

Every Day for Every Student

What We've Learned About the Power of Music Education Through the Music Immersion Experience Program

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Website: www.musicimmersionexperience.org

Presenters:

Samantha Theisen, MIE Program Coordinator

Theisen_s@sgusd.k12.ca.us, Samanthatheisen19@gmail.com, (626) 857-6664, (805) 823-5650

Jennifer Trujillo, MIE TOSA

Cheryl Wilson, Principal, Roosevelt Elementary

Dr. Gary Thomas Scott, SGUSD School Board

Dr. John Pappalardo, SGUSD Superintendent

Presentation Objectives

1. To share lessons learned, and promote the advancement of quality elementary music education by demonstrating what is possible when full potential is accessed.

"I was an elementary principal for 20 years. I thought I was a good one. I thought I promoted the arts at my school pretty well. I realized today that we never even come CLOSE to what was possible through music. We didn't even scratch the surface."

- SGUSD Assistant Superintendent of HR (new to the district) after seeing the MIE 2nd and 3rd Grade Winter Concert for the first time.

Music Immersion Experience Program Overview

Mission Statement:

The mission of the Music Immersion Experience Program at Roosevelt Elementary in San Gabriel, California, is to enhance the schoolwide goal of creating and maintaining a culture of **Empathy**, **Respect**, **Responsibility**, and habitual **High Achievement**. It is through daily lessons of high quality, comprehensive music education for all students that this mission will be achieved.

Program Background

- 2014 – Full year of committee investigation and research including a visit to Boston Conservatory Lab.
 - Committee included music educators/experts, CMEA representatives, parents, teachers, administration, and district music coordinator.
- 2015 – First year of partial implementation, Transitional K-3rd Grade.
 - Funding Source: LCFF Supplemental and Concentration Funds
- 2016 – First Year of full implementation, TK-5th Grade.
- 2017 – First Data Report Completed

Structure

- Weekly TOSA Sessions

- Each class sees the MIE TOSA once per week for general music instruction integrated into academic and MIE curriculum.
- Students produce wholly collaborative projects and performances throughout the year involving the entire program.

Daily MIE Fundamental Period (in afternoon, taught by Resident Artists)

- All students automatically enrolled
- 30 minutes daily for TK/K, Push into school day, General Music instruction
 - 3.5 hours of weekly music instruction
- 50 minutes daily for 1st-5th, Extended Day Schedule, Instrumental, Orff Percussion, Choral
 - 5 hours of weekly music instruction
- Extra 50 minute chorus class for 4th and 5th Grade
 - 6 hours of weekly music instruction

Electives Classes (Optional enrollment for 2nd-5th Graders, taught by Resident Artists)

- Students can enroll in MWF Classes, or TTH classes, or both
- Elective options include: Mariachi, Drumline, Latin Percussion, Guitar, Ukulele, Hand Bell, Orff Percussion Ensemble, Dance, Show Choir, Pre Band (Recorder), Rock Band, Pop Music, Camerata (chamber groups)
- Electives curriculum aligned with Fundamental period, and VAPA standards
- With Electives, students can have up to 11 hours of music instruction.

Staff and Curriculum

- Currently, there are sixteen 5 Day Resident Artists, four 3 Day Resident Artists, and 3 Assistants on the MIE instructional staff.
- Resident Artists are made up mainly of professional freelance musicians with strong teaching/pedagogy backgrounds. Several have obtained or are in process of obtaining a credential.
- Staff works in teams collaboratively to develop standards aligned curriculum under the supervision of MIE Coordinator and TOSA.
 - National Core Arts and California VAPA standards aligned

Evaluation and Data Report

Roosevelt Principal, Cheryl Wilson

At the culmination of the 2017 school year, qualitative and quantitative data was collected and disseminated in an effort to evaluate the impact the MIE program is making on the students of Roosevelt Elementary as well as the broader community. Data used in this evaluation include: parent, student, and staff surveys, discipline data, visual documentation, a 3 year comparison of each of the following: CAASPP scores (ELA and Math) for grades 3-5, attendance rates, and school enrollment and opt-out information. Information regarding CELDT testing/reclassification, and iReady assessments have been set up as a baseline this year for future comparison. This report is available publicly online at www.musicimmersionexperience.org.

Highlights

- CAASPP English Language Arts Scores increased by 16 points overall
- School Enrollment increased 6%
- Discipline incidents decreased significantly
- 100% of parents pleased with the program
- 70% percent of students say music classes increased their desire to come to school

Student Comments:

"[Music] relaxes me and calms me down. When I am sad, mad, acting weird, sometimes I do music to calm me. I try to get through the day and go to music!" – 4th grade student

"Music has helped me to be more outgoing." – 4th grade student

"Music is easy now when you learn the notes! I am not shy anymore. My parents are really proud of music class." – 5th grade student

"I feel confident about what I do in music. I don't want to miss school. I improved my reading and math this year and got an award!" – 4th grade student

Parent Comments:

"My TK student has improved with speech, learning, and loves to sing, and can name the instruments. Both of my kids love music. They sing and talk about the new things they learned." – G. Almarez, TK and 3rd grade parent

"Music is one reason my kids don't want to miss school. Not missing a lesson is very important for them. The MIE program has helped them to be more outgoing in general." – 3rd and 5th grade parent

"Thanks MIE for helping my kids to have something to look forward at school. Thanks to this program, they don't want to miss any lesson, so their attendance is improved too. Amazing! It has helped my kids to be more outgoing, and have self-confidence." – E. Castillo, 5th and 3rd grade parent

Roosevelt General Education Teacher Comments:

"The program has brought out in many students talent that they didn't know they had. It has been fantastic to see students shine, be proud, and show ownership of this program." – 1st Grade Teacher

"I am very glad we have it and have seen the musical growth in all students. Love electives! Love the variety of songs/styles taught. I wish this could be an indefinite program." – 1st Grade Teacher

"Music has helped my students learn syllables. This year's class is the first year to do MIE from the beginning of the school year." – Denise Torres, TK teacher

"I appreciate the positive connections the music teachers have made with some of my students. They provide another adult role model." – 3rd Grade Teacher

Integration Examples

One of the main goals of the MIE program is to connect music learning to all subjects. It is through the access of an emotional experience such as a musical performance, that memory and retention of information can be increased. Through the MIE TOSA position, the students experience integrated musical projects throughout the year that bring together all aspects of their school life.

Examples

- 2nd Grade Chinese New Year Assembly featuring literature, visual art, ribbon dance, singing, percussion, and violin performance. Guests include Cal Arts Chinese Ensemble.
- 3rd Grade Recycled Orchestra – Ada's Violin: Story of the Recycled Orchestra of Paraguay by, Susan Hood is used as the literature component for this science/music project. Students will

create rhythmic instruments using recycled materials, and present a musical performance, and reflective writing component.

Why MIE? Program Philosophy

SGUSD School Board Member, Dr. Gary Thomas Scott

- We asked the question: What could we do to better help improve lower performing students where other strategies have not been successful?
- 2014 Superintendent begins to study El Sistema, Venezuela and research of Dr. Nina Kraus at Northwestern University about the impact of music on brain development particularly in the young child.
- A group from SGUSD traveled to Boston, Mass to observe the Conservatory Lab Charter School, an inner city charter school where they offer a K-8 standards based curriculum centered on music.
- Extraordinarily long, difficult and complex conversations about how to implement or adapt such a program in our District. The goal was to offer a structured music experience for every student every day.
- The District moved ahead with support from the Board, District staff and most teachers and parents with a commitment of 5 years to give the program enough time to gain traction.
- The program is not focused on creating the best musical ensembles, but rather providing students a structured, robust experience that will be a rising tide to improve their intellectual, social and creative lives. **“Music Makes People.”**

District Goals

SGUSD Superintendent Dr. John Pappalardo

District information:

There are 5 elementary schools, 1 middle school, 1 regular and 1 continuation high school in San Gabriel Unified. The desire is for all students in the district to be able to access their full potential in education in an equitable manner.

Currently, in SGUSD, Elementary instrumental, choral, and general music education is provided to 4th and 5th grade students at all elementary schools. Using lessons and expertise gained through the MIE program, we are working toward expanding music education offerings for all K-5 students in the district.