# EIU National Association for Music Education

# Meeting Minutes

January 17, 2017

1. Call to order

President Belle Moushon called to order the meeting of the EIU National Association for Music Education Collegiate Chapter at 7:01 pm on January 17, 2016.

1. Officer Reports
2. Secretary
	1. IMEC
	2. Host convention?
		1. Yes, if we are asked.
		2. Conclusion: YES.
3. Treasurer
	1. Fundraisers!
		1. Bake Sale!
		2. Everyone needs to work at least one session.
			1. Brownie Boys are good!
			2. Cookies are good.
			3. Must be wrapped
			4. Feb. 6-9th.
			5. 1 person per shift, unless absolutely.
			6. DON’T BRING ANYTHING THAT NEEDS TO BE REFRIDGERATED.
			7. LABEL NUTS AND ALL INGREDIENTS.
			8. KEEP IT CLEAN.
			9. Baking party
4. Vice-President
	1. Guest Speaker introduction.
5. President
	1. Photography?
		1. Resounding yes!
		2. Complete digital rights!
6. Topic: Maura Shepherd.
7. Urban Schools
	1. Characteristics
		1. High Minority representation
		2. Low SES
		3. Inequality of resources and funding
		4. Poor perception of the school.
			1. Which leads to less funding…
	2. Situations to overcome
		1. Violence
		2. Drugs
		3. Gangs
		4. Diversity
		5. Poverty
		6. Family Structures
			1. I.E.- unique- goes between Uncle and Grandmother- not bad, but you have to be sensitive if you say “I’m going to call Mom!”
			2. Who is the guardian? Know this information.
	3. Situations that are more easily overcome
		1. Perception
			1. School
				1. Community
				2. Outside the Community/ Playoffs
				3. “Not Just an Urban School.”
			2. Program
				1. What happened before you.
				2. If you can get good behavior…

This is worth more than any instrument or uniform in the public’s eye.

* + - 1. Students
				1. How teachers will perceive them.
				2. Giving them the benefit of a doubt.
			2. I.E.- A suburban schools refuses their band program on away game.
				1. Make it a point to become even better to show ‘em at the state game.
				2. If the teacher can handle it, so can we.
			3. Limited Resources.
				1. Good impressions creates good friends.
			4. Inequality of Education.
				1. They lack the fundamentals.
				2. START WITH THESE!
				3. I.E. Scales and articulation.
	1. Resources- extremely limited
		1. Instruments
			1. Less than 10% own their own instrument
		2. Private Lessons
			1. Provided by myself, college tours, and community members.
		3. Concert Attire
			1. A handful of students use concert attire provided by myself through donations
			2. Private conversation.
			3. Ask for donations!
		4. Not a lack of families not wanting for a student to participate but a lack of money to provide the opportunity.
		5. “Not for lack of trying, mind you.”
	2. Overcoming Situations
		1. Building positive relationships
			1. Consistent adult in a student’s life
			2. Building trust
				1. Get to the root of the problem, if possible.
			3. Mutual respect
			4. Communications skills
		2. Role Model/ Mentor
			1. Model the qualities and behavior you want our students to have
				1. The key to changing the perception of your program.
		3. Be their cheerleader!
			1. You may be their only cheerleader.
	3. ESL Students
		1. Modelling
			1. Student with no English…
				1. Still masters clarinet. Yeah!
		2. Process of Communication
			1. Trusting relationships
			2. Patience- don’t get frustrated.
			3. Facial Expressions- these cut through all language barriers. Mostly.
		3. Translating Materials/Communication
	4. Peoria High School
		1. Main Campus
		2. North Campus (Reparative school)
		3. Preparatory Schools for the Arts.
		4. (Pie chart)
			1. 64% Black
			2. 15% White
			3. 8% “Mixed”
			4. 10% Hispanic
	5. A Look at PHS
		1. PHS Team
			1. Admins (1 princple, 4 assistants)
			2. Counselors
			3. Psychologists/Social Workers
			4. Teachers
		2. Security
			1. Resource Officers 6-30 police officers in the building. There for safety, and better trained in dealing with student issues. 6-8 on staff each day, as many as 30 can be called in.
			2. Measures Taken for a positive and safe school environment.
	6. Peoria High Band “the roar”
		1. During School
			1. Concert Band
			2. Marching Band
			3. Pep Band
			4. Percussion Ensemble
		2. Outside of School
			1. Jazz Band
			2. Indoor Drumline
			3. Percussion Ensemble
	7. Support Teams
		1. Leadership Team
			1. Weekly check in
		2. Community Support
			1. Donations
				1. Time
				2. Contact
				3. Monetary
		3. What to do when you don’t have a parent booster group.
			1. I.E. if you need suitcoats, contact person X (i.e. south side charity) to gain loaned suitcoats.
			2. Public Performances might get monetary donations.
			3. Taboo topic. You are the everything- but you need a great leadership team- they do the interviews and step in when you need stuff done or fixed (i.e. moving the percussion).
			4. Sit and think of what the typical band “moms and dads” do. Such as packing the bus. Find the student leader who can pack the bus reliably.
	8. Extra Activities
		1. Honor Band Festivals
		2. IMEA District Festival
		3. IHSA Solo and Ensemble
		4. College Campus Tours/Lessons
			1. Can get your students to go to college.
	9. Big Ticket Performances
		1. Public Performances
		2. Fine Arts Showcases
		3. Athletic Events
		4. Black History Month March/Dinner
		5. Chamber of Commerce Breakfast
		6. Superintendent Holiday Extravaganza
		7. Tour Performances.
			1. “I hate to put these above a fine arts performance, but it is your basketball games and other public events that get you the most non-parent exposure.”
			2. Minority Holidays are Huge.
			3. Chamber of Commerce Breakfast is every year now.
	10. What’s Important
		1. FAIRNESS
		2. RESPECT
		3. DEDICATION

**Speaker 2 Ashley**

1. Urban Education, Part 2 Teaching in Dallas, Texas
	1. Elementary School, Title 1. You, like Maura, are a hero.
	2. ~65 other music teachers within the district.
	3. Typical Day
		1. K-6 every day.
			1. K-2 are at a similar level. Basic information. At a various level of scale.
			2. Music Assessment test before spring break with 3-4.
			3. 5-6 gets to do stuff they wouldn’t do in a normal class.
				1. I.E. Drumming, Folk dance. “I don’t like folk dancing! (Folk dances) this is fun!”
		2. Outside class work.
		3. Originally Instrumental Concentration, now Beginning music.
			1. “Hardest most fun thing”
			2. No one would hire as an instrumental teacher because I didn’t know anyone.
			3. Subbing
			4. Level 1 Kodaly Training
			5. And BAM! Gen Ed.
				1. Ear training because of Tuba primary instrument.
			6. Current district is heavy on Orff Schulwerk.
				1. The instruments are numerous enough to allow the children to play as a group.
2. Questions
	1. Is it scary to start?
		1. Student teaching helps.
		2. First year is terrifying.
		3. Ashley started in Charleston
			1. Fortunate to have gotten the chance to substitute teach at the school she is now teaching in. Co-Teaching helped a lot too.
			2. Year 2.5 is easier.
			3. Christian Private School Buddy teacher is having a bit tougher time of it.
	2. Be Stupidly Fearless
		1. Not showing fear, and sticking with your team.
		2. Solidarity, gaining respect by standing your ground.
		3. “That’s where my kids are, and you kind of have to do it.”
		4. Keep the instruments on the face. 2 minute chop breaks…
		5. Don’t show fear at what they face in daily life.
	3. 6th graders have the attention span of five year olds.
		1. I make mistakes, I let them know and own up to my mistakes.
		2. They respect this. Fairness. Not arrogance.
			1. The rarely see this.
	4. Did the Admins have training?
		1. SIG grant
			1. De-escalation techniques.
				1. Its crazy.
				2. “Well you’re not gonna hit me, first of all…”
			2. 44 elementary schools in the district- rangies high SES to VERY LOW SES.
				1. Classroom management
				2. Specialists don’t see the same kids all day every day.
3. Hardest, Scariest events
	1. They are that way for a reason.
		1. First couple days- the teacher there let her in the classroom to observe.
			1. The teacher was expecting a child and was physically attacked by a student.
				1. “What am I walking into?”
			2. If you fly off the handle, they will to.
			3. As calmly as possible, de-escalate the situation.
				1. Don’t let it get to you, DON’T GET ANGRY
			4. Train them- fights ensue in the stands. When there is a fight you A.) let the police and admins go to the stands. B.) go to the track- we aren’t going to be associated with that.
	2. Death- student murdered, a mother died.
		1. A death doesn’t affect you personally, per say, but other others may be tremendously affected by this.
			1. You have to be aware of who has been affected.
			2. Greet them at the door.
				1. How they say “Hello” determines many potential responses.
				2. Kids are physical- high fighting percentages- physical violence is a common way to try to deal with the problem.
				3. Don’t fight. Back away and call security- act calmly, and respond with a yin to the yang.
				4. If you want to observe, by all means…
4. Adjournment

Announcements:

President Belle Moushon adjourned the meeting at 8:08 pm.

Respectfully Submitted,

Joseph Goldstein, Secretary of the EIU NAfME Collegiate Chapter