



Central Coast Sonata

Recapitulation
Edition



KEEPING YOU IN TUNE WITH THE ACTIVITIES AND EVENTS OF THE CENTRAL COAST SECTION OF CMEA

Vol. XXVI Opus. 3

California Music Educators Association • Central Coast Section

Spring, 2016

From the Podium of Willow Manspeaker
CCS President

NAfME Automatic Renewal

Submitted by Jon Christian, Membership Chair

Seventeen years ago, Mark Bidelman (retired educator, long-time CCS Board Member, Past CCS President, Aubrey Penman Retired Educator Award Recipient, the list goes on with this man) asked me to join the CCS Board of Directors. As a first-year teacher, you can imagine my naiveté -- of course I said yes, I didn't know any better. The board was, and continues to be, comprised of a dedicated group of in-service and retired music teachers, who volunteer their time for the betterment of the students and educators of our great area. I was instantly hooked.

As I write this, my last article as President, I find myself engaging in deep reflection: reflection upon my personal growth as an educator and leader; reflection upon the CCS Board and our efforts; and reflection upon the changing landscape of music education. A staggering percentage of music teachers left the profession in the 2014-2015 school year. Some were novice teachers, in their first five years in the field, and cited high cost of living vs. low wages as the primary rationale for their exodus. Yet, a nearly equal amount of mid-career teachers left as well. For them, career burnout was the most commonly cited reason.

Career burnout and withdrawal creeps up in varied ways. We get tired of fighting for our programs each year. We feel underappreciated and under-compensated by our administrators. We lose our patience with our students. It's all very understandable, and, sometimes, the grass just looks greener in a different career. But, with so many teachers leaving music education, we are facing a critical crisis – a teacher shortage. So, how do we mid-career teachers avoid burnout, and how can we support novice teachers through their entry years?

There is much support for the idea that simply talking about our teaching practices, reflecting with a colleague, can significantly improve our mental outlook. This collaborative reflection can often lead to potential changes, or renewal of our practices, which enables us to stave off stagnation and burnout. I, personally, find my time with my fellow board members to be so helpful in this regard, and I have come to believe that this has been a contributing factor to my lack of burnout. We have wonderful, enlightening conversations about our varied and unique experiences, all of which are valuable and educational. As a group, we reflect on our efforts as a board, but we also share our individual

(See Podium page 5)

I have been the CCS chair for membership since my retirement in 2000. When you join or renew your membership in NAfME, it is for one calendar year. It is easy to misplace your membership card and to forget to renew your membership.

NAfME has now the option for you to choose to have your membership renew automatically. When you login: http://www.nafme.org/login/?continue_to=renew On the last screen where you enter your credit card information, check auto renew to take advantage of this option.

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Teacher's Prose for Teaching Pros

A FORUM FOR SHARING IDEAS AND TECHNIQUES USEFUL TO MUSIC EDUCATION PROFESSIONALS

Practice Tips for the Aspiring Musician

- A photocopy ready reference sheet for students and teachers!

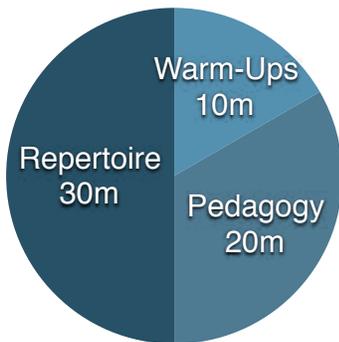
By: Jeff Osarczuk

"Practice makes perfect," right? If only it were that easy! Simply playing through music with our instrument or voice might actually be causing more harm than good. Here are a few tips to make sure that we are making the most of every practice session!

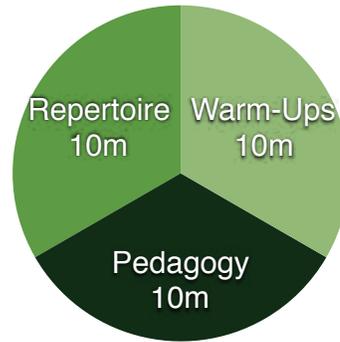
Have a Plan

Having a plan is super important to having a successful practice session. Some days we have an hour or more to practice and other days we have maybe 20 or 30 minutes! Knowing how to spend your time can be a huge advantage. Use the guides below to help plan your next practice session.

60 Minutes



30 Minutes



Warm-Up

- Breathing
- Long Tones
- Lip-Slurs
- Mouthpiece Only



Pedagogy

- Scales
- Arpeggios
- Intervals
- Music Theory



Repertoire

- Etudes
- Duets
- Solos
- Ensemble Music



Always Practice Slowly

Have you ever heard the phrase “practice makes perfect?” If only it were that easy. Simply collecting a lot of practice minutes won’t help improve our music abilities and might actually be wasting time. Believe it or not, practicing slowly will give us the best results in the least amount of time! Practicing music fast and incorrectly makes it extra hard in the long run because now we have to unlearn the incorrect way we’ve gotten used to and relearn the right way. A better way to practice is to start slow enough that so that we can play all the notes and rhythms correctly each time. Gradually we want to increase the speed. By doing this, we are teaching our minds and bodies the correct way from the very beginning! We will learn music faster and more thoroughly. Even better, we won’t have to unlearn any bad habits!

Use a metronome!

Sometimes practicing music is a lot like lifting weights or using a treadmill. One day you might lift 10 pounds or maybe walk for 1 mile. The next time you exercise you might aim for 11 pounds or 1.5 miles. Using a metronome is the same way. How can you keep track of your music progress if you have nothing to measure it with? Start out practicing at a tempo that is slow enough for you to play all the notes and rhythms correctly. From there, increase the tempo on the metronome a couple of counts at a time until you have the music at the correct tempo.

Don’t have a metronome? You can always download one on your smartphone, iPod, or even use a free one on the internet. Just search “metronome” in your web browser and choose from the many free online metronomes.

Practice the Hard Stuff...

A lot of times when we practice, we focus on the easy stuff and the things we are already good at. This can be a lot of fun but the truth is that it isn’t going to make us better musicians. In order to grow we need to challenge ourselves. What we really need to do is spend most of the time on the hard stuff and the things we are not good at. After that we can spend a little bit of time playing those fun and easy things, but only after we’ve spent time on the challenging music. It is kind of like eating your vegetables before you can have ice-cream!

Another thing we sometimes do (especially younger players) is play a song over and over again from beginning to end. A better way to spend our time is to find those notes, rhythms, or even measures, that are the hardest and practice them by themselves. Practice them by themselves and then practice leading in and out of the tricky spots. Remember to go slowly and use a metronome!

Don’t Forget a Pencil...

... and don’t forget to use it! Practicing and not using a pencil might just be the biggest waste of our practice time. Having a great practice session is awesome and can feel great. What happens though the next time we go to practice and we can’t remember what exactly it was we worked on the last time? What music did we practice, what measures, what scales, how fast or slow, what was the best fingering for that note?, *etc.* Using a pencil would answer all these questions and more, saving us a tremendous amount of time. Using a pencil is more than just keeping a journal. Some other ideas are to write in recent metronome markings and dates on challenging sections, definitions of foreign vocabulary, what notes are out of tune, or maybe goals for the next practice. basically, if it is worth remembering, it is a good idea to use a pencil and write it down!

CCS Outstanding Music Educator
Brian Handley

CCS Outstanding Administrator
Kristin Pfothenauer



CMEA-CCS
Board of Directors
Invites you to the
Spring Dinner
and
General Meeting

June 4, 2016, 6pm

AGENDA

5:00pm-6:00pm
6:00pm-8:00pm

CCS Board Meeting
Dinner and General
Meeting

RSVP by May 29, 2016, to Christy Latham
Email: clatham@scs.net



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Monterey, CA 93940
831-649-2698

(Podium from Page 1)

insights with one another, and I find this to be priceless.

If you have ever experienced feelings of career stagnation, or burnout, I urge you to consider joining us on the CCS Board. Volunteerism is multifaceted, but to volunteer within your own profession is infinitely rewarding. I am honored to have served two terms as the President of this great section, and I am truly looking forward to the next wave of music educators who are taking the reins and leading the way. We are in good hands with Christy Latham. You will be blown away by her dedication, thoughtful professionalism, fierce advocacy, and gentle leadership style. I look forward to my next seventeen years of service to this fine establishment, and here's to avoiding career burnout with my good friends at CCS!

CASMEC 2016

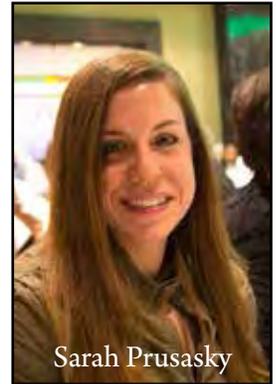


Brian Handley

Mark Bidelman



Mark and Willow



Sarah Prusasky



Cathy Findley



Chris West



CMEA Awards Banquet CCS Group Photo

Left to Right: Cathy Findley, Barbara Priest, Jon Nordgren, Chris West, Christy Latham, Willow Manspeaker Mark Bidelman, Sarah Prusasky, Vince Gomez, Michael Stone, Brian Handley, Diane Gehling

Why do we volunteer for the board?

Submitted by Christina Latham, CCS President Elect

Over the last several months one of my many jobs has been to recruit board members for the CCS Board. Through this process it has made me think a lot about why we do this. Our regular jobs, our home lives, families, and more create huge “to do” lists and balancing all of these is a monumental task. Who would want to add more responsibility added to our already too full plates?

I decided to ask several board members from our local section in addition to colleagues I have admired and respected throughout my experiences.

In my grand plan I would synthesize the answers and summarize the main points. And then teaching got in the way, and maybe some family. So here in their own words are mentors and leaders in our profession, people I admire and respect in so many ways. Read their answers and I hope it can motivate you to become more involved in our local section to help foster a rich music environment for our students and fellow teachers.

I asked them these questions: Why have you been willing to be a part of serving a music education board for all of these years and what do you get out of it?

Mark Bidelman • Well if you ignore the fact that I believe the world would be a better place in every way if every child had a music education, I would say the most important thing for me personally is the support and collegiality I have gained from my colleagues by being involved with the CCS Board. For the past 38 years the Board has provided me with knowledgeable people to share ideas and seek advice. They have shown me the way to improve on what I do and how I do it. In my career, the CCS Board has been my family. I can't imagine my career without the input from CMEA and the CCS Board. They have made me what I am and I just don't understand those that don't or can't be involved or want that support.

The 2nd reason I have been involved for so many years is the positives this group and our events have brought to my students. I absolutely believe that CCS events are a primary contributor to the success of the Soquel High School music program. In my philosophy of education there is no way one person can provide for the needs of even one student. Students need to be exposed to as many great teachers as possible and thru participation in honor groups and festivals they thrive! I believe that everything they learn by participating in these opportunities they bring back to the daily activities of my ensembles at Soquel, allowing learning to continue. I also believe that I thrive and grow by watching other great teachers work with my students.

Cathy Findley • In general, I volunteer because I grew up in a family involved in community service. The non-profits I am drawn to are those leading to education, the arts and health because these are the institutions that improve lives and I don't need to 'preach to the choir' regarding the benefits of music. I have two very personal reasons for involvement in Music Education groups. The first is that as a new teacher, I knew Vivian Hofstetter (who was a former CMEA president and friend of my mother). She called me up and said that she needed help with a local workshop and then one task after another. Secondly, I am the recipient of wonderful school music experiences and opportunities for which I am grateful. If I want today's students to be as fortunate as I, someone has to do the work. Someone volunteered so that I could do music and I must volunteer so that students today can have the same good fortune. I took breaks from CMEA to work with AOSA, continue education, or some other pursuit—my only regret is that I didn't purchase a life-membership thirty years ago when it was \$500.

What do I get out of it? As music teachers we are all 'lone wolves' and our professional organization gives us the opportunity to share ideas and resources with 'our own kind.' When we participate in conferences and concerts, we share common experiences which gives us common knowledge, enables conversation, and builds friendship. I also enjoy meeting the students from other schools, watching them grow over the years and the friendships and interaction with other schools. There is also the knowledge that we are 'touching the future' of music—and it beats washing dishes!

Kem Martinez • I felt I needed to step up to pay it forward to the newer generation of music educators. I was lucky to have several friends and mentors who set a wonderful example of service to the profession, including my wonderful band director father. I was shy around more experienced board members. Once I gathered the “courage” to accept the invitation to join the board, I learned a whole new side of all the board activities and responsibilities, including not taking festivals and honor groups for granted. I gleaned so much knowledge of the inner workings of such things by serving as band manager for our junior high honor band. Much later on, I was able to mentor many younger educators in the same manner that I was mentored. Yes it was lots of extra effort and attending meetings when tired beyond all reason after school was a real challenge, along with donating a good amount of time on several weekends per year.

I loved it. I loved being able to assist others, both inexperienced and those more experienced. Its a wonderful way to meet and get to know so many wonderful colleagues, some with whom I have become life long friends. I am a much richer lady having had the many opportunities afforded me by serving. I have absolutely zero regrets.

Jon Christian • My volunteering in the beginning was to be involved in the organization which was providing activities for which I wanted my students to participate. Over the years my involvement has increased because I found projects I thought needed doing and that were of interest to me.

When I bought my first Mac in 1993 I also bought the page layout program PageMaker, which became InDesign and is now part of the Adobe Create Suite. I became the editor of the CCS Newsletter with Vol. V. I took the basic layout that Eugene Smith had created and have followed his basic format ever since. We are on Vol. XXVI this year. I started creating Honor's Concert Programs in 1999 and have copies of every year since then. Following my retirement in 2000, which coincided with the end of my term as CCS President, I chose to take on the membership job which had been handled by Robbie Stange. Using the FilemakerPro data base, which John Larrieu used at the CMEA office, I have continued to monitor our membership since that time.

One of the driving forces for my efforts is the belief I have that documents which we as educators produce should be neat and clean and provide a good example for all who may read them. I have seen quite a few examples of documents that appear sloppy and unprofessional. I find these unacceptable.

I have found great pleasure in serving the organization which provided support to me as an educator. CMEA-CCS has given me the opportunity to use my hobby skills (photography, page layout and organizational ability). In a way, it has provided me justification for all of the money I have invested in the tools of my post-retirement hobbies. The many friendships with the currently active music educators are also an important connection in keeping me happy and engaged in life.

Norm Dea • Personally, I am willing to serve on various boards because it's important to give back to the profession. Music education is a profession based on the core values of collaboration and sharing, and I want to collaborate and share what I know with my colleagues, and vice versa. When we share of ourselves through service, we make the whole stronger. It's easy to say that you are too busy with work, friends, family, etc. You don't have to be president of anything, but you can still serve in other ways as well. You can help at a festival site, help with honor band/orchestra/choir auditions, or help with honor groups rehearsal supervision. There is a lot you can do.

What I get out of it is that I get to meet a lot of great people, learn from the best, thereby improving myself as a teacher and as a human being. I have learned more about music pedagogy from my colleagues that I have thought possible if I went at it alone. That in itself makes service to music education worth it. It makes me happy to know that I have made a difference. And I have made many lifelong friends as well.

Michael Stone • I have been involved in professional associations related to music education since my second year of teaching. My reason for getting involved in service was somewhat selfish. I realized quite quickly upon entering the profession that getting involved with professional associations would provide me with experienced teachers as resources, professional learning, and above all, camaraderie with like-minded educators passionate about teaching. Classrooms can be isolating, especially if you are the only music educator on your campus, or one of a few. During that first year of service as the newsletter editor for the Kern County Music Educators Association (KCMEA), I created a directory of music teachers. Since this was pre e-mail, I got to talk with many music educators in person and on the phone to get their directory information. This experience resulted in me feeling connected to colleagues in my community. Through each year of my service to KCMEA, then later CMEA Central Section, California Band Directors Association (CBDA), and finally during my years as CMEA President, I have grown as an educator and person.

I operate with a philosophy that we must keep three items in priority order to be outstanding music educators: kids, music, and self. Too often I see music educators putting music or themselves above those we serve: the students. I like to let young music teachers understand that it's ok to want to get personal satisfaction, pride, and experience from their work in the music education profession. But, never should we put ourselves and our wants and needs ahead of the students. Surprising to some, my first goal in becoming a teacher was not to create great musicians, but to develop outstanding young citizens and people. Music is the conduit. I believe that it's important for music educators to realize that if you get a joy out of teaching young people, you will do all that is necessary to provide students with an exemplary educational experience in music. You will work hard to follow that passion. I get the satisfaction of serving students in my role as a music educator.

*Music washes away from the soul the
Dust of everyday life. Berthold Auerbach*



•• CCS 2016-2018 Ballot ••



CMEA-CCS Open Positions & Candidates

President Elect, Secretary, Treasurer, and three board positions are elected in the even numbered years for a two year term. In the odd numbered years, the other three of the six board positions are elected.

For this 2016 CCS Election, please Vote for President Elect, Secretary, Treasurer, and three board members to serve for the next two school years, 2016-2018.

President Elect:

- Jeff Osarzcuk, San Benancio Midde School
- Diane Gehling, Gavilan View Middle School
- Write in _____

Secretary:

- Cathy Findley, Retired
- Write in _____

Treasurer:

- Mark Bidelman, Cabrillo College
- Write in _____

Board Member Candidates: (Vote for Three)

- Josh Mack, Everett Alvarez High School
- Lara Levy, Monterey High School
- Jim Zuniga, San Benito High School
- Ruben Morales, Ranch San Justo Middle School
- Write in _____

This Ballot must be received by May 29, 2016, to be valid.

Please send to:

Christina Latham
Santa Cruz High School
3152 Forest Lake Road
Santa Cruz, CA 93953

Or email your vote to: clatham@sccs.net

Remember to include your NAFME membership number and expiration date.

NAfME # _____ Exp. date _____