



## **Administrators And Counselors: What You Can Do To Build and Maintain A Quality Music Program In Your High School**

### **Staffing**

- Enlist support from music specialists in hiring music teachers.
- Include music-specific pedagogy questions in the interview process.
- Ask for video recordings of the applicant leading a rehearsal and/or performance.
- Ask final candidates to lead a brief rehearsal in front of students.
- Hire teachers specifically prepared for the area in which they will be teaching.

### **Recruiting Mechanics**

- Plan for your primary music recruiting and scheduling to occur the prior Spring.
- Allow music teachers to visit feeder middle schools on a regular basis.
- Allow high school music student leaders to visit feeder middle schools.
- Support major recruiting events between middle and high school programs.
- Allow schedule adjustments in the Fall to accommodate new students into programs.
- Provide needed materials and budget for music faculty and counselors.
- Keep enrollment door open longer.
- Work with principals from feeder schools to organize recruiting events.

### **Scheduling**

- Music classes require active participation between all students in the class.
  - Instrumentation, voice part, and ability level are important factors that affect student learning. Year-long music courses are essential to build skills and knowledge to prepare for advanced level classes and collegiate music study.
- Build master schedule for the school around the most advanced music classes. Avoid scheduling upper-level AP classes and other single offerings at the same time as the advanced music classes.
- Ensure that there is a track to make 4 years of high school music possible.
- Auto-enroll current students into the following year's ensembles.
- Collaborate with music teachers to schedule students in the appropriate class.
- Allow for flexibility in scheduling students at the teacher's discretion.

Only place students in classes who have a prerequisite or the instructor's permission.  
Schedule students into music classes in a timely manner.  
Educate counselors/registrars on the importance of music and ability placed scheduling.  
Be flexible with minimum and maximum class size.

### **Communication**

Provide data to counselors and administrators on the benefits of music education and the benefits for the school and community in having thriving music programs.  
Include information about Fine Arts Diploma Seals, Fine Arts Pathways, and the impact of music on college admissions.  
Host music events for middle schoolers on the high school campus.  
Assign an office/ counseling staff member to answer all music related questions.  
Share sample schedules with four years of music classes with students and parents.  
Make contact lists from middle school programs available to high school teachers.  
Make all affected teachers aware of dates and deadlines as early as possible.  
Make teachers aware before students are dropped from a music class.  
Advertise recruiting on all school social media sites.  
Promote the success of music programs throughout the school and community.

### **Support**

Encourage all students to join a music program - Ask "Which music class do you want to join?" rather than "Do you want to join a music class?"  
Work to avoid student drop-outs by scheduling students in the appropriate class and discussing issues with the music teachers before dropping a student.  
Make sure all music programs have equal opportunities and resources in recruiting.  
Attendance by administrators at recruiting events and concerts  
Facilitate collaborations with feeder schools.  
Support performance opportunities and field trips outside the school building.

For more details and assistance in implementing these best practices, please consult with your school's music teacher, district Fine Arts supervisor, or use this form to contact GMEA:

<https://www.gmea.org/contact>