



**Texas Bandmasters Association  
Convention/Clinic July 26-28, 2018**

**Creating a Successful Title I  
Middle School Program**

**CLINICIANS:  
Christopher Gonzales, Michael Warny**

**HENRY B. GONZALEZ CONVENTION CENTER  
SAN ANTONIO, TEXAS**



# Creating a Successful Title I Middle School Program

July 28, 2018

10:30am - 11:30am

Room: CC 214 AB

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Christopher Gonzales, a native Houstonian, is going into his first year as the Director of Band at Kleb Intermediate School in Klein ISD. He previously taught in Spring ISD, and was the Director of Bands at Dueitt Middle School from 2011 to 2018. During his time at Dueitt MS, Mr. Gonzales' bands received superior ratings at UIL, and Best in Class Awards at local festivals. The Symphonic Band was a finalist in the 2015 and 2017 Texas CC State Honor Band Competition, and was named a national winner (Band 2015/Percussion 2016) and commended winner (Band 2016) in the Mark of Excellence National Contest. The Symphonic Band and Percussion Ensemble also performed at the 2017 Music for All National Concert and Percussion Festival in Indianapolis.

In addition to his love of teaching, he is an active clinician and guest conductor in surrounding school districts and also serves as the Orchestra Director at Champion Forest Baptist Church in Klein, Texas. Mr. Gonzales is passionate about teaching and mentoring those in low socioeconomic schools and districts.

He has presented clinics on the topic of teaching in Title 1 schools at TMEA, the Midwest Clinic, and surrounding school districts.

Mr. Gonzales attended Sam Houston State University where he graduated in 2004 with a Bachelor's Degree in Music Education. During his studies, he had the privilege to study under, and to be mentored by, Dr. Matthew McInturf, Dr. Carol Smith, Dr. Patricia Card, and Mr. Chester Rowell. Other mentors and influential people in his musical journey include Eddie Green, Joe Dixon, Marion West, Gabriel Musella, Shelley Durbin, Warren Seago, Victor Flowers, Thomas Mensch, Victor Aguilar, Michael Warny, and Nicholas Gonzales.

Mr. Gonzales lives in Klein, TX with his beautiful wife, Kim, and three amazing children, Evan, Aubrie and Elise.



Michael Warny received his degree in Music Education from the University of Houston, studying trombone with Al Lube and euphonium with William H. Rose. He also studied with the Empire Brass Quintet at the Tanglewood Music Festival; and both studied and performed with Summit Brass at the Keystone Institute.

Mr. Warny spent 15 years on faculty at the University of Houston Moores School of Music and The Texas Music Festival. In addition, for 10 years, he was a faculty member of the International Festival Institute at Round Top. Michael has been teaching in Spring ISD since 1980 as a private instructor, consultant, and since 2013 has been full time at Dueitt Middle School. Michael has helped advance the performing, recording and teaching careers of numerous musicians. He currently spends his summers on faculty at the American Festival for the Arts.

As a founding member, Michael spent 20 years performing and recording with The Houston Grand Opera Orchestra. He has performed and toured both nationally and internationally with the Houston Ballet, Houston Symphony, San Antonio Symphony, Opera Vista, Chicago Chamber Brass, Texas Opera Theatre, and Theatre Under the Stars.

Michael has been a featured performer and clinician at International Trombone Association and International Tuba-Euphonium Association events; as well as The Midwest Clinic, Texas Music Educators' Association and Texas Bandmasters' Association Conventions. Mr. Warny is in great demand as a performer, clinician, consultant and Brass Specialist.

# Creating a Successful Title I Middle School Program

## OVERVIEW

School districts around the U.S. have seen an influx of lower socioeconomic communities in their school zones. The change of culture and atmosphere is usually uncomfortable for educators who don't understand the poverty mind frame and tend to be hesitant to adapt to change. Reality check: YOUR STUDENTS AND COMMUNITY NEED YOU! Educators have to MAKE the change and BE the change. All is possible with a strong vision, positivity, and time. This presentation is designed to help foster the vision of your program, understand the culture of the students in your community, and provide useful and motivating teaching strategies for teaching in Title 1 school.

## Order of Clinic

1. Introduction
2. Step 1 - Teacher Vision/Goals
3. Step 2 - Teaching and understanding the student and the culture.
4. Step 3 - Implementing useful and motivating teaching strategies for success.
5. Closing

## THE TEACHER'S VISION AND GOALS

1. Do your homework
  - a. What is the history of school and district: Test scores (schooldigger.com), UIL/State Contest scores (UIL Forms results), retention from year to year, etc.
  - b. What is the school and school districts expectation for the fine arts and your instrumental program?
  - c. Ask for past performance recordings from colleagues and make observation on strength and weaknesses.
2. Nuts and Bolts Organization (Starts weeks before the students enter the band hall)
  - a. Get this in order then you can start implementing your Vision and Goals for your ideal program.
  - b. Make contact with the previous head director and current assistant to help you get started (No judgment please)
  - c. In house organizing

3. Vision and Goals
  - a. Your vision is knowing where you want to go but you don't entirely see the path. Your goals quantify and define the steps you must take.
  - b. Vision and Goals : New Teacher vs Seasoned Teacher
  - c. Dueitt MS and Kleb Intermediate Vision and Goals

## **UNDERSTANDING THE STUDENT AND CULTURE IN THE CLASSROOM**

1. Teachers coming into the unknown
  - a. Culture shock and classroom management issues.
  - b. Being thrown into a situation without proper training, knowledge or tools to be successful.
  
2. What to prepare to see in the classroom your first year:
  - a. Student disrespect, lack of resources (students and campus), lack of parent involvement.
  - b. Cultural differences.
  
3. Understanding of Culture and Student Behavior
  - a. Poverty and Behavior Trends
  - b. Be opened minded and caring of children's lives.
  - c. Students need structure and a disciplinarian in their lives. Make your expectation clear from day one and be consistent EVERYDAY!
  
4. The teacher takes on the parent role for many of the students.
  - a. Must haves in the classroom: food, clothes, a quiet place to study or practice, school supplies, hygiene supplies (keep with the school nurse), books
  - b. The Golden Rule
  - c. Professionalism - handshake, how to tie a tie, eye contact, writing name in cursive, etc.
  - d. Relationship building

5. Classroom/Program Culture
  - a. This should be high priority in the teachers Vision and Goals.
  - b. Safe haven
  - c. Mutual Respect toward each other.
  - d. Business Casual
  - e. Learner and educational institute
  - f. Progress will gain you attention, not discipline issues.
  
6. Motivating students
  - a. Bring positive and relative competition to the classroom.
  - b. Students at this age love to compete. Give the students something to work for.
  - c. Give extrinsic reward and serious praise!! The main goal is to motivate the kids to want to practice and to foster their intrinsic motivation. Tell the students how great they are doing and that they are special and smart!
  - d. "Competition . . . Not to defeat an opponent or to win a prize, but to pace one another on the road to excellence." - Sir Walter Davies

## **IMPLEMENTING USEFUL AND MOTIVATING TEACHING STRATEGIES FOR SUCCESS**

1. Structure + Pedagogy + Motivation
  
2. Clearly state your expectations and standards.
  
3. Learn each student's learning style and behavior
  - a. Differentiate your lessons to reach all the students.
  - b. Some students will shut down or act out when they don't understand.
  
4. Create a positive, caring and teachable environment
  - a. You can't teach class if you can't control the class.
  - b. Positive Constructive Criticism - Give and Take
  - c. Problem Solving, critical listening and questioning skills
  
5. KNOW YOUR PEDAGOGY AND LEARN MORE
  - a. Student performance will be the ultimate driving force for your vision and goals.

6. What to teach in the beginner years
  - a. Building the Culture and Expectations
  - b. Do not rush the process.
  - c. Embouchure, Hand Position, Playing Posture, Breathing, Air Control, Pulse with Foot Tap, Connected Articulation, Basic Theory (clef, reading the staff, ledger lines/spaces, time/key signature, enharmonic tones), Rhythm, Scales and Chromatic
  - d. Teach the students how to problem solve and give/take constructive criticism.
  - e. Individual, small ensemble and larger ensemble.
  - f. Students are learning how to rehearse.
  - g. Give the students a chance to show off their talents.
  
7. What to teach in the advanced large ensembles
  - a. Refine the Culture and Expectation.
  - b. Extension of what was taught in beginner class.
  - c. Reinforced: Embouchure, Hand Position, Playing Posture, Breathing, Air Control, Pulse with Foot Tap, Connected Articulation, Basic Theory (clef, reading the staff, ledger lines/spaces, time/key signature, enharmonic tones), Rhythm (Simple Time), Scales and Chromatic
  - d. Added Skills: Compound Time/Asymmetric Meters, Extended Range On Scales, Extended Ear Training, Singing, Unison and Harmony Fundamentals, Style Marking, Extended Dynamics
  - e. Split ensembles 80% of the year, if staffing allows.
  - f. Prepare students to fit in the the high school instrumental program
  
8. High School and Beyond
  - a. Help raise the expectation of excellence in the high school program: Honor Band/Orchestra, National Recognition, State Marching, etc
  - b. Individual student excellence: Region Band/Orchestra, Area, All State.
  - c. Career Musicians (Professional and Amateur), Future Music Educators, etc
  - d. Successful adults: Career, Family, Humanitarian, etc
  
9. Let's Start over Again

## **CLOSING**

1. Music Educators Role
  - a. Holds schools and communities together.
  - b. Dropout and mobility rates drop when students/parents feel a sense of community.
2. Remove negativity
3. Closing the Gap
4. TMEA and TBA's continuous support and drive to reach EVERY teacher and student.

## **BOOKS AND RESOURCES**

1. Urban Music Education by Kate Fitzpatrick-Harnish
2. Teaching with Poverty in Mind by Eric Jenson
3. On Teaching Band: Notes from Eddie Green by Mary Ellen Cavitt
4. How Children Succeed by Paul Tough
5. Drive: The Hidden Truth About What Motivates Us by Daniel Pink
6. Texas Education Agency - [tea.texas.gov](http://tea.texas.gov)
7. TMEA - [www.tmea.org](http://www.tmea.org)
8. TBA - [www.texasbandmasters.org](http://www.texasbandmasters.org)