Bill Snyder and Mr. Kevin Self**

**Beverly, Lea, Ian, Matthew and
Andrew Ralenkotter
Paul Landrum
Trina, Jaqueline & Tyler Webb, Abbie, and Ellie
Neiheisel**

Learn more at:

http://www.eastcentralband.org/MSWebsite_files/MSWebsite.htm

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Back From the Brink

**“How an instrumental music program on the verge
of elimination bounced back to not only survive but
to thrive in the NCLB and Budget Cut landscape.”**



Perry A. Ralenkotter & Darren Webb

**The Midwest International Band
& Orchestra Clinic**

**Friday December 16, 2011 4 p.m.
Room W184
McCormick Place
Chicago, Illinois**

I. Back from the Brink

- a) The history of the Sunman-Dearborn Middle School Band Program 1991-Present.
- b) Decisions that impacted the program negatively and the consequences.
 - i. NCLB
 - ii. A new building and grade level change.
 - iii. The downward spiral begins.
 - iv. The realization of what went wrong forensically and what we did to counter these challenges in a thoughtful manner.

II. The First Steps of Healing.

- a) Recruiting.
 - i. How and When.
 - ii. Balanced Instrumentation.
- b) Scheduling.
 - i. When.
 - ii. By Grade Level, Homogenous, or Ability.
 - iii. Frequency and duration of contact time.

III. Keeping in the Game

- a) Justify your place at the table.
 - i. NO APOLOGISTS!
 - ii. Be professional.
 1. Look and live the part. You are the expert. Act like it!
 - iii. Be prepared with data and peer reviewed studies that support your position.
 1. John Benham
 2. Americans for the Arts
 3. MENC
 4. Local universities
 5. Experienced directors
 - iv. Know your philosophy.
 1. Philosophy for Utilitarian Administrators and Board Members.
 2. Our Aesthetic Philosophy.

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On Curriculum

1. Review national and state standards.
2. Copy and layout standards in an easy to view format. Excel?
3. Insert specifics for your area for each component. Get together with your peers to line up what should happen when you receive students as well as when you pass them on to the next level. (What should they be able to do when I receive them and what should they be able to do when I get ready to send them to the next level.)
4. For every concert program list the standards that you are addressing. (Lesson plans).
5. Post this outside your room, on your band website.

Website Resources

Americans for the Arts.

http://www.artsusa.org/get_involved/advocacy/advocacy_004.asp

U.S. Department of Education

<http://www2.ed.gov/nclb/accountability/ayp/testingforresults.html>

National Association for Music Education

<http://www.menc.org/resources/>

VH1 Save the Music

<http://vh1savethemusic.com/>

IV. Challenges

- a) NCLB's intended or unintended consequences.
 - i. 30% cut in contact time for the arts.
 - ii. Frequency and duration...again.
 - iii. Funding for the "Toy Department".
- b) Getting unconvinced administrators to "Buy In".
 - i. Fish or cut bait.
 - ii. Garner public support...Bank of America anyone?
- c) Undeveloped or disinterested directors
 - i. Help to develop their skills if possible.
 - ii. Work around the "unwilling".
- d) Bad Schedules.
 - i. Being creative.
 - ii. Learning from mistakes.
 - iii. Do not give up any classes without a fight because they will not come back!
- e) Reduction in Force
 - i. Two directors doing the work of four.
- f) Charter schools and open enrollment.

V. Solutions

- a) Service on Vital Committees.
 - i. Site Leadership Teams.
 - ii. Superintendent Teams.
 1. Curriculum.
 2. Scheduling.
 - iii. Union Representative.
 1. Know your rights!
- b) Funding during budget cuts.
 - i. Grants.
 - ii. Local Business.
 - iii. Donations.
 - iv. Fundraisers.
- c) Show them that you are serious.
 - i. Offering solutions to local and state administrators regarding music and state-wide testing. (We've had assessment at group and individual levels for years. Why not incorporate those results into a school's overall state evaluation?)
- d) Teach to retain!
 - i. You reap what you sow!
- e) Real problems and solutions from the floor.
 - i. We stand on the shoulders of Giants!

VI. Thoughts

- a) Conclusion and the future direction of the Arts in Public/Private schools.
- b) Thanks.

Clinicians



Darren Webb

Darren Webb is band director for the Lawrenceburg Community School Corporation in Lawrenceburg, Indiana. His duties include directing all bands grades 6-12. Mr. Webb has successfully taught in every demographic (rural, urban, suburban) in 4 different states (Texas, Kentucky, Michigan and Indiana). His bands are frequent gold medal award winning bands, however Mr. Webb is known for his keen ability to rebuild struggling programs.

A native of Erlanger, Kentucky, Mr. Webb graduated with a Bachelor of Music Education from Morehead State University studying tuba and euphonium with Dr. Earle Louder and conducting with Dr. Richard Miles. He received his Master of Education from Indiana Wesleyan University in 2001. Mr. Webb is well respected in music education circles having articles published in The Instrumentalist magazine, conducting honor bands and adjudicating throughout Kentucky and Indiana.

Mr. Webb was a Midwest clinician in 2005 and has been a professional development clinician in Letcher County, Kentucky; Hamilton County, Tennessee; and Tennessee Music Educator's Association. In his spare time, Mr. Webb enjoys playing trumpet in a variety of ensembles including the Fillmore Wind Ensemble and marathon running. He resides in Hebron, Kentucky with his wife Trina and step children Abbie and Ellie.

- Parents will encourage their children to practice, be patient and to be consistent in their efforts.
 - Parents will encourage attendance to all required events during and beyond the school day as described on the band calendar.
 - Parents will seek out examples of model players through recordings, concerts and lessons outside of the school day.
 - Parents will support all policies and guidelines as per the signed agreement in the band handbook.
- Administrators**
- Administrators will provide the directors and students with the funding, appropriate scheduling, support of policies and curriculum, as well as professional development that will ensure the growth and future success of the program.

Objectives

Students

- Students will be able to demonstrate superior levels of achievement through the musical performance of a variety of genres.
- Students will be able to develop and discern quality in music.
- Students will be able to develop and discern a sense of “team” where every musician is a “starter” who is valued for their unique contributions.
- Students will demonstrate a mastery of skills based upon a tangible list of criteria.
- Students will show an understanding and ability to demonstrate in measurable terms, responsibility, self-discipline and self-worth through their actions and words because of the inherent aesthetic properties of a quality music education.

Teachers

- Teachers will seek out the best models of literature, practice, performance and methods to reach all learners.
- Teachers will demonstrate the best example for students.
- Teachers will strive to constantly update and develop skills through technology, literature and conferences to better accommodate all learners.

Parents

In January of 2006 the S-DMS Advanced Band performed at the [Indiana Music Educators Conference](#) in Indianapolis. Mr. Ralenkotter is one of the middle school directors for the [Stephen Collins Foster Music Camp](#). It is one of the longest running summer music camps in the nation. He has been featured twice as School Band and Orchestra’s 50 directors who make a difference.

Mr. Ralenkotter is a native of Florence, Kentucky. He attended the University of Kentucky where he studied trumpet under the direction of Vincent DiMartino. He completed his student teaching with [Dr. J. Steven Moore](#) the then director of bands at Lafayette High School in Lexington, Kentucky. In 2003 he completed a Master of Music in Music Education at the University of Kentucky and pursued a D.M.A. at Boston University. Mr. Ralenkotter enjoys distance running and triathlon. He is a member of IMEA, NEA, Phi Mu Alpha, and USAT. Mr. Ralenkotter is a [Yamaha](#) clinician who works with school systems and music programs on recruiting, retention and support for the arts. Mr. Ralenkotter has two adult sons Matthew and Andrew and is married to his beautiful wife [Beverly](#). They reside in Union, Kentucky with their children Lea and Ian.

Perry A. Ralenkotter

Mr. Ralenkotter began his teaching career in 1988 Cobb County, Georgia. In 1991 he moved to his current position at Sunman-Dearborn Middle School in St. Leon, Indiana. He began his first year at S-DMS with 140 band students. Within five years the program had grown to 445 students in grades six through eight. The Advanced, Concert, Discovery, Jazz Bands and Percussion Ensemble at S-DMS consistently received superior ratings at the Indiana State School Music Association festival and at other local festivals. The Advanced Band has also been awarded a *Superior With Distinction* at the ISSMA Concert Festivals in 2009 and 2003. 2003 only 39 of 749 performing ensembles the state received this distinction. Mr. Ralenkotter is active as a clinician and adjudicator in the region and is a founder of the St. Leon All - Star Band. In December of 2005 Mr. Ralenkotter was invited to present at the Midwest Band and Orchestra Clinic to discuss recruiting beginning band students. He will present again in 2011 to discuss the challenges facing band programs due to the economy and NCLB.



In
in

Your Homework!

Philosophy

Write your philosophy on music education. Keep in mind that it should be a statement that justifies the placement and frequency of music education in the school day.

Objectives

Who should be doing what and by when? Think globally. Include everyone that has a role in the program.

Mission Statement

Write a one paragraph mission statement. It is important that all educators share a common set of beliefs in order to direct programs in a seamless direction from grades K-12...and beyond.

1. What are the needs and/or opportunities for which we exist to address? (Purpose)
2. What do we do to address these needs and or opportunities? (Business)
3. What guides us? (Values)

What should your mission statement do for your collective programs?

- It should efficiently express the purpose of the program in a way that focuses direction, inspires good work, and provides markers for continued support.

Our Mission

Mission Statement of the Sunman-Dearborn Community Band Programs

We care about the welfare and development of all children.

We believe in the unique power of a quality instrumental music education to foster and develop essential character traits in every child that we teach.

We believe in the unique ability of a quality instrumental music education to most importantly provide our children with an emotional and aesthetic education, as well as a true sense of self-worth and empowerment.