

# SOUND-OFF

News from Education Through Music

## ETM Academy: Building a Community of Music Teachers



Each summer, our **ETM Academy** provides two weeks of professional development (PD) for all of our new and returning music teachers. New York City's Department of Education offers limited PD for music educators, so for many of our teachers, **ETM Academy is the most important training they receive all year.**

Drawing from last year's feedback and with guidance from an advisory group of veteran ETM music teachers, ETM's program team organized the most recent training a little bit differently. This year's Academy had **two important themes: building teacher community, and inclusion in the classroom.**

The Academy offered three workshops reflecting these two themes. The first, led by Queens College professor Esther Harris, explored **racism in music history**, a topic that is especially resonant since most ETM teachers work in marginalized communities where some classical repertoire may not feel relevant or welcoming.

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ETM Music Teachers spend two weeks training together every August.

Quality music education for all children

## Education Through Music Leadership

ETM is thrilled to welcome **Barbara Murray**, the former Director of Music for the NYC Department of Education, and **Stephen Rigo**, a portfolio manager with ClearBridge Appreciation, to our Board of Directors.

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Another workshop was led by Dr. Cathy Benedict, Associate Professor of Music Education at New York University. Dr. Benedict discussed **cultural responsiveness** and the ways that culture influences how people learn, which prompted the teachers to reflect on how to connect with students who come from a variety of cultures, and how to be thoughtful of the very music they use to teach their music lessons.

The third workshop, led by music educator, author, and clinician Alice Hammel, focused on working with students with special needs, from developmental challenges to physical handicaps. "My main takeaway from this workshop," shared first-year ETM teacher Becks Butler, "is: don't discount your students if they're having trouble. **Don't look at what they can't do; look at what they can do, and celebrate that.**"



Music teachers practice teamwork and communication.

Music teachers were offered additional electives throughout ETM Academy. While new teachers were encouraged to focus on classroom management, returning teachers had more choices, empowering them to decide how their time was best spent and what training would be most valuable.

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Perhaps as important as the workshops and lessons, ETM Academy included a lot of time for teacher team building and socializing in an effort to encourage community-building. Because the teachers face so many of the same challenges in the classroom, making sure they see one another as resources is critical. “ETM Academy really does build a community of music teachers,” said returning ETM teacher Rose Poggio. **“I definitely feel the impact. Just the support—that alone is priceless!”**

ETM Academy is just a part of our overarching training. We offer professional development and mentoring all year round. If you would like to learn more about how to support our teachers, please visit us online at **ETMonline.org**.



Dr. Esther Lui Harris teaches an introduction to developing music literacy through “decoding.”



Dr. Cathy Benedict discusses building culturally responsive classrooms.



Music Teacher Joe Ottenthal leads a group of music teachers in a body percussion exercise.

Without the support of our community, we wouldn't have been able to offer our teachers the support they need to be incredible educators in our 70 partner schools, and reach 36,000 students in NYC.

Special thanks to The Music Man Foundation, The Emily Davie & Joseph S. Kornfeld Foundation, The Leir Foundation, and Wells Fargo for making ETM Academy possible this year.

# When the Teacher Becomes the Student

Meghan Cornett-Mayes is a second-year ETM teacher at P.S. 154, a partner school in Fresh Meadows, Queens. Meghan teaches band and general music.

Like all elementary school teachers, Meghan spends a significant amount of her energy on classroom management, making sure that her students are **engaged, safe, and respecting their classmates**. During her time at P.S. 154, she's found that band class can settle even the rowdiest of students.

However, last year, Meghan had one student who we'll call Jacob, a fifth-grade trumpet player who never quite connected to the class and was often distracted and inattentive. **Meghan tried everything she could to engage him in class and make him feel like a valued and critical part of the band**, but Jacob remained easily distracted and detached.



Children from P.S. 91 in the Bronx enjoy their afternoon music class.

"Maybe band just isn't his thing," she thought, and so she switched her tactics: she focused on making sure that Jacob was safe and secure and not distracting his classmates, but otherwise accepted that band might not be his favorite class.

In the school band, each instrument section has group "pull-out" lessons, during which Meghan works with students on instrument-specific skills and rehearses difficult musical passages.

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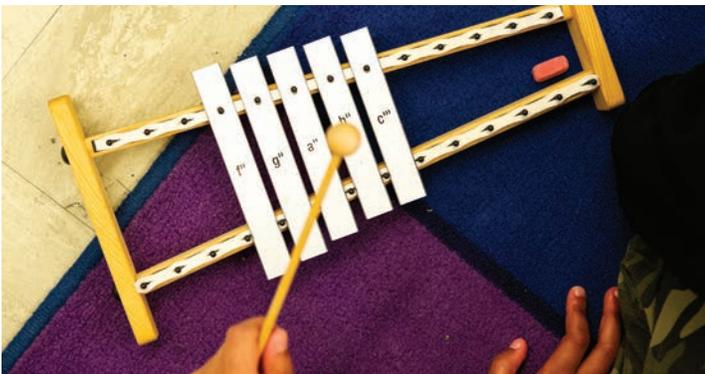
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During one of the trumpets' pull-out lessons, Meghan was shocked at Jacob's mastery of the music! "He was so good!" she exclaimed. **"It was clear he'd been working really hard,"** and absorbing everything that Meghan had been saying in class, despite seeming inattentive. She confirmed with Jacob's parents that, yes, Jacob loved band and was dedicated to practicing at home.

Meghan was surprised and gratified to see this new side of Jacob, and it showed her that **she had to start thinking about Jacob—and students like him—a little bit differently.**



Children from P.S. 392 in the Bronx learning the notes on the staff.



P.S. 392 student playing notes on the glockenspiel.



A child from P.S. 392 writing rhythm patterns.

As Meghan has gotten to know her students this fall, she's kept Jacob in mind. **Students who appear to have barriers may be as passionate about music as her most outgoing and talkative students.** This year, "I'm assigning different roles for those challenging students, ways for them to engage in a manner that is comfortable for them." **While she's proud of what she was able to teach Jacob, Jacob in turn has taught her a lot about how to be a more thoughtful teacher, and how to tap into a child's strengths rather than being discouraged by their challenges.**

To learn more about our teachers and the tremendous work they do in 70 NYC schools, please visit [ETMonline.org/about](http://ETMonline.org/about).



# Donor Spotlight: Sanéa and Alina Honor Their Father by Supporting ETM

ETM is proud to have a passionate community of supporters who help bring music to more children across New York City. Our donors find ETM for many reasons, but many share a deep connection to **music in their own lives**. This is the case for **Sanéa and Alina Pinkney**, two sisters who are fundraising for ETM this fall in honor and memory of their father, Robert V. Pinkney, Jr.

Robert, born and raised in Brooklyn, had a life-long passion for music and made it a centerpiece of his life. As his family said, “There was rarely a song he didn’t know.”

He **instilled this love of music in his children**, who have fond memories of going to concerts with their dad and discovering a whole world of music through his eyes. He helped them, in turn, pass that appreciation down to their own kids.

Robert cared as much for children as he did for music. He was a devoted father of four girls and a grandfather to seven grandchildren. And as a city bus driver for nearly three decades, he was known for his kindness and rapport with local kids. He looked out for them as they rode to and from school, often giving them a little money or a snack, and **always making sure they had a safe trip**.

With their father’s zeal for music and concern for children in mind, Sanéa and Alina are excited to partner with ETM, seeing his values reflected in our mission to bring music into the lives of children throughout high-need communities, providing access to the arts that might not have been otherwise possible. **“I am so excited about this collaboration for children, music, and supporting the thing my dad valued and enjoyed most in life,”** says Sanéa.

ETM is thankful to have the support of this wonderful family, and so many others like them. **Because of donors like Sanéa and Alina, even more students will have access to music education, no matter their zip code or backgrounds.**



Robert V. Pinkney, Jr.

“ I am so excited about this collaboration for children, music, and supporting the thing my dad valued and enjoyed most in life.”

—Sanéa Pinkney

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## 36,000 Students 70 Partner Schools

We're so thrilled to be partnering with 70 schools this year, which means that we are providing access to music education for 36,000 students in New York City.

Check out our new schools and explore our interactive map online at [etmonline.org/schools](http://etmonline.org/schools).



## Who We Serve

This year, ETM is providing 36,000 children with access to music education. And we're partnering with schools whose students demonstrate considerable need.

- 94%** of partner school students are **students of color**.
- 31%** of partner school students are **English Language Learners**.
- 24%** of partner school students **have special needs**.
- 11%** of partner school students are **experiencing homelessness**.
- 100%** of partner school students have **access to music education**.

