

Which Comes First: Student Growth or Student Enrollment?

Recruiting and Retaining Music Students
Through Quality Individual Instruction

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February 24th, 2014

Music Education in North Boone: The Current 5-12 Music Position

- HS Band - 50 minutes per week
- HS Choir – 50 minutes per week
- Middle School (7/8) Band – 50 minutes per week
- Beginning (5/6) Band – 50 minutes per week

- What's currently missing from the position?
 - Time allotted for weekly individualized instruction
 - An organized curriculum that generates significant and clearly interpretable student growth
 - Standard operation for historically successful programs

The Big Questions

- How well can we attract students and their families to a music program that produces low student achievement, and then retain them?
 - From that, can we reasonably expect to build and maintain a reputable program?
 - What calibre of music educators can we attract / retain with a .8 position that covers the entire secondary music program, but excludes the most vital part of instrumental music instruction?

Small Group Lessons: The Pilot

- Year 1: 2012-13
 - Control Groups: 5th and 6th Grade Band
 - 25 minutes of instruction per day for each grade
 - Assume 2-3 minutes at the beginning and end of the session are lost to instrument assembly / teardown (20+% of learning time)
 - Projected Instruction Time: 19-21 minutes
 - 4 days of small group lessons, 1 day of full group rehearsal
 - 40 minutes of total weekly instruction per student

Why Do It This Way?

- Imagine you have 20 minutes to successfully teach the following creatures how to travel independently, while they're all in the same room.



Time-Efficient Differentiation

- Concert Band students vs. variety of species
 - All have to complete the same general task in order to functionally coexist
 - Very different environments / modes of operation
 - Difference: Band students aren't born able to run at a rate fast enough to avoid the cheetah coming after them at 70 mph
 - Goal is to thrive, not mere survival



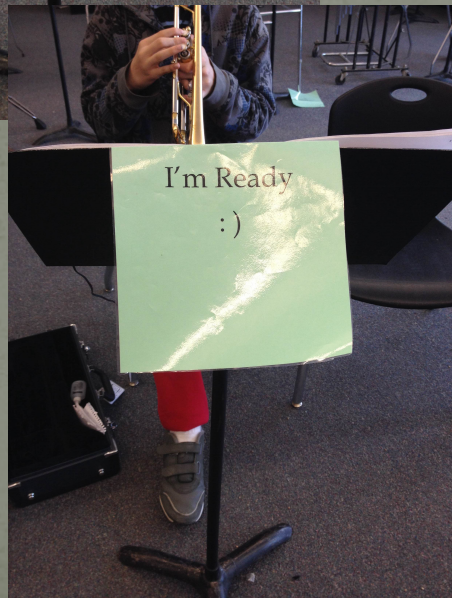
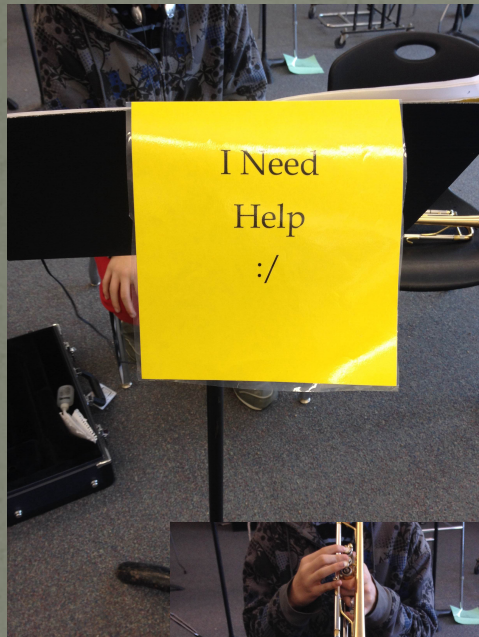
Small Group Lessons: The Pilot

- Fall 2012
 - Group size: 5-12
 - Projected instruction time: 20 minutes
 - No individualized technology available in the fall
 - No plan time for extra help
- Starting Points
 - 5th Grade: #1
 - 6th grade: #26
 - Word of mouth from students - no written data

Classroom Procedures

- Students are grouped by achievement level (determined by exercises completed)
 - 5th grade grouped by instrument first semester
- Assigned individual work stations
- Students work independently at their own pace - maximization of learning time
 - Teacher takes “guide from the side” role when not assessing students (pro-Danielson)
- Station signs to communicate with the instructor without stopping work

Classroom Procedures



By the way... this is during a lunch period, not a lesson period!

Methods of Assessment

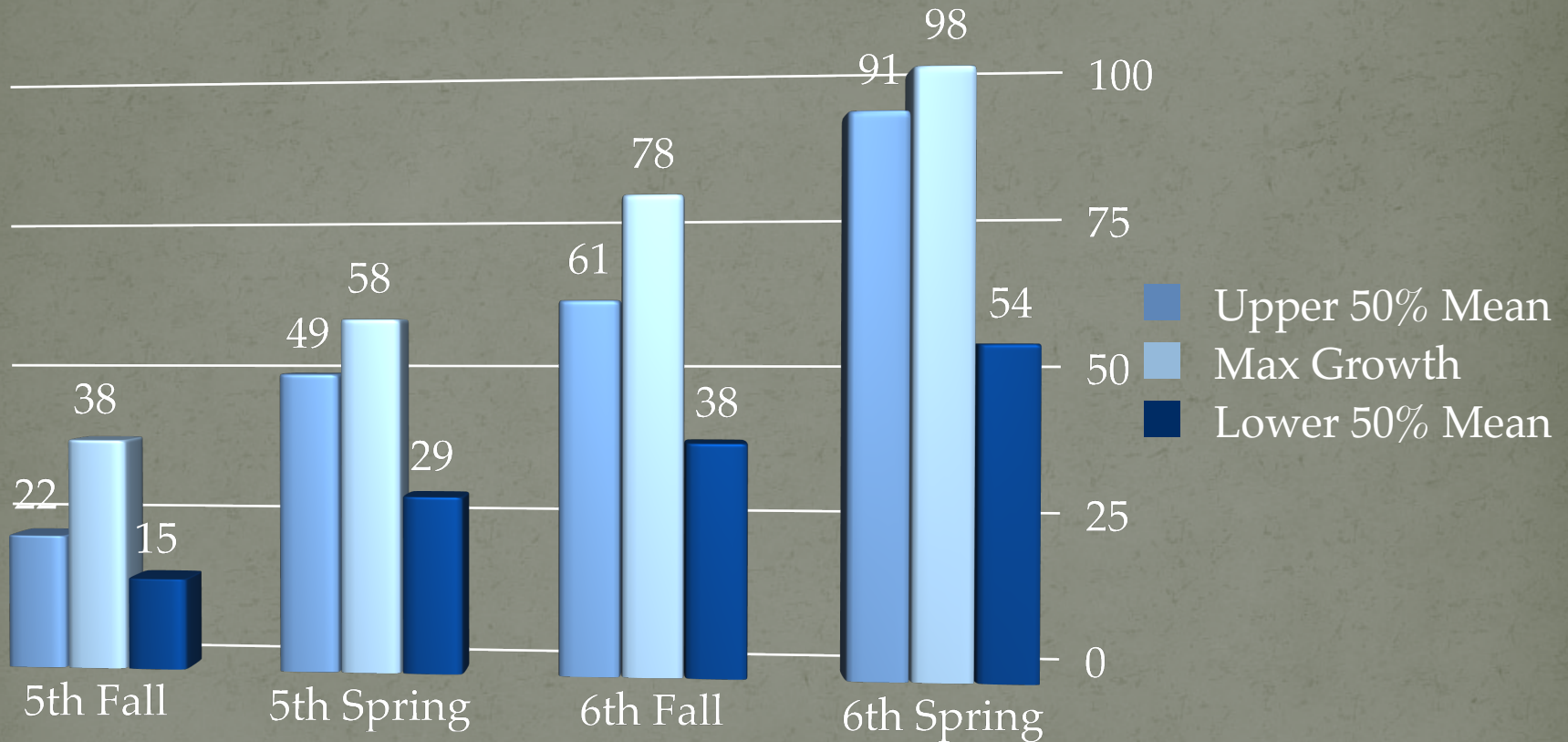
- Assessment via performance
- Weekly minimums for each grade per week to complete for weekly credit - process toward earning an “A” is made extremely clear for the students
- Every exercise is an assessment
 - Students must complete written rhythm diagramming for each exercise
 - Effective visual aide

Criteria for Mastery / Completion

- 100% pitch accuracy
- 100% rhythm accuracy
- 100% rhythm diagramming accuracy
- 100% articulation / rudiment & sticking accuracy
- 100% dynamic accuracy
- Must tap foot to the steady pulse
- Must perform the exercise all the way through without stopping
- Must read staff notation - no note names can be written
- All exercises must be completed in order
- All standards must be met - no A's, B's, C's, etc.

2012-13

Fall Growth Compared to Spring Growth



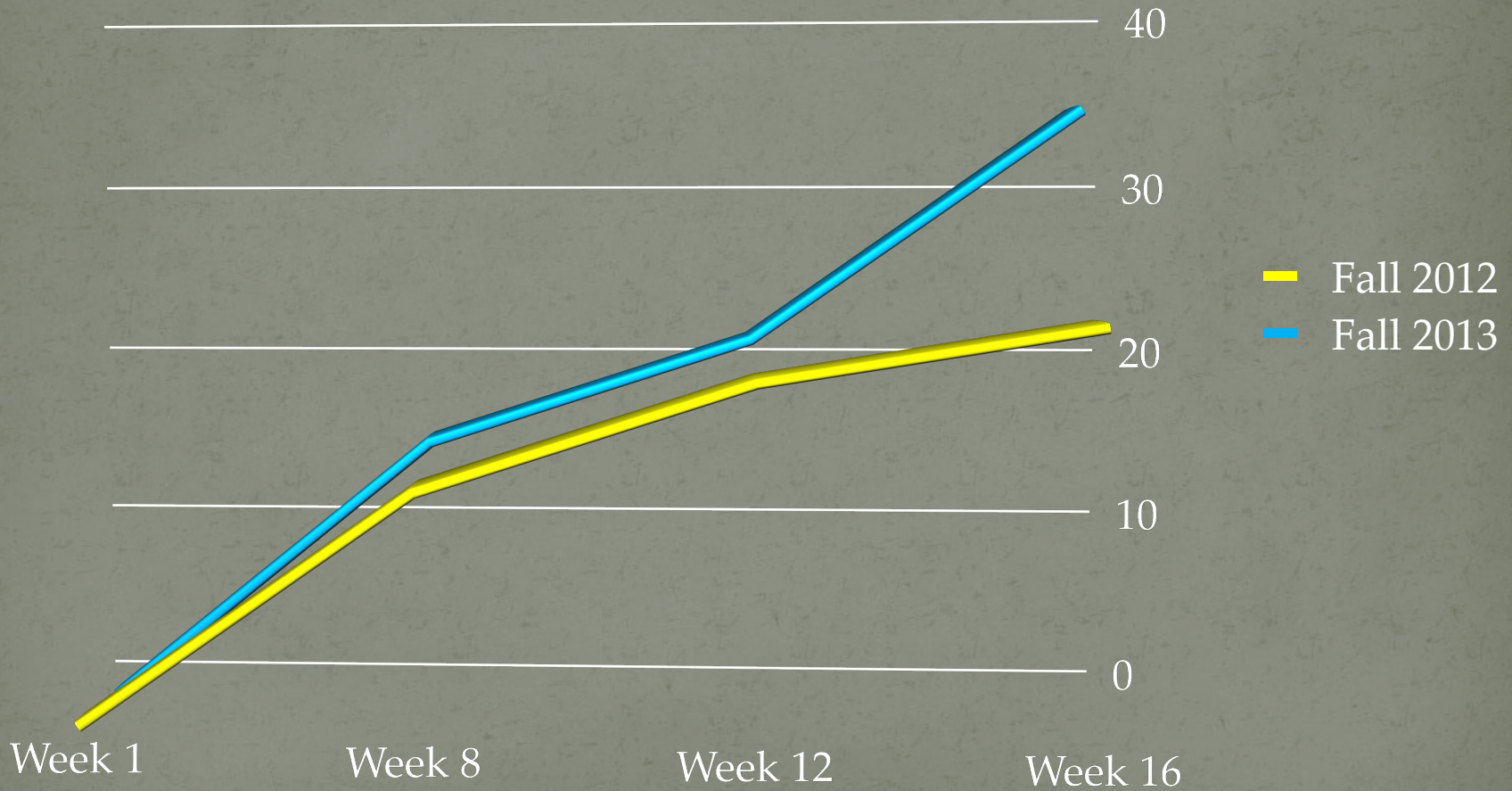
Conclusions: Slight improvement in growth rate - critical resource needed is more time.

2013-14

Implementing the System As Originally Intended

- Small group lessons
 - **40 minutes** – extra time available during lunch and after school
 - Rotating schedule with **designated makeup periods**
 - Group sizes = **3-6 students**
 - **7th and 8th grade included** in small group lesson rotation
- Large group rehearsals (per week)
 - 40 minutes for 5th grade
 - 250 minutes for 6th grade (included with 7/8)
 - More time on the horn = more frequent firing of neurons, higher myelin production —> higher skill growth/recall rate

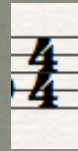
5th Grade Average Stats for Fall 2012 vs. 2013 – 40 min. vs 80 min.



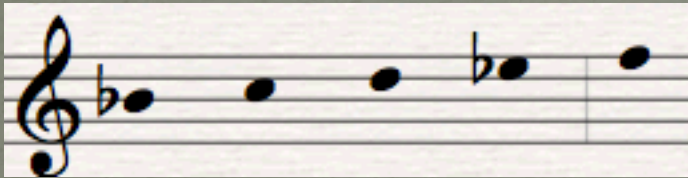
5th Grade: Comparing Skill Sets / Content Knowledge at End of Fall Term (based on achievement mean)

Class of 2020

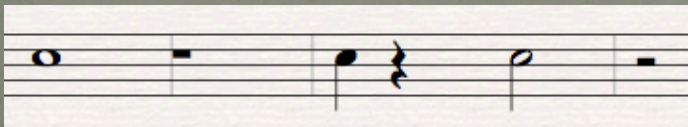
1 time signature



5 notes

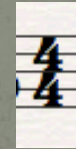


3 rhythm / rest values

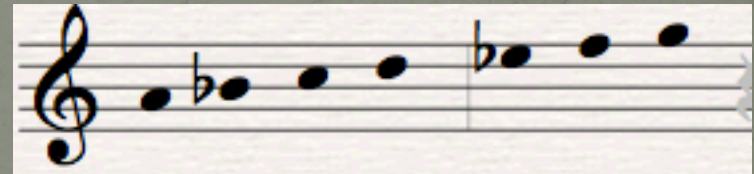


Class of 2021

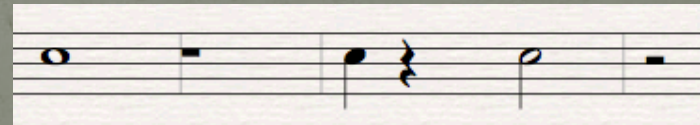
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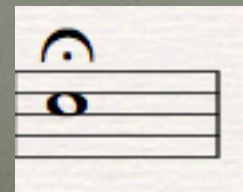
7 notes



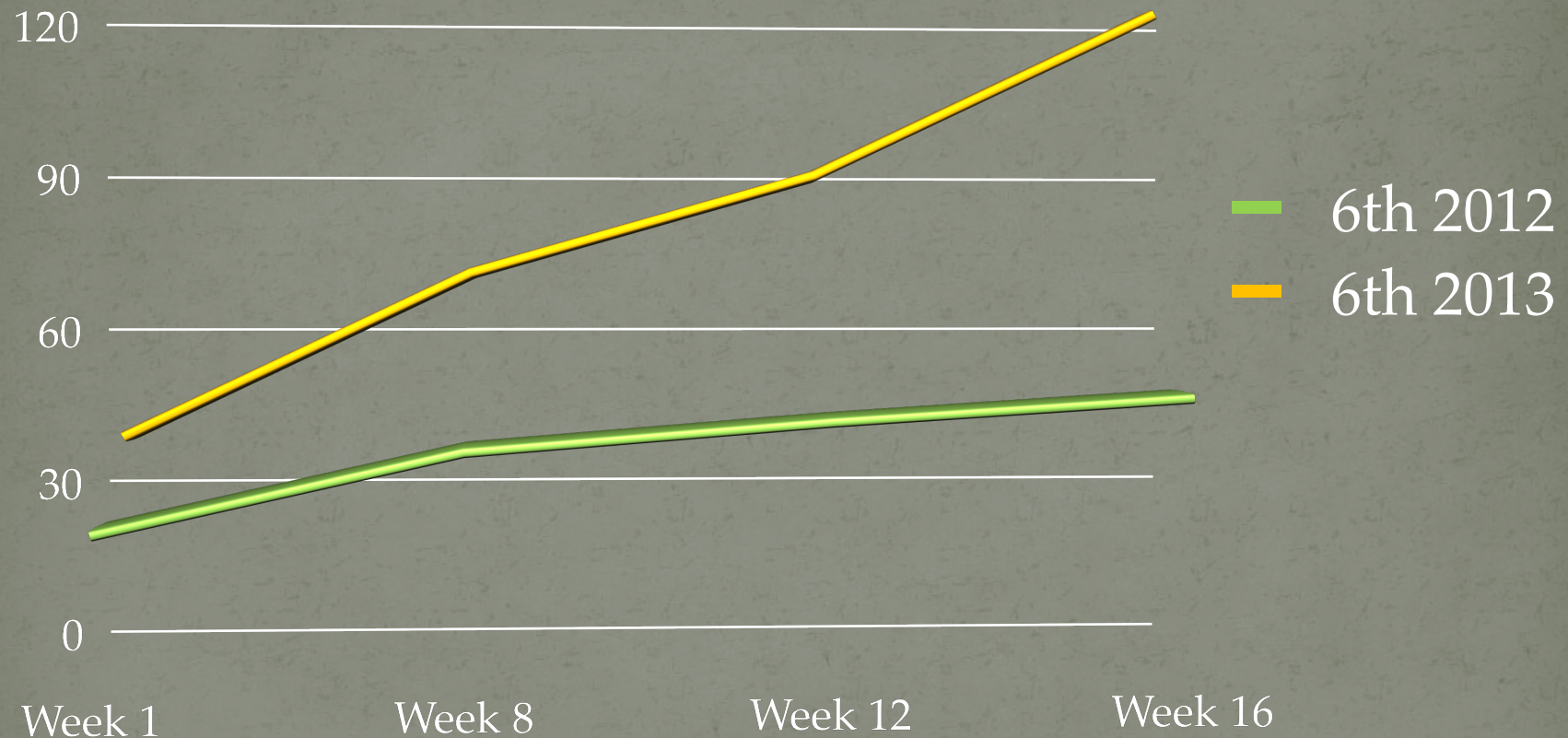
3 rhythm / rest values



fermata



6th Grade Stats for Fall – 2012 vs 2013 (in exercises completed over 16 weeks)

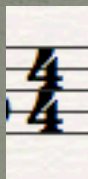


* Consider clarity of expectations / strategies in
2nd year of instruction under the same system

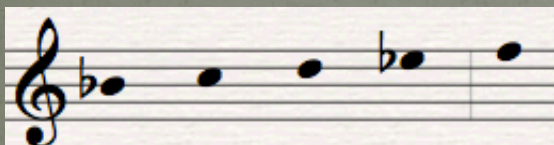
6th Grade: Skill Set / Content Knowledge at Start of Fall Semester (based on achievement mean)

Class of 2019

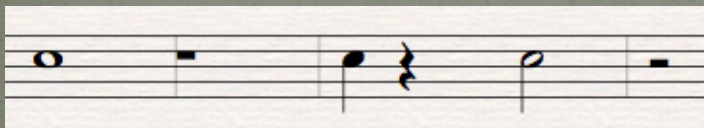
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5 notes

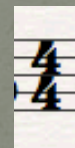


3 rhythm/rest values

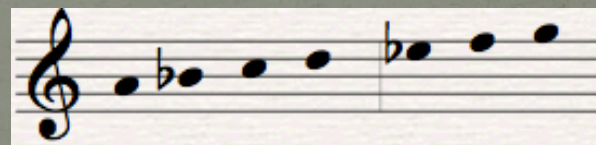


Class of 2020

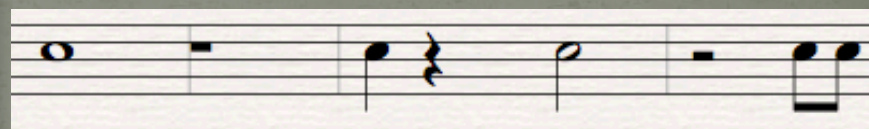
1 time signature



7 notes



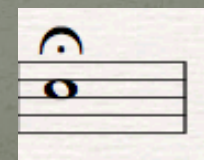
4 rhythm values / 3 rest values



3 dynamic levels



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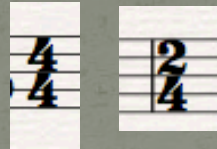


6th Grade: Skill Set / Content Knowledge at Conclusion of Fall Semester (based on achievement mean)

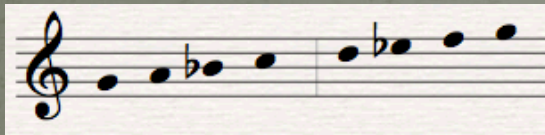
Class of 2019

Class of 2020

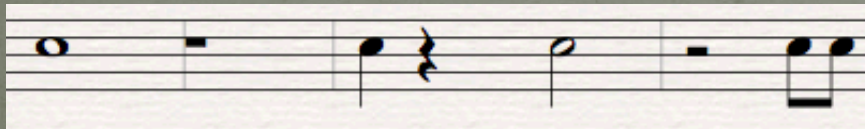
2 time signatures



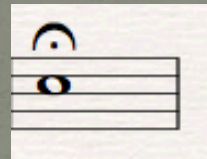
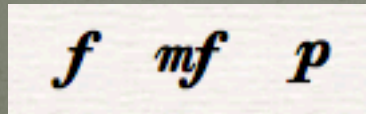
8 notes



4 rhythm values / 3 rest values



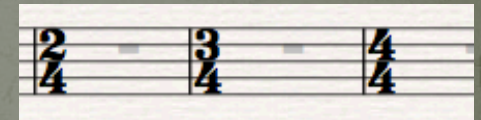
3 dynamic levels fermata



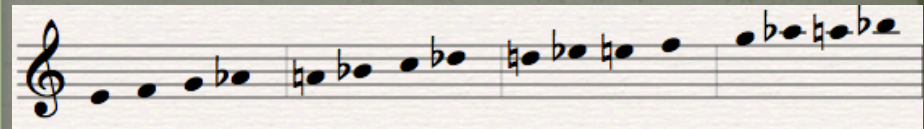
2 tempo markings

moderato allegro

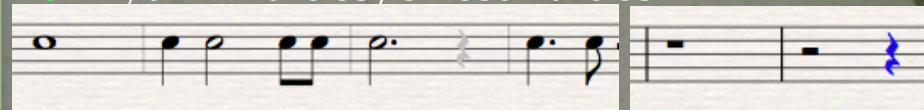
3 time signatures



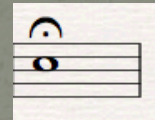
16 notes



6 rhythm values / 3 rest values

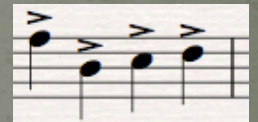


fermata 5 dynamic levels



f mf p

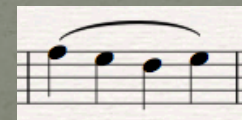
accent



3 tempo markings

andante moderato allegro

Slurs and ties



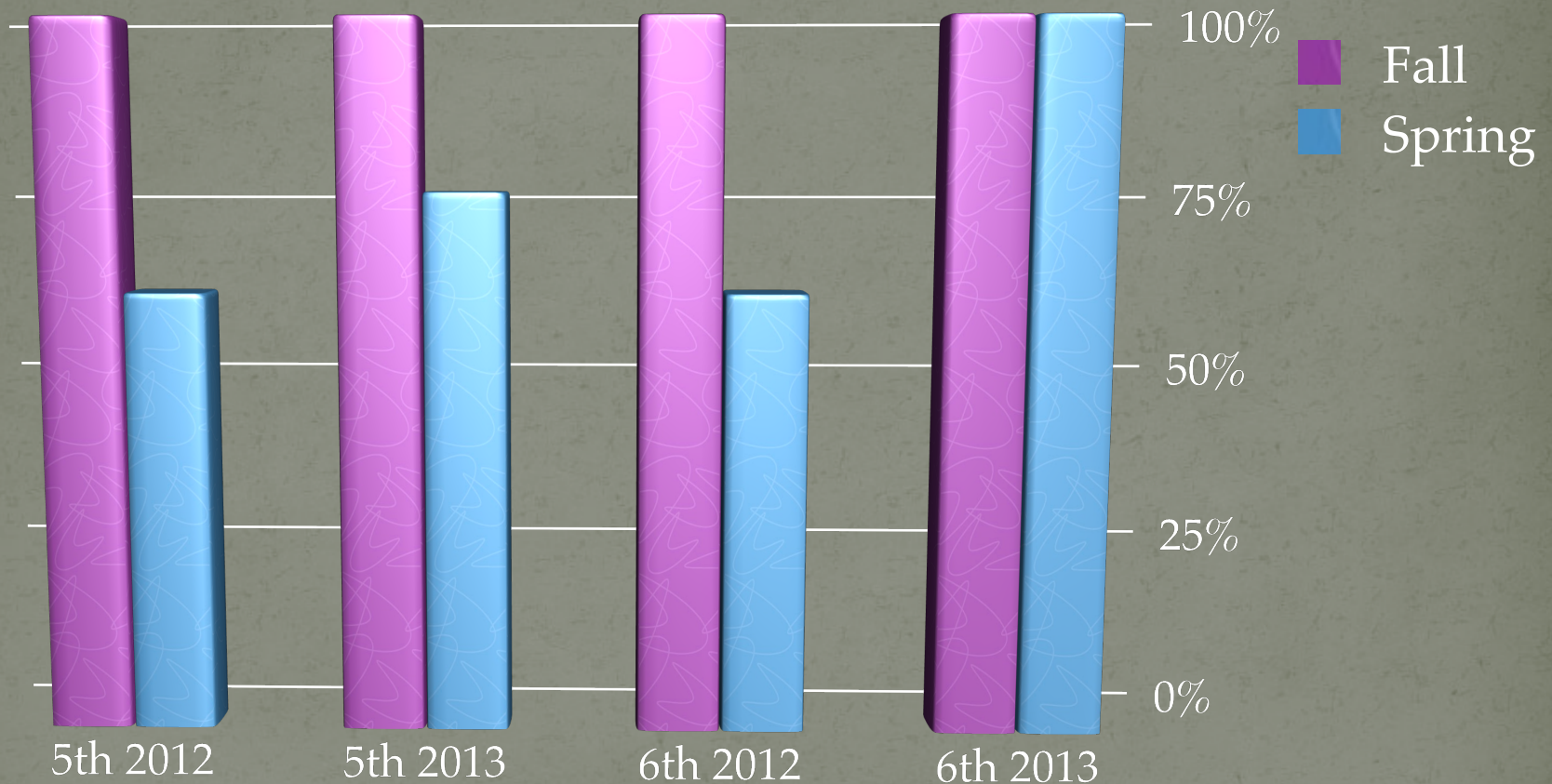
Repeat Signs

1.

2.

D.C. al Fine

Attrition Rates from Fall to Spring 2012 vs. 2013

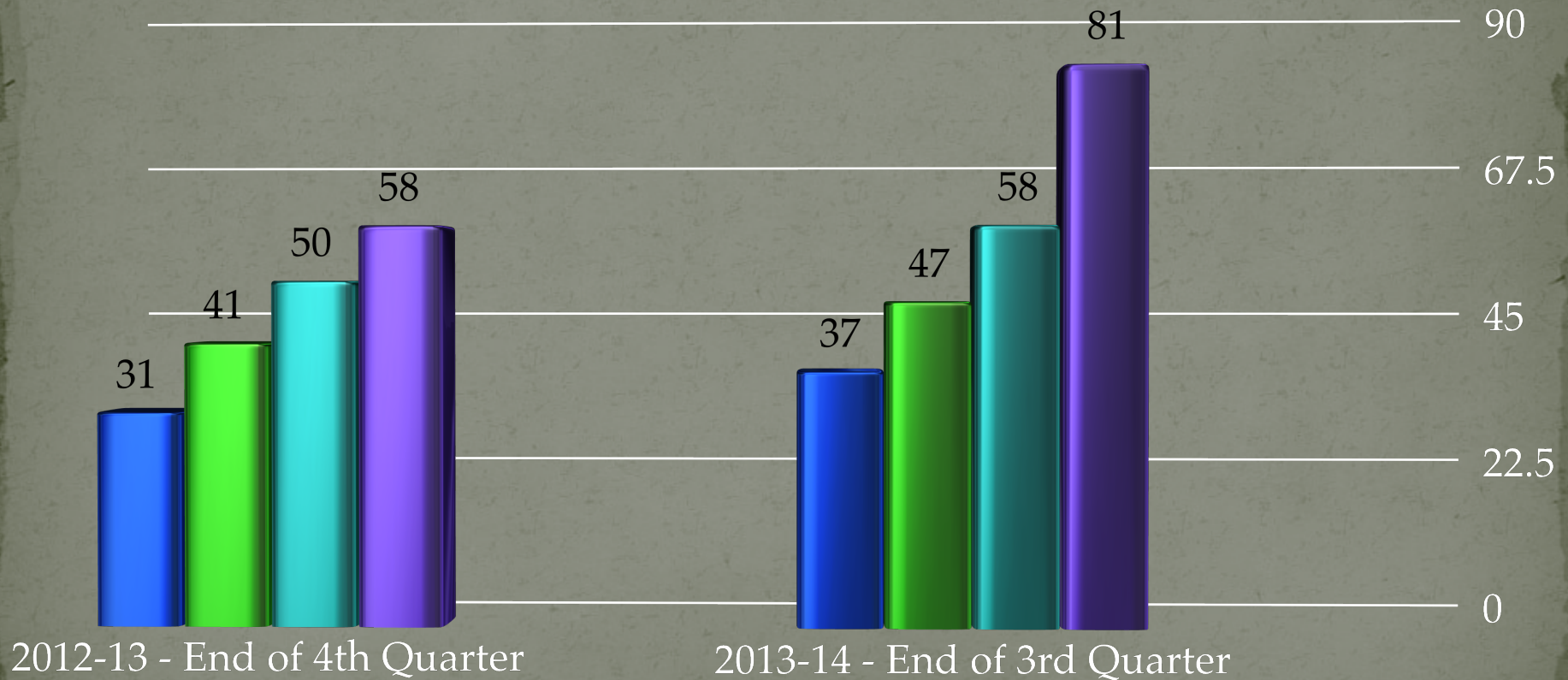


Learning Env't and 5th Grade Growth Stats

	Class of 2020	Class of 2021
Instruction	40 minutes/week	80 Minutes/week
Technology	Spring Only	All year
Extra Time	50 minutes 4 days/week, after school T-TH	9:30-1:50 daily, after school Tuesday
Fall Average Mastery	21 exercises	34 exercises
Fall High Mastery	38 exercises	59 exercises
Fall Low Mastery	7 exercises	18 exercises
Average Rate of Change	1.3 exercises/week	2 exercises/week
Attrition Rate (fall to spring)	38% drop	24% drop

Just for fun... Where are the current 5th Grade Students Now?

■ Low 50% ■ Average ■ High 50% ■ Max Grth.

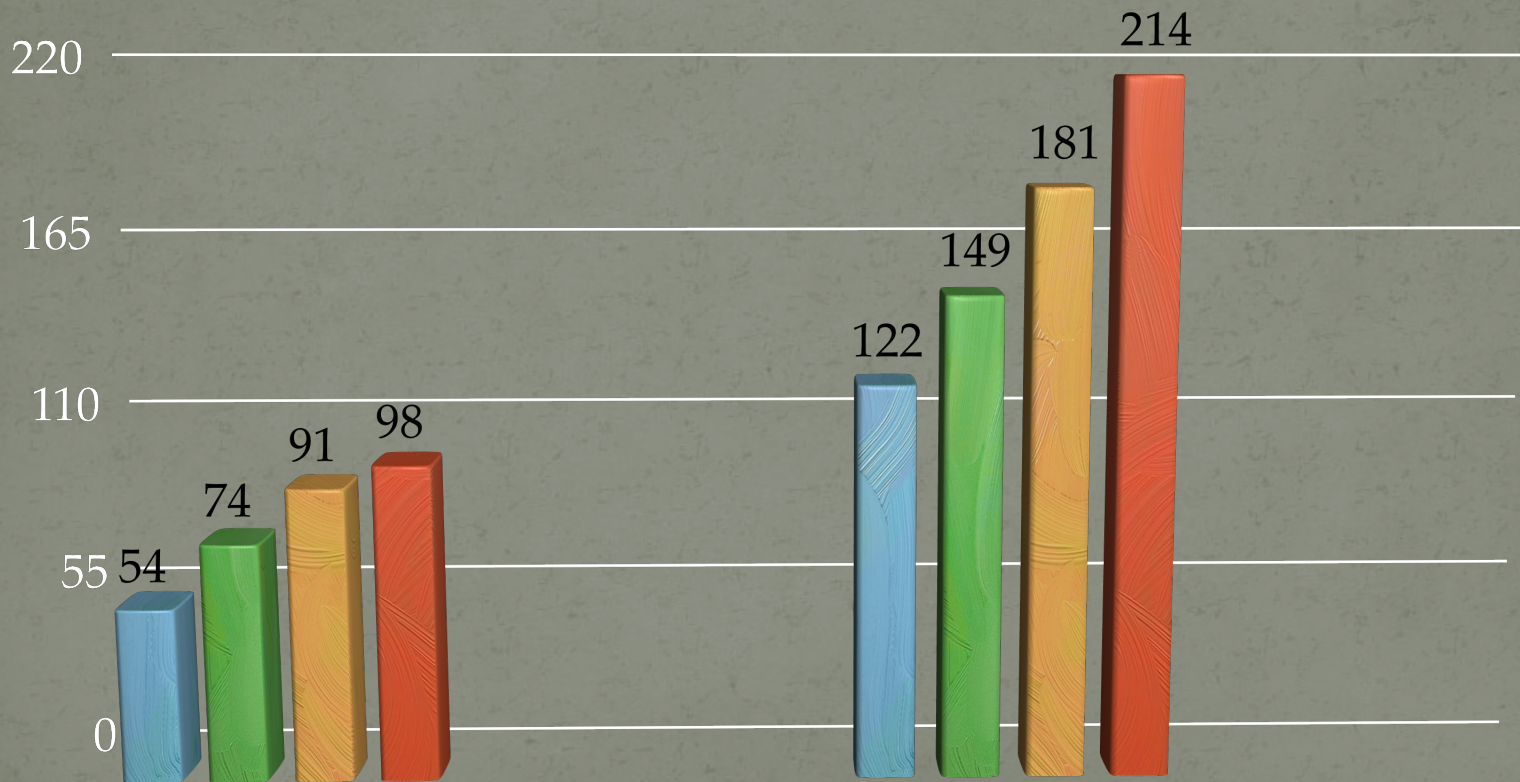


Learning Env't and 6th Grade Growth Stats

	Class of 2019	Class of 2020
Instruction	40 minutes / week	190 minutes/week
Technology	Spring only	All year
Extra Time	50 minutes 4 days / week, after school T-TH	9:30-1:50 daily, after school Tues.
Fall Average Mastery	49 exercises	127 exercises
Fall High Mastery	78 exercises	162 exercises
Fall Low Mastery	27 exercises	75 exercises
Average Rate of Change	1.53 exercises / week	5.3 exercises/week
Attrition Rate (fall to spring)	38% drop	0% drop

Just for fun... Where are the current 6th Grade Students Now?

■ Low 50% ■ Average ■ High 50% ■ Max Grth.



2012-13 - End of 4th Quarter

Observed Areas of Student Growth Accelerated By This System

- **Rhythm vocabulary**
- **Pitch vocabulary**
- **Musicianship** – more observable performance of dynamic / articulation markings
- **Tempo/time control** **Tone quality**
- **Dexterity/Fine Motor Control**
- **Independent Problem Solving** - ability to be more self-directed and determine an effective, sequential practice strategy = faster processing of new information —> more exercises / skills mastered

What Do All of These Increased Skills and Knowledge Mean for the Music Program?

- Higher performance proficiency from year to year
- Higher intrinsic motivation to improve/learn more
 - Extra practice/secondary instruments
- Higher student engagement
- Higher retention
- More accessible to students with special needs
- 9th grade musicians entering high school with more dedication
 - Behavior reflects high expectations put in place from beginning of participation in the program
 - HS Program is driven by student pride
 - More students continuing in music after high school (as non-majors)

So Why Are We Here Right Now?

- Tremendous amounts of time went into this project
- Last year, MBK co-taught 5/6 band program as a volunteer
 - 250 mins / week = 142 hrs for the year
- As of today, MBK has donated 304 hours of teaching small group lessons during this school year
 - 410 hours by the end of the school year
 - = 10.82 full-time weeks of work (assuming 40 hours a week)
- .8 contract + small group lessons = 1.42 FTE

Closing Ideas

- Small group lessons are time-intensive, but the most imperative instructional component of an instrumental music program
 - Best opportunity to build relationships and get to know students' individual learning styles / needs / interests
 - Method is instructor's call - critical resource is time
 - Individual technique is built here, not in full rehearsal
 - Necessary for students to compete with students from other programs for future performance opportunities
 - Especially important for communities like ours, where access to private teachers outside of school is limited

For Your Consideration

- 5 different instrumental music teachers in 3 years.
 - 6 gave instruction to Class of 2014
 - After observing many programs - we can do better
- With the knowledge that it hasn't produced consistent growth in performance, enrollment or retention of good teachers, is it responsible to continue facilitating this position as it is currently contracted?
 - Time to move beyond the trial period

Let's Upgrade!

- Teaching music is a full-time job.
 - Teaching music WELL is beyond full-time.
- In order to yield consistent, high student growth, provide a full-time music teacher to give quality instruction time to students.
 - Don't offer a minimal music program because the state requires you to have one.
 - Provide an awesome music program because it matters to our students.
 - If you build it... they will come. Fully armored.



As the Italians taught us to say
in music...

Fine

Thank you!