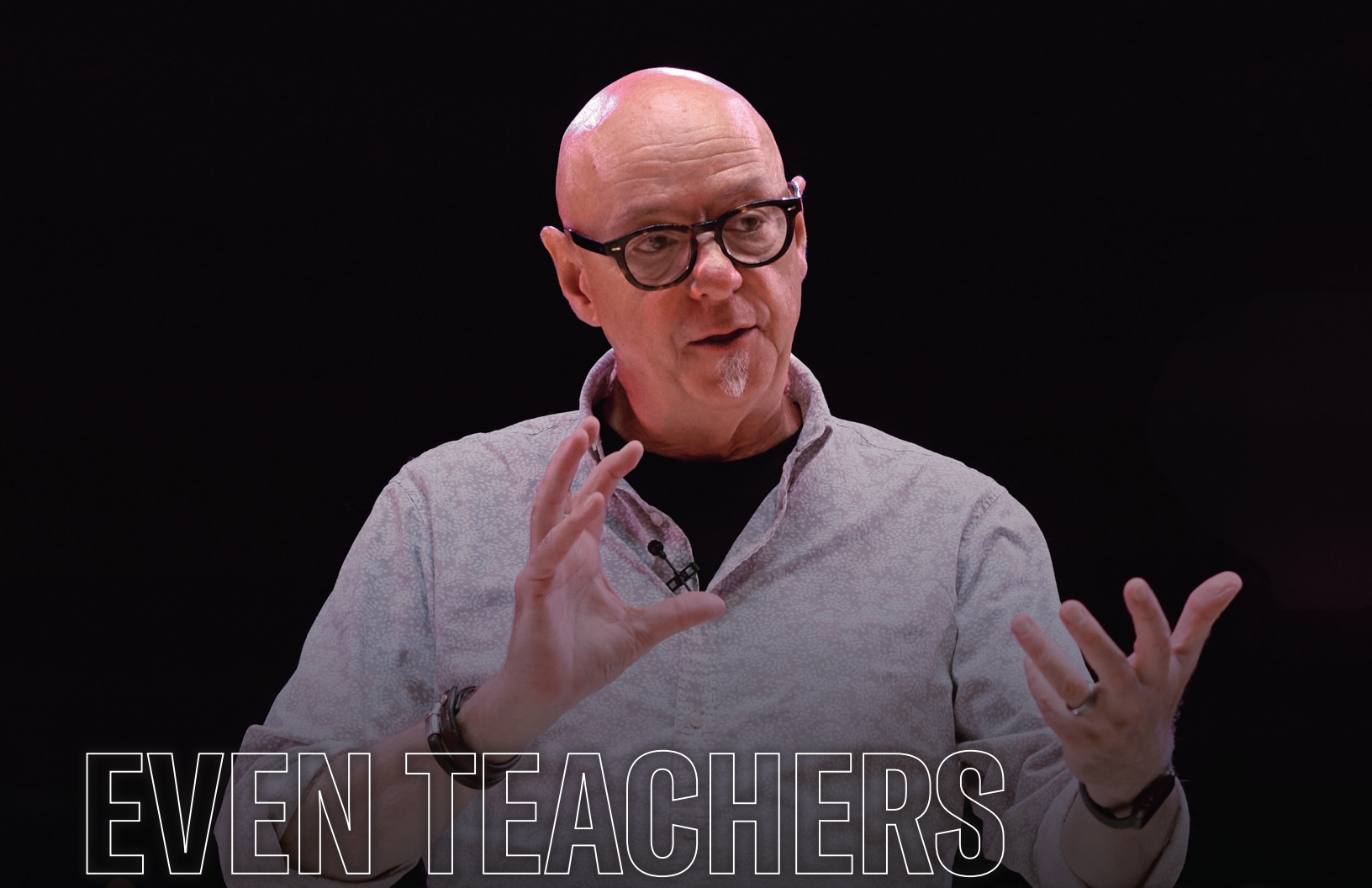




# MASTER EDUCATOR COLLECTIVE

Providing Inspiration, Professional Development  
and Artistic Collaboration





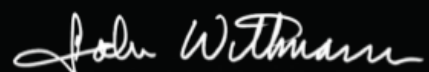
# EVEN TEACHERS NEED TEACHERS

Welcome! We, at Yamaha Corporation of America, enjoy countless professional and personal relationships with music teachers nationwide. We wholeheartedly support their efforts to bring the joy of music-making to every child and remain committed to serving educators in this journey. In addition to the impactful efforts of our Yamaha Performing Artists, we continue to find ways to magnify this impact with even more educators and students through the [Yamaha Master Educator Collective](#). In serving our Mission to provide transformative professional development opportunities and artistic music collaborations, the Collective includes Band and Orchestra Studies, Keyboard Pedagogy, and Music Business and Entrepreneurship.

Our Master Educators offer guidance on a variety of topics, including inspiring student leadership; fostering an entrepreneurial mindset; understanding and clarifying the role of the conductor; crafting student-focused curricula; and nurturing skills in improvisation and composition; to name a few.

Yamaha is steadfast in its Vision to help inspire music educators to elevate their individual skills. The Yamaha Master Educator Collective drives this commitment into action. Explore the comprehensive insights, philosophies, and topics that reflect their combined expertise. You are invited to contact [Jalissa Gascho](#) to start a conversation on how we and the Yamaha Master Educators might best serve you and your program.

Musically Yours,



John Wittmann  
Associate Vice President, Artist Relations  
Yamaha Corporation of America

# DANIEL BERARD

## BAND AND ORCHESTRA

# DANIEL BERARD

Clinician and Education Consultant  
Retired K-12 Music Educator



## ENVISION AND IMPLEMENT

In his inspirational and practical presentations, Mr. Daniel Berard shares his experience of starting with nothing but a blank piece of paper and a vision. He helped build support systems comprised of community members and parents to create a thriving program. He shares what he has done at various stages of development to place his program on a trajectory of sustained success.

Mr. Berard's passion for developing musical literacy and high levels of performance excellence is infectious. He offers valuable advice on how to create and sustain a nurturing environment for student success, creativity, leadership and independence, as well as advancing one's pedagogical foundation, rehearsal environment and effective conducting techniques.

Not only does he hear and understand what teachers experience, Mr. Berard also knows what they need to do to clear obstacles and build support systems. He is an expert at diagnosing and prescribing the best steps for teachers seeking to advance their pedagogy, positively impact their students and sustain successful programs.

Mr. Berard assisted with opening Fossil Ridge High School and Kinard Middle School in Colorado, and created thriving music programs at both. Having taught at all levels from beginners through professionals, Mr. Berard provides practical advice for building and sustaining high performing programs grounded in positive culture and relationships, effective pedagogy and assessment strategies, building collaborative partnerships, and finding joy and longevity in a career in music education.

Often asked to speak about integrating technology into pedagogy, assessment and rehearsals, Mr. Berard focuses his sessions on everything from establishing a music technology lab to production classes that include live audio reinforcement, digital creation, recording and film scoring.

### Some of Mr. Berard's session titles include:

- From Nothing to Nationals — A Blueprint for Building and Sustaining a Thriving Band Program
- The Business of the Band — the Band Director as CEO
- The Unintended Consequences of “Don’t” — Rehearsal Strategies that Foster Student Engagement and Build Musical Independence
- Creative Show Design Solutions for Marching Bands Large and Small
- Engaging the “Screen-Ager” and Leveraging Social Media Within Your Ensemble
- Streamlining Your Assessment Systems Through Integrating Technology — Helping You “Inspect What You Expect”
- Developing Independent Musicians through Collaborative Rehearsals
- Fueling Your Fire, Sustaining Your Passion: A Discussion on Career Longevity, Finding Joy and Balance, and Avoiding Burnout
- Collaborative Rehearsal Strategies
- Empowering a Student-Centered Ensemble Experience



# FREDERIC CHIU

## KEYBOARD PEDAGOGY

# FREDERIC CHIU

Assistant Professor of Piano  
Carnegie Mellon University



## ADJUSTING THE RECIPE

Mr. Frederic Chiu believes that piano playing embodies the best of humanity and sees the world of keyboard pedagogy through a lens of “Body/Mind/Heart.” He embraces what at first glance may appear to be nontraditional techniques, including cooking and meditation, but these practices perfectly integrate into the overall wellness of the student.

Mr. Chiu explains to educators that he looks for “piano-playing solutions outside of music, and for life solutions in piano playing.” For his cooking class series, he designed the menu to support various techniques that students learn through experience and then apply to their playing. The result is an interactive, fun experience that highlights a holistic approach to piano playing.

“My priorities with students involve giving them a constant reminder that the solution they are looking for very often does not lie in the playing, but more often in the thinking or the feeling that they need to generate,” says Mr. Chiu. “If I can teach my students to have a perspective of observing themselves, then I think they can solve their own problems more and more.”

Mr. Chiu is an expert at learning to adjust the recipe when needed, remembering back to a period when he didn’t have access to a piano and had to find inventive ways to learn without an instrument. During that time, he discovered that looking at a situation from a different perspective leads to more creativity, passion and curiosity. He is now able to apply this knowledge to the classroom, offering educators and students a truly unique approach to studying music.

Inspired by projects that bring a new perspective to something known, Mr. Chiu sees himself as a bridge from the known to the unknown and seeks to bring students and educators into this amazing world of possibility.

### A few of Mr. Chiu’s session titles are:

- Learning Without the Instrument
- Emotional Practicing
- Stage Fright: A Practitioner’s Perspective
- One for All: The Essence of Playing the Piano
- New Pedal Techniques: Rethinking Basic Pedal Usage
- Meditation for Pianists: The Other Half of Mental Practicing
- Disklavier: Uses in the Teaching Studio and on the Traditional Concert Stage

# MIRIAN CONTI

Faculty of the Evening Division  
The Juilliard School



## GRATITUDE AND PREPAREDNESS

Ms. Mirian Conti's passion for helping young pianists across the world inspired her involvement in education, and she integrates new technology including the Disklavier in her teaching. Ms. Conti approaches keyboard pedagogy by teaching how to play the piano while always discussing the work itself and its historical context. Her extensive career as a solo piano artist has helped craft a practical, hands-on approach for students.

Referencing her own performance experience, Ms. Conti tells students that to succeed as a solo pianist they must be ready to perform at any moment. Her main priority is helping students achieve technical proficiency and better interpretative skills while observing a strict approach to the composers' instructions.

When speaking to educators, Ms. Conti describes the piano as a centuries-old friend who's been there through the happy and nostalgic moments, always filling us with emotion. Understanding the importance of keyboard pedagogy for the future of music education, she says, "Scientifically speaking, learning the piano — and music in general — helps to develop the parts of the child's brain that pertain to the functions of coordination, speed and sensitivity, thus speeding up the learning process."

Ms. Conti's understanding of community and the need for a support system is ingrained into her work with educators and students alike. "Always be grateful to those who helped you start your life and career," she says. "We cannot do this alone. We need each other. The solo pianist needs family, friends, sponsors, teachers, an audience. We become successful because of all the help and support we have received. We must be always grateful for that."

Ms. Conti speaks from personal experience to prepare students for the journey ahead, thankful for her "thoughtful and supportive" husband who understood the sacrifices and struggles that can accompany a successful performance career.

Ms. Conti's wide range of repertoire, performed and recorded, is perfectly tailored to students of all levels. Some of the sessions are:

- *Chopin Complete Mazurkas*, a two-day session of the Chopin Mazurkas, a must in every classical pianist's repertoire
- *The Americas*, a selection of North and South American piano literature from the 18th to 21st centuries
- Various piano literature courses that can be produced on demand or custom made for different levels of students: baroque, classical, romantic, and contemporary piano repertoire.
- Unusual Spanish and Latin American Classical piano music



# DR. TRAVIS J. CROSS

## BAND AND ORCHESTRA

### DR. TRAVIS J. CROSS

Professor of Music and Director of Bands  
University of California, Los Angeles



## INTERACTIVE CONDUCTING

Dr. Travis J. Cross is Professor of Music and Director of Bands at UCLA, where he conducts the wind ensemble as well as the symphonic band and directs the graduate wind conducting program. His diverse areas of expertise make Dr. Cross an ideal presenter for any session designed to enhance the skills of the earnest band director. For example, his session on the role of the conductor explores the profound relationship between conductor, score and ensemble, as well as common barriers to success, progress and growth. Another session provides directors with strategies to increase the level of students' individual musicianship skills by empowering them to think, listen and use movement to enhance the performance experience.

As an engaging and active conducting clinician, Dr. Cross often utilizes real-time participation, where audience members form small ensembles that he conducts. This real-time problem-solving approach assists directors in understanding how they may use these techniques in their own classrooms. Dr. Cross is an ideal director for honor ensembles, as he has a profound understanding of music-makers at any age. His dynamic personality engages students quickly, which inspires them to perform at the highest level. His ability to choose the right concert material provides a solid base for enhanced student learning.

Core to his own teaching approach are the tenets of listening, problem-solving and active engagement within the ensemble. On the podium, Dr. Cross seeks to conduct not just the music, but also the players — the people who bring the music to life. This subtle shift focuses his words and gestures on how to motivate, educate and instigate the players to make effective and musical sounds. He is passionate about assisting and mentoring educators of all levels, specifically early career band directors, building connections between university and high school programs.

#### A few of Dr. Cross' session titles are:

- The Interactive Rehearsal: Empowering Students to Think, Listen and Move
- We are What We Play: Developing a Programming Philosophy
- The Conductor's Role
- The State of Our Art
- Zero to Concert in 48 Hours: Strategies for Success with Honor Bands
- Better than Before: Questions and Ideas for Successful and Sustainable Teaching After the Pandemic

# DR DAVID CUTLER

**MUSIC BUSINESS & ENTREPRENEURSHIP**

## DR. DAVID CUTLER

Distinguished Professor of Music Entrepreneurship and Innovation  
University of South Carolina  
Author of “The Savvy Musician” and “The Savvy Music Teacher”



# INNOVATE THE FUTURE

No matter the organization — public or private — a linear path to incremental improvement can actually inhibit large-scale growth. What if that were replaced by “moonshot thinking” to foster groundbreaking exploration? This is where Dr. David Cutler often lives, creating environments that use innovative, global thinking to launch the present into the future. His dynamic and tactical approaches are as meaningful as the remarkable results generated.

An innovator to his core, Dr. Cutler lives by the mantra — “dreams first, then logistics!” Through synergistic consultancies and sought-after seminars, Dr. Cutler guides educators and industry leaders to become better problem-solvers. Known for gamifying organizational challenges, he often leads innovation GAMEs (which stands for Guidelines, Arena, Materials and Experience), facilitating a carefully orchestrated process. Whether teams design something new or re-imagine the old, they cultivate big ideas, stronger community, and increased buy-in.

Dr. Cutler is widely known for his books, “The Savvy Musician” and “The Savvy Music Teacher.” He explains that successful musicians — whether educators, performers, composers, students, industry employees, et al. — balance building a career with earning a living, making a difference, and maximizing inspiration and impact.

Whether exploring how innovative practices can transform your organization, career, or life, Dr. Cutler’s creative, non-traditional approach will leave you transformed and armed with actionable strategies.

### Some of Dr. Cutler’s session titles are:

- Creative Performance Practice: Same Notes, Same Rhythms, Personalized Statement
- BIG Ideas in Career and Financial Success: A Life in Music
- Unlocking Innovation
- How Music Education Can Change the World (and Why It Often Doesn’t)
- Shake Up Your Studio
- Reimagining Music in Higher Education
- Facilitation for Change Initiatives
- The Outward Artist: What Success Requires
- Website/Career Model Master Class
- How You Can Become the Best in the World
- The GAME of Innovation
- Doing the “Wrong” Thing: A Surprising Path to Success
- Average Student, Savvy Student



# DR RODNEY DORSEY

## BAND AND ORCHESTRA

### DR. RODNEY DORSEY

Professor of Music and Conductor of Wind Orchestra  
Director of Graduate Wind Conducting Studies  
Florida State University College of Music



## MAKE A POSITIVE AND POWERFUL IMPACT

Dr. Rodney Dorsey's expertise in music education stems from a diverse background of experiences, which include teaching at multiple distinct public high schools as well as directing college ensembles for decades. As an African American band director, Dr. Dorsey knows what it means and how it feels to be a minority — a unique and motivating perspective he brings to students and teaching moments. He is an active guest conductor, clinician and adjudicator in the United States and has welcomed engagements in Bulgaria, Hungary and Canada.

Making connections with students as individuals is one of Dr. Dorsey's strengths and passions. He understands that directors can have a powerful, positive impact on young musicians and their goals, and accepts this as part of his professional responsibility.

Serving the roles of both director and mentor, Dr. Dorsey's student-centered approach to teaching focuses on providing valuable and useful input, which can be immediately implemented. Through the process of setting goals and making connections with fellow students within the ensemble, Dr. Dorsey works with students individually to help them develop a plan to achieve their objectives.

#### Some of Dr. Dorsey's session titles are:

- Strategies for Long-Term Success
- Get Inside the Music
- We Are What We Teach: Quality Literature and the Instrumental Ensemble



# DOUGLAS DROSTE

**BAND AND ORCHESTRA**

## DOUGLAS DROSTE

Director of Orchestral Studies  
Baldwin Wallace University Conservatory of Music



# INSPIRED DETERMINATION

With his incredibly dynamic and engaging teaching style, Mr. Douglas Droste brings a level of enthusiasm to orchestral rehearsals, which stems from his inspired determination to achieve musical success for every student, at every level, in every ensemble. He is passionate about this approach and takes full responsibility for ensuring that students are motivated to perform at the highest level.

A former full-time public school music educator, Mr. Droste has firsthand experience with the challenges that are inherent to music educators. He regularly works with school-aged musicians through all-state and honor orchestras, music festivals and school visits, as well as with their directors. Because he holds himself to the highest standard, young musicians under his leadership are nurtured to a rewarding level of achievement. Directors champion Mr. Droste's ability to translate music-making skills to life-enhancing skills through his in-depth interpretations, keen sense of community and personal ability to empower and inspire.

Mr. Droste's presentations and workshops range in scope, much like his teaching experience, from the practical and technical aspects of bowing, to high-level and inspiring conducting workshops about making informed decisions on the podium.

Some of Mr. Droste's session titles are:

- Bowing Misuses and Conducting Fixes
- Conducting Decisions, Decisions, Decisions!
- Orchestral Leadership Principles
- Conduct Like You Mean It!

## SERONA ELTON

Director of the Music Industry Program and Chair of the Music Industry Department at the University of Miami Frost School of Music  
Head of Educational Partnerships at The Mechanical Licensing Collective



# BE WILLING TO ADJUST YOUR PLAN

A vivacious, captivating presenter, Ms. Serona Elton becomes utterly energized when working with young collegiates who view themselves as tomorrow's music business leaders. Ms. Elton is quickly whisked back to her own junior high school days when she had similar plans of becoming a successful recording artist. When she eventually realized that her talents might lay elsewhere, she discovered that she could have just as profound a relationship with music without being a performer. In a bit of foreshadowing, a photo in her high school yearbook showed Ms. Elton holding a collection of records and stating her plans to work at a record company one day.

Ms. Elton's pragmatic approach to teaching mirrors that of her own journey to her current professorship at the Frost School of Music. It was her intense desire to pursue a career in the music industry, however, that led her to eventually realize her dream when she landed a position at EMI Recorded Music, an internationally recognized record company.

Through her varied experiences as the Head of Educational Partnerships at The Mechanical Licensing Collective (The MLC), Vice President of Product Management at Warner Music Group, Vice President of Mechanical Licensing and Repertoire Data Services at EMI Recorded Music, as well as countless consultancies with stalwart companies like Sony Music Entertainment and Universal Music Group, Ms. Elton models her profound discovery that even though there is an enormous focus on the performer, there are countless essential roles required to support the commercialization of the music itself.

Through Ms. Elton's presentations are for educators and students alike, participants come to realize that the skills young musicians learn in the music education classroom prepare them for an array of successful career opportunities in the music industry where they can continue to enjoy a lifelong relationship with music.

### A few of Ms. Elton's session titles are:

- Overview of Music Copyright
- Understanding Digital Music Rights and Revenue
- Understanding Information Management in the Music Industry
- Exploring the Music Modernization Act
- Mechanical Licensing and Royalties



## BAND AND ORCHESTRA

# CHERYL FLOYD

Director of Bands (Retired)  
Leander ISD Flute Instructor, Music Consultant and Mentor  
Hill Country Middle School (Retired), Leander ISD, Eanes ISD



# TEACH WITH ENERGY AND PASSION

Ms. Cheryl Floyd is at home presenting on any topic having to do with instrumental music. She shines especially bright, however, in the realm of “all things middle school.” At this incredibly challenging, yet significantly crucial, time in the lives of young music students, she consistently brings a fine-tuned balance of high expectation, passion and an extra helping of heart to each of her rehearsals.

What young students always seem to take away from Ms. Floyd’s teaching is her passion for developing their musicianship and skills by scouring repertoire to find the perfect piece to accomplish this superior goal. She is highly dedicated to discovering and commissioning exceptional repertoire, which she speaks to in her session titled “Commissioning Music for Young Band.”

As an educator and presenter, Ms. Floyd shares her lifetime of music making and teaching with fellow educators by challenging them to introduce their students to excellent music and to teach with lots of energy and passion — something she does as a dynamic, in-demand guest clinician and conductor through her session “Rehearsal Strategies for the Young and the Restless.” Ms. Floyd is also a champion of unique teaching methods and learning pathways, such as the Suzuki Method. Understanding that students, especially middle school students, learn fastest when they are happy, Ms. Floyd provides a learning environment for students that is fun, high energy, musically focused and inspirational; wisdom she imparts upon other educators so they can inspire the students in their programs.

Viewed and respected as a highly effective conductor, directors across the United States repeatedly call upon Ms. Floyd to work with their students and fine-tune their ensembles.

### Some of Ms. Floyd’s session titles are:

- Picking Pieces for Picky People
- Rehearsal Strategies for the Young and the Restless
- Best Beginnings for Beginners
- Commissioning Music for Young Band
- Tuneful Teaching from the Start
- The Magic of Having a Mentor

# CHERYL FLOYD

# RICHARD FLOYD

**BAND AND ORCHESTRA**

## RICHARD FLOYD

Texas State Director of Music Emeritus  
The University of Texas at Austin



## COMMITMENT TO ARTISTRY

Mr. Richard Floyd is a recognized authority on the art and craft of teaching and making music. He is an ideal director for honor ensembles or lecturer at staff development days and MEA events. Mr. Floyd specializes in challenging student ensembles and music educators alike to reach their highest level of craft and artistry.

When directors have the opportunity to work with the incomparable Mr. Richard Floyd, it doesn't take long to discover that it is his commitment to artistry and passion for the art of making music that are what define him as a conductor. He believes making music is core to our human experience. Mr. Floyd is unique in that he continually creates artistic, musical connections for every level of music-maker, whether they are in a middle school, high school, collegiate or an adult ensemble.

Sharing his passion for making music with students and fellow educators is one of Mr. Floyd's greatest joys. Directors who have the opportunity to see him work with an ensemble observe an uplifting, artistic rehearsal. He desires to lead educators to view what they do as their calling — passion-filled, with art, beauty and inspiration — instead of merely a job.

One of the key distinctions to Mr. Floyd's conducting and teaching is that he leads musicians to uncover the art that is inherent in each piece of quality literature by encouraging them to think and make discoveries on their own. In doing so, Mr. Floyd provides an enlightening experience where music makers create their own artful decisions and subsequently enjoy the rewarding feeling that comes with a sense of ownership of those choices in performing with others.

### A few of Mr. Floyd's session titles are:

- Pathways to a Happy Workshop
- What They See is What You Get
- The Seven Deadly Sins of Music-Making
- Getting to the Art of the Matter
- Hear It, Feel It, Fix It
- Fail Safe Fixes for Frequently Frustrating Flaws
- The Music You Play Matters
- Do You Hear What I Hear?
- The Three Es of a Productive Rehearsal:  
Efficient • Effective • Engaging
- Getting It Correct Don't Make It Right
- To Be a Better Teacher, Be a Better Conductor



# KEVIN FORD

**BAND AND ORCHESTRA**

## KEVIN FORD

Director of the Leadership Conservatory for the Arts  
Tarpon Springs High School



# THE ART OF COLLABORATION

Mr. Kevin Ford has two strong tenants that guide his work. First, he assists his students, and their families in understanding the connection between the artistic and music-making processes, and growing as individuals to become service-minded and compassionate people. Second, he encourages the art of collaboration, both through leadership and by example. By allowing and prompting his students to find answers and solutions, he encourages a process that allows for flexibility and empowerment in the music-making process. This enhances the students' experiences because they are a part of a collaborative environment, which fosters empowerment and creativity.

With empowerment comes responsibility. Mr. Ford sets high expectations for himself and his students at the Leadership Conservatory of the Arts to come to rehearsal prepared and leave with new goals, which the students set for themselves. This is a shared commitment to achieve more and be better every day. This is echoed in the way Mr. Ford utilizes mentorship in his program — experienced musicians are partnered with less experienced musicians in small ensembles, which provides student leaders the opportunity to inspire, lead and help their growing colleagues.

Mr. Ford has a great deal to offer any instrumental educator when it comes to the topic of bringing out the best in student musicians. His leadership program at Tarpon Springs High School is nationally recognized. Any program looking to extend its traditional curriculum to include a creative approach to learning, which focuses on leadership development and artistry should consider learning more about this conceptual approach through a session with Mr. Ford.

### Some of Mr. Ford's session titles are:

- TEACHING: Building a Culture of Artistic Excellence
- Artistry: Unlimited Possibilities
- Leadership
- Show Design Process
- The Importance of an Outstanding Educator
- New Teachers: The First 100 Days
- 7 Habits for Highly Effective Directors and Students

# LARRY GOOKIN

**BAND AND ORCHESTRA**

## LARRY GOOKIN

Distinguished Professor and Emeritus Professor of Music  
Central Washington University



# TEACH PEOPLE, NOT JUST MUSIC

Inspired by his own high school band director, Mr. Larry Gookin's primary focus when conducting wind bands of any level is for the performers to "say something." Mere perfection of the technical aspects of performance is simply not enough — the musicians must make a personal connection to the music, which results in an expressive, musical presentation. Only then will the ensemble members truly experience the performance as opposed to presenting the performance. Audience members are greatly impacted by this experience, as well.

With more than four decades of educational experience, Mr. Gookin's open and inviting podium style puts his players at ease from the very first note. His teaching philosophy is based on the premise that educators teach people, not just music. He works to help players discover the emotional content within the music, then uses that discovery as the impetus for them to interject their own emotions into the performance. This instills empowered, expression-filled musical decision-making.

Whether conducting an honor band or working in residence with a school band program, Mr. Gookin's teaching style promotes honest exchanges with both students and educators alike. He also enjoys working in-depth with young music educators as they strive to discover who they are as directors and what their ultimate purpose is in teaching.

### A few of Mr. Gookin's session titles are:

- The Art of Musical Conducting
- Performance Anxiety and Stage Fright
- Music Advocacy
- Wind Band Intonation – Yamaha Harmony Director
- Emotion and Meaning in Music
- Podium Personality and Communication
- Band Director Burnout



# JEFFREY GROGAN

## BAND AND ORCHESTRA

# JEFFREY GROGAN

Professor of Music and Director of Orchestral Activities  
Oklahoma City University  
Artistic Director and Conductor of Oklahoma Youth Orchestras



# CREATE A LITTLE MAGIC EVERY DAY

Mr. Jeffrey Grogan is an internationally known conductor and teacher who is dedicated to pursuing his craft and sharing the joy of musical excellence with young musicians. His early teaching experience taught him the importance of “getting to work,” teaching grades 6-12 in a very small town. He quickly learned how to manage it all — from teaching and ordering buses to setting up stands, working with parents and much more. Mr. Grogan engaged fellow teachers, parents, custodians and others to “get the job done.”

This collegial approach helped mold Mr. Grogan’s fundamental belief that gaining the trust of one’s peers, while providing an inspirational angle to understanding the spirit of the music by the players, is fundamentally important. Core to his approach is ensuring that those under his baton know and understand their responsibility to the music and are able to trust and support the ensemble. This is what inspires successful performance experiences. Whether conducting a small chamber ensemble or large all-state orchestra, Mr. Grogan’s focus on each individual’s emotional engagement is key, ensuring every ensemble member is fully engaged in every moment of a rehearsal.

Mr. Grogan pours an exorbitant amount of emotion, energy and passion into every moment, and he also makes the time to celebrate the successes of the music-makers. He creates inspirational moments and fosters a unique vocabulary that serve to provide connections within the music and among the players. He believes that what’s most important is what’s happening in the “here and now” and looks for each opportunity to create a little bit of magic in every rehearsal.

Some of Mr. Grogan’s session titles are:

- Lead Rehearsals that Inspire
- Conducting Artistry through Gesture

## DR. DONNY GRUENDLER

Faculty, Doctor of Education in Learning Technologies Program  
Pepperdine University



# FIND THE EIGHTY PERCENT

A self-proclaimed troublemaker in his own right, Dr. Donny Gruendler learned firsthand how impactful music can be when he joined the stage band in 6th grade. Becoming part of the band immediately transformed him into an exemplary student who would eventually make music his life's work.

Dr. Gruendler subscribes to Miles Davis' tenet: "Anybody can play. The note is only 20%. The attitude of the [person] who plays it is 80%." Through his inquisitive nature and infectious desire to learn, Dr. Gruendler continues to break molds by forging ahead to seek out and create an educational ecosystem that serves today's musicians by asking a series of questions: What other delivery methods are there? What do students really need to know to become independent, fulfilled music-makers? What serves to inspire the 21st century music student to remain engaged?

Dr. Gruendler is passionate about serving the needs of the individual music-maker, no matter what the age, and his outgoing, dynamic personality makes him the Pied Piper of alternative teaching strategies for today's music learners to help them find their own 80%.

Not only does he grasp the reality that music programs will likely continue to exist in some hybrid model of in-person and virtual learning, Dr. Gruendler believes that music-makers will continue to find a way to share their art no matter what the circumstance. He is committed to using his highly energized, vivacious 80% to help music educators better serve their students through the use of diverse teaching strategies as well as to help create a more entrepreneurial approach to music education overall moving forward.

### A few of Dr. Gruendler's session titles are:

- Music Matters
- The Music Technology Landscape
- Student Evaluations of Teaching: Perceptions of Faculty Knowledge and Their Relation to Learning
- Anchoring Creativity Within Today's Music Classrooms
- Diversification: Preparing Music Students for a 21st Century Income

DR DONNY GRUENDLER



# BARRY HOUSER

## BAND AND ORCHESTRA

# BARRY HOUSER

Associate Director of Bands, Director of the Marching Illini  
Chair of the Conducting Area  
University of Illinois at Urbana-Champaign



## KEEP STUDENTS NUMBER ONE

Students, leadership, excellence and passion — the core of Mr. Barry Houser’s teaching, as well as his working with directors, is based on the intermingling of these four components. At the University of Illinois at Urbana-Champaign, Mr. Houser brings a unique energy and enthusiasm to all that his varied positions require. His teaching background encompasses both extensive high school and university experiences, which have been met with incredible success.

He ignites a passion in others for life-long music-making, regardless of their chosen career path. He is in constant pursuit of artistry and believes in continuing to pursue success and excellence every day.

Mr. Houser wholeheartedly believes that students must always be at the core and heart of what music educators teach. His own experience as a collaborative director has led him to discover that directors must do more than “copy and paste” what other programs have done. Rather, there must be a comprehensive understanding of the process that leads to success. Meeting the ensemble where it is, then taking it to the next level is his mantra to band directors. By focusing on the students and their ability to grasp musical concepts, Mr. Houser believes that musical excellence will follow and will ultimately drive the ensemble forward.

Providing opportunities for success for each student is at the heart of all that Mr. Houser does. He believes that the sky is the limit as long as he holds students to a communicated level of excellence, whether in the classroom, on the gridiron, or in life outside of the music-making realm.

### Some of Mr. Houser’s session titles are:

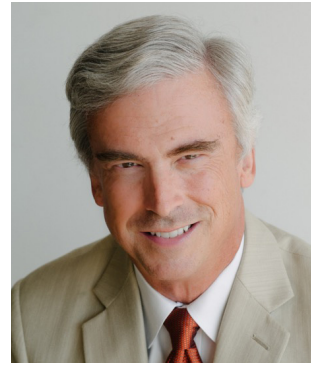
- From the Football Field to the Concert Stage
- System + Spirit = Success
- Technology on the Gridiron
- Inspiring Leadership

# JERRY JUNKIN

**BAND AND ORCHESTRA**

## JERRY JUNKIN

Director of Bands and Professor of Wind Conducting  
Butler School of Music at The University of Texas at Austin



# CREATE SELF-SUSTAINING INSPIRATION

Whether conducting a group of professionals or students, Mr. Jerry Junkin is committed to ensuring that musicians under his baton make an emotional connection to the music. This comes, in part, as a result of choosing the exact, right piece of repertoire for the ensemble, as well as delving into the intent of the composer to discover the inspiration for the work. As an esteemed conductor and university educator, Mr. Junkin thrives when approaching an ensemble with a solid base, so he can enhance the great work being done and really move it to a deeper, more inspired level.

Educators attending Mr. Junkin's workshops soon discover that the technical aspects of ensemble music-making simply scratch the surface. Although the development of musicianship is always at the forefront, Mr. Junkin believes that it is only through a comprehensive understanding of the music — its purpose, musical elements, emotion — that directors can assist and lead students to develop natural instincts, and eventually arrive at a place where they can inspire themselves.

Mr. Junkin is a respected authority on conducting and is an in-demand speaker, adjudicator and conductor. He is an ideal guest as a conductor for honor ensembles or as a lecturer at staff development days and MEA events.

A few of Mr. Junkin's session titles include:

- Leave No Tone Unstirred
- Does Expressive Conducting Make a Difference?
- Score Study



# PHILLIP KEVEREN

KEYBOARD PEDAGOGY

## PHILLIP KEVEREN

Composer, Pianist and Co-Author of the  
Hal Leonard Student Piano Library



# CONNECT THE STUDENT TO THE MUSIC

The fundamental principle behind world-renowned composer Mr. Phillip Keveren's highly circulated educational piano music is "simple is best." Striving to understand what students are hoping to feel in each piece, Mr. Keveren focuses on the educational experience behind the music he's writing. To do this, he imagines himself as the student, reflecting on what excited him as a child. He then seeks to provide the student with a clean and clear composition so that musicians feel truthful in their performance.

Mr. Keveren regularly works with teachers to bring his unique perspective into how students connect with educational piano music. He dives into the psyche of the student: Why are they there? What are they looking for? What makes them excited and motivated?

Mr. Keveren was taught piano in a traditional, classic sense before discovering jazz and pop music. He tells music educators, "I understand what it's like to feel like a square, and you're trying to figure out what's at the core of popular music," he says.

Discovery is a common theme with Mr. Keveren — it wasn't until college that he was exposed to elements of the music industry, such as composing and arranging, that opened the door to his current career path.

As is often true with creative individuals, Mr. Keveren feels the effects of "imposter syndrome," which allows him to connect to both educators and students in a highly effective manner. Honest and curious, Mr. Keveren's love for the world of keyboard pedagogy is as infectious as it is insightful. His writing continues to stretch the bar of possibility and drive the future of music education forward.

### Some of Mr. Keveren's session titles are:

- Fueling Student Creativity: Fostering Improvisation and Composition Skills from the Beginning
- Lessons with Dmitry & Friedrich: How Kabalevsky and Burgmüller Can Nurture the Creative Spirit

# CRAIG KIRCHHOFF

## BAND AND ORCHESTRA

# CRAIG KIRCHHOFF

Professor of Conducting and  
Director Emeritus of University Bands  
University of Minnesota



## UNLOCK INSPIRATION

Having appeared as a guest conductor throughout the world, Mr. Craig Kirchhoff brings a deep understanding of both traditional and contemporary literature to his sessions, including one titled “Score Study: A Different Perspective.” With a celebrated teaching career spanning decades, Mr. Kirchhoff remains true to his mission of changing lives through the experience of making music.

He works extensively with undergraduate and graduate music students, helping them amass a collection of tools which they, in turn, may use to provide life-changing experiences for their future students. Mr. Kirchhoff also thoroughly enjoys working with and guest conducting high school and collegiate ensembles.

Inspired by his high school band director, Mr. Kirchhoff challenges and motivates educators to rediscover the “magical moment” when their lives were changed through music. Through this sense of purpose, directors find a more philosophical framework for teaching, and realize their most significant contribution as an educator is to pass this inspiration on to their students. He truly believes that all decision-making stems from a director’s desire to provide an atmosphere that enhances the students’ curiosity, so that they are able to unlock their own discoveries about and passion for meaningful music-making.

Mr. Kirchhoff believes that enthusiasm is external, and alone will not motivate an educator or a student. Passion, however, is internal, lasts a lifetime and moves us all forward while inspiring others.

### A few of Mr. Kirchhoff’s session titles are:

- Some Things I Believe
- Score Study: A Different Perspective
- The Rehearsal Technique: It’s Not What You Say, But How You Say It
- Teaching the Art of Listening in Rehearsal
- Is Your Conducting Helping or Hurting Your Ensemble?



# GARY LEWIS

## BAND AND ORCHESTRA

### GARY LEWIS

Director of Orchestral Studies  
and Bob and Judy Charles Professor of Conducting  
University of Colorado Boulder  
Music Director, West Texas Symphony Orchestra



## MUSIC CONNECTS US ALL

A multifaceted artist, Mr. Gary Lewis has done it all – from jazz performance and marching band, to musical theater and opera, to arranging for a variety of genres, as well as entrepreneurial efforts such as establishing a contemporary music festival. With such diverse experiences, Mr. Lewis lives his belief that music serves as “the thread that connects us all.” He is fervent in his belief that music is the great equalizer and that educators can change lives through the indispensable gift of teaching young people how to make music – what he calls the single most important thing.

Core to Mr. Lewis’ teaching and workshops is a focus on developing and enhancing the unique relationships that are found within the exemplary ensemble. He inspires directors to discover how they can empower their own students by teaching them how to interact and collaborate with each other in the music-making process. This art of close and connected collaboration is critical to the success of a chamber ensemble, and he applies the same types of principles to larger ensembles. Fostering an environment where all musicians discover the inherent intimacy and awareness of music-making not only leads students to become more independent musicians, but also provides heightened and more fulfilling experiences with others.

As conductor of the University Symphony Orchestra at the University of Colorado Boulder, Mr. Lewis also oversees the entire orchestra program and leads the graduate program in orchestral conducting. His graduate conducting students have enjoyed great success as conductors of university orchestra programs, youth orchestras and professional orchestras alike.

### Some of Mr. Lewis’ session titles include:

- Conducting: Giving Up Control to Gain Control
- Rehearsal Techniques (The Long Game: Giving our students the skills and responsibility to be independent)
- Making Our Large Ensembles More Like Chamber Music
- 4/4 is 4/4: Empowering Ourselves to Work with Strings, Winds and Percussion
- Building Leadership In Your Ensemble
- Score Study and Preparation: How Analysis Meets Performance
- Bach and Beyond: Baroque-Style Performance Practice Applications for String Orchestra
- Art vs. Craft: How to Get to the Technique Through the Music

# DR DENNIS LLINÁS

## BAND AND ORCHESTRA

# DR. DENNIS LLINÁS

Director of Bands,  
Associate Professor of Conducting & Music  
University of Oregon



## ENSURE POWERFUL EXPERIENCES

Vitality! Fervor! Passion! Understanding! Dr. Dennis Llinás doesn't hide his emotional investment in anything that he does. As an educator, conductor, and composer, Dennis deems music to enrich the lives of everyone involved in the music-making experience...not only the music-makers but the audience members through inventive and engaging programming. He approaches his life's endeavors by asking, "How can I make the lives of others better?"

Dennis is a proponent of the flipped classroom model and enjoys working with educators to help them discover how they might work with their own instrumentalists to better equip them to discern and solve musical issues independently. He regards each of his students as an extra set of ears in the rehearsal, resulting in his musicians emerging as leaders within the ensemble. As they become more than simply the "receivers" of his direction, they transition to "decision-makers" of their own artistic direction. Consequently, they become more invested in delivering an enhanced and meaningful performance for everyone.

Dennis pursues the highest sense of musical awareness and development from his students so that they have a profound understanding of the works being studied and the responsibility of each in their own musical contribution to the piece. They are inspired to explore the reasons for the myriad of challenges in a given composition and discover how their individual part contributes to the whole to further advance the composer's intent. In an innovative instructional approach that seeks to connect directors and students from across the country with the experiences of the young musicians of the University of Oregon Wind Ensemble, Dennis created a video series entitled "The Workshop." Through a series of private lesson videos, this free hub offers a variety of episodes delivered by the student instrumentalists on the specific works being studied. Dennis wholeheartedly encourages directors and their students to use, share, and grow from this resource that "connects us all through music."

With his compassion for making music more accessible and meaningful to an increasingly larger audience, Dennis is driven to find the holes in our profession and to fill them appropriately. His literature choices reflect diversity and are one avenue for bringing the audience closer to the art form. He sincerely desires to create a better relationship with music-making for all and will consider any new opportunity to achieve this goal. Dennis holds himself to a strict standard of excellence and lives John Wooten's mantra to "Discipline yourself before others do it for you."

Aside from his many music projects, Dennis also has a yen for cooking (especially Cuban fare) and hiking. He even took up day trading to learn something new as a beginner. However, it doesn't take long to discover that he is passionate about his two rescue dogs, Griffin and Neptune, and his wife Sarah.

Students and directors alike discover that working with Dennis empowers them to view music-making as a more holistic experience, one that creates a profound desire to seek an emotional relationship with the music and those it serves.

### Some of Dr. Llinás' session titles include:

- No More Guess What I'm Thinking - Promoting Student Leadership in the Concert & Jazz Ensembles
- Getting Past the Right Notes & Rhythms and Into the Music
- Programming and Creating an Experience for the Audience and Students
- Combining Great Conducting with Great Pedagogy to Maximize Time Management



**BAND AND ORCHESTRA**

## **ANTHONY MAIELLO**

Distinguished University Professor  
George Mason University



# **TEACH WITH FIERY ENTHUSIASM**

With a broad and diverse arsenal of experiences spanning over five decades, Mr. Anthony Maiello's enthusiasm for teaching music is nothing short of contagious. Having taught instrumental music education from the grade-school level through the university doctoral level, both in the United States and abroad, his experiences give him a unique view and approach to teaching and making music. Not only is Mr. Maiello one of the most inspiring conductors of our time, he approaches every teaching situation with the same verve — whether teaching a private lesson, having a one-on-one conversation or conducting the premiere of a new work. He views each moment as an opportunity to inspire and nurture a love of sharing music with others.

Mr. Maiello's mantra is that music is a powerful art form, with the power to touch humanity, souls and a person's complete being. His presentations are centered around teaching with enthusiasm and energy, "like your hair is on fire!" He believes that directors should always strive to motivate each other, so that they might do the same for their students. This is displayed in his session entitled "Student Motivation Techniques."

Mr. Maiello is an extremely effective clinician for bands, wind ensembles and orchestras. He is a highly sought-after lecturer for college-level conducting students.

Working collaboratively with Mr. Maiello is a game-changing, inspirational experience in the life of any conductor, whether in a professional development session, such as "How's Your Podium I.Q. ('I' Stands for Inspirational)?" or as an observer in an ensemble rehearsal with musicians of any age or ability level.

### **A few of Mr. Maiello's session titles:**

- Conducting — A Hands-On Approach
- Conducting Nuances — Little Things Mean a Lot
- Serious Score Study
- How's Your Podium IQ? ('I' Stands for Inspirational)
- Student Motivation Techniques

**ANTHONY MAIELLO**

# ANDREA MCALISTER

Professor of Piano Pedagogy  
Oberlin College



## ENGAGING CURIOSITY

Ms. Andrea McAlister embraces the magic of communicating through music and cherishes the opportunity to help students learn to play piano. She engages her students' curiosity and guides them through the learning process by drawing them into the music and giving them the tools not only to reproduce a piece, but also to create. She encourages her students to use their imagination freely, experiment and push boundaries in interpreting music and composing.

During her sessions and workshops for educators, Ms. McAlister emphasizes the importance of group learning because it demands accountability and requires students to work together to achieve a common goal. Relationship-building and establishing trust are key elements of Ms. McAlister's teaching style. Agreeing with a favorite quote by Frances Clark, McAlister believes that educators "teach the student first, the music second and the piano third."

Ms. McAlister always seeks to show up and give students her best, even on "off days." She tells educators, "I need to bring my best because that's what my students need. In addition to being their piano teacher, they may need me to be a good listener, a strong shoulder to cry on, someone to offer advice. They deserve my best day, every day."

At 10 years old, Ms. McAlister knew that she was destined to follow in her parents' footsteps and become a teacher. She understands that music educators have a special relationship with their students, and credits two meaningful professors with nurturing her and helping shape her own path into keyboard pedagogy: applied instructor Richard Morris and pedagogy professor Michelle Conda from the University of Cincinnati College-Conservatory of Music. She now seeks to recognize those early "sparks" in her students and help to nudge them in the right direction.

### Some of Ms. McAlister's session titles are:

- The Language of Praise and Feedback
- Lesson Planning with the Brain in Mind: Proven Ways to Stimulate and Motivate
- The Art of Questioning: How to Ask the Right Question at the Right Time
- Teaching with Technology
- Artistic Approaches to Beginning Piano Study
- Teens and Tweens: Teaching Through the Tough Times



**BAND AND ORCHESTRA**

## **DR. SARAH MCKOIN**

Director of Bands and Professor of Music  
Texas Tech University



# **EMPOWER MUSIC MAKERS**

Dr. Sarah McKoin is a passionate educator dedicated to discovering art at any level of performance. She serves as the Director of Bands and Division Chair of Conducting and Ensembles at Texas Tech where she oversees all facets of the University band program, including four concert bands and two athletic bands as well as mentoring the graduate conducting program.

As early as she can remember, Sarah wanted to be a teacher and has spent her career inspiring students to find their own musical voices. From her days as a beginning clarinetist, she discovered that music touched her emotionally and that those early playing experiences made her “feel different.” Her passion is to inspire the same sensitivities in others.

Educators who work with Sarah quickly embrace her infectious enthusiasm for making a difference in the lives of others. Her instructional approach enables students to self-discover the techniques and nuance required to perform at the highest level. In addition to supporting the musical journey of the individual, this also encourages a collective trust in the ensemble itself, allowing for a more honest, evocative, and impactful connection to the music. Discovering the “why” in a score over the “how” is integral to her pedagogy.

To say that Sarah is intently curious is an understatement. She is interested in what “could” be, so her enthusiasm for discovering new music compositions is not surprising. She lights up at the mention of contemporary classical music, how the medium is evolving, and where wind literature is going.

Working with people and encouraging artistic expression while promoting excellence and deep connections to music make Sarah the ideal professional clinician.

Sarah is a “doer,” and her curiosity extends to her varied activities outside her responsibilities at Texas Tech. A confessed “foodie,” Sarah also finds that painting, tennis, pickleball, and travel provide a balance to her busy conducting career.

Sarah embodies a supportive philosophy: “How would you play if you weren’t worried about being wrong?” She models to students a pursuit of personal and professional growth. As she says, “We all strive to grow for a lifetime —it is what keeps every day fresh and full of possibility!”

### **Some of Dr. Sarah McKoin's session title include:**

- Score Study: Ready, Set, Discover!
- Don't Forget the Music!
- We Are What We Program: Ways to reconsider your musical diet
- Conducting and Gesture

**DR SARAH MCKOIN**

# MARCIA NEEL

## BAND AND ORCHESTRA

# MARCIA NEEL

Senior Director of Education for Yamaha Corporation of America  
President of Music Education Consultants



## AN ORGANIZED VISION

Dynamic, energetic, exciting — these are the words used to describe Ms. Marcia Neel, one of the most knowledgeable professionals in the field of music education today. This began years ago when she was a secondary music educator whose ensembles were known for consistent quality and attention to artistic detail. Ms. Neel has carried that philosophy and constant search for perfection into everything she does — particularly when it comes to the complex art of school- and district-wide program building, where all of the pieces relating to standards-based curriculum, including instruction, scheduling, recruitment and retention, professional development and student achievement, come together to form the ideal, sequential program.

Ms. Neel cares about serving schools and school districts by providing just this type of guidance. From building or refining course syllabi to organizing a K-12 Master Music Education Plan that results in increasing the numbers of students served through an enhanced, relevant curriculum, Ms. Neel has done it all as the Secondary Fine and Performing Arts Coordinator for the Clark County School District (CCSD), headquartered in Las Vegas, Nevada. Over the course of her 14-year tenure, she led the Secondary Arts Education program to an astounding level of growth and enrollment. The standards-based Mariachi Program, implemented in 2002 in the CCSD, has grown from 250 students to almost 7,000 today.

Ms. Neel's enthusiasm for engaging more children in music-making is contagious, and providing these opportunities through an organized, well-thought-out vision and unified approach is her passion.

### Some of Ms. Neel's session titles include:

- KEYNOTE: *Back to the Future — A Return to the Why*
- Bridging the Gap Between Middle School and High School: Tips for Ensuring a Seamless Instrumental Music Education Experience
- Building Your Music Program: A Practical Guide for Recruitment and Retention
- Interviewing Skills: the Rules of the Road
- Show me (How to Get) the Money: Accessing Federal Funds for Music Education
- Inclusivity and Diversity in Music Education: Programs that Engage Underserved Populations and Embrace Social-Emotional Learning
- Making an Advocate out of Your Principal: Ten Things You Can Do on Monday
- Analogy of the Band Director's Job . . . the CEO Approach
- Creating a Unified Message: The District-Wide Music Education Plan
- Combatting the Teacher Shortage: Sharing Short- and Long-term Innovative Strategies
- 5 S.M.A.R.T. Ideas to Retain THIS YEAR'S Beginners
- From Zero to Mariachi
- Defying Gravity; Gaining Leadership Momentum



# DR. JEFFREY NYTCH

Professor of Composition  
Director, Entrepreneurship Center for Music  
University of Colorado Boulder



## PUT THE NEEDS OF THE AUDIENCE FIRST

Leading students who love to perform to understand the realities of earning a sustainable income through making music is a vital, albeit challenging, task for any educator. Relatively few orchestral openings exist and applied teaching positions at universities are a scarcity as well. Dr. Jeffrey Nytch walked this meandering career path himself until he discovered and embraced the concept of music entrepreneurship.

The recipient of the Sharon T. Alpi Award for Innovative Pedagogy by the Society for Arts Entrepreneurship Education, Dr. Nytch is a highly sought-after presenter for music educators and students of all ages. Through these enlightening and engaging sessions, he shares how he lays the groundwork for a fulfilling career with his students at the Entrepreneurship Center for Music (ECM) at the University of Colorado Boulder.

Dr. Nytch's focus is to help students discover that they must always consider the needs of the particular audience they seek to reach, an audience whose idea of music can run the gamut from a date night at a jazz club to a sparkling performance in a concert hall to some alone time listening to a recording of a much-loved artist. He then asks his students to contemplate how they would meet those needs through their own music-making.

In order to have sustainable careers in music, they must grasp what Dr. Nytch calls "The Entrepreneur's Maxim": the market will value the product that meets its needs. Understanding who you're trying to reach and what they need to experience is at the heart of all entrepreneurial activity and illustrates how entrepreneurship is about more than "business" — it's about empowering one's unique musical voice.

In his book, "The Entrepreneurial Muse: Inspiring Your Career in Classical Music," Dr. Nytch explores the principles of entrepreneurship in a classical music setting, inspiring students, emerging professionals and educators alike. His program at the University of Colorado has been recognized by the Global Consortium of Entrepreneurship Centers, which presented him with the "Specialty Entrepreneurship Award" in 2020.

### Some of Dr. Nytch's session titles are:

- The Entrepreneurial Musician
- Crowdfunding: Raising Dollars through Community
- Dusting off the Classical Music Concerts: New Paradigms for the 21st century
- Entrepreneurship and Creativity: A Match Made in Heaven
- The Conductor as Curator: Artistic Identity, Programming and Audience Engagement

# DR. PAMELA PIKE

Herndon Spillman Professorship in Piano Pedagogy  
Louisiana State University  
Editor in Chief/Chief Content Director for Piano Magazine



## ENGAGE STUDENTS' NATURAL CURIOSITY

A highly respected and upbeat voice in expanding the world of keyboard pedagogy, Dr. Pamela Pike stresses the importance of understanding the needs of diverse students in all stages of life. She shares her recognizable passion and unique insights with educators, helping craft curricula to fit each student at their current level and empower them to develop and refine the skills to continue their musical journey. Dr. Pike seeks to inspire all students to become lifelong learners and music-makers by engaging their natural curiosity. She has extensive knowledge into teaching piano to students of all ages, both privately and in group settings.

Understanding that adults have different needs based on their individual stage in life, several of Dr. Pike's professional development sessions focus on guiding educators to adjust their teaching style to fit the student and not just the age group. Regardless of a student's level of skill, she's able to build a map to navigate through the learning process, believing that anyone can learn to play the piano depending on how much they dedicate themselves.

"If a student isn't learning and they're putting forth the effort, that's my fault as a teacher," Dr. Pike says. "I must be missing a piece there."

Beyond the classroom, Dr. Pike and her work on *Piano Magazine* brings focus to the evolving nature of keyboard pedagogy. Her mission is to share and preserve this essential knowledge base so that it can be accessible to anyone interested in learning or teaching piano. Her research interests include distance learning, teaching older adults (third-age students), group teaching techniques, and cognition and human learning.

### Some of Dr. Pike's session titles are:

- Sight-Reading Strategies
- Practice Strategies That Work!
- Developing Artistry in Intermediate Students
- Motivation
- Group Teaching Techniques
- Distance Teaching 101
- Facilitating Adult Learning in the Music Studio



# MICHAEL POTE

## BAND AND ORCHESTRA

# MICHAEL POTE

Director of Bands  
Carmel High School



# CREATE A BALANCED PROGRAM

Mr. Michael Pote, an award-winning band director and highly sought-after speaker, clearly demonstrates that success in a large, high-profile program stems from understanding and utilizing the strengths of everyone involved as well as equipping students with the musical tools necessary to guarantee achievement at the highest level. Under his leadership, Carmel High School in Indiana has garnered national recognition, including being named one of NAMM's Best Communities for Music Education several times as part of Carmel Clay Schools.

Mr. Pote believes that notoriety takes a back seat to creating a balanced program where every student's musical and educational needs are considered. He strives to create a highly collaborative environment where students are active, critical listeners and an integral part of every rehearsal.

Directors who attend Mr. Pote's presentations or read "Process," his sets of ensemble exercises, will learn how his keen approach to rehearsal strategies blurs the line between traditional warmup and fine-tuning musicality and musicianship. Focusing on the "why" and "how" of every exercise, rather than the "what," gives purpose and strategy to rehearsals. With clear and specific communication, music educators should help students see the value of building a skill through a particular exercise that can translate into a portion of the score or their musicality. This strategic and focused approach provides an economical path to integrating skills directly into music.

Through these tactics, Mr. Pote is a master at sharpening musical reflexes through effective warmups, which leads to students being able to rely on those concepts when a musical challenge arises. He emphasizes that all practice or exercises that students are asked to perfect should have real, tangible applications.

## Some of Mr. Pote's session titles are:

- Less is More — Create an Ensemble Basics Program that Really Works
- There is No Off-Season — How to Create a Balanced Program that has Concert Literature at its Core
- Blurring the Line Between Warmup and Literature — A Holistic Approach to Utilizing Your Rehearsal Time
- Ensemble — An Integrated Approach to the Yamaha Harmony Director
- Teaching from the Light — Crafting Positive, Student-Driven Feedback

# DR STAN RENARD

## MUSIC BUSINESS & ENTREPRENEURSHIP

### DR. STAN RENARD

Associate Dean  
Associate Professor of Arts Management and Entrepreneurship  
Director of the Arts Incubation Lab  
Weitzenhoffer Family College of Fine Arts, The University of Oklahoma  
Executive Director, The Monteux School & Music Festival



## ACHIEVE THE UNIMAGINABLE

Performer, researcher and multi-lingual presenter, Dr. Stan Renard's international and diverse background comes into play in leading the Arts Management and Entrepreneurship at the University of Oklahoma. His exuberance for creating replicable mechanisms that serve to improve existing systems in a variety of organizations is only surpassed by his level of exhilaration when speaking about it. Dr. Renard exudes excitement when sharing how the Music Business Curriculum he developed in partnership with a local San Antonio high school empowered hundreds of students to contemplate careers in the music industry. When first offered, over 400 students tried to enroll, but only 60 participants could be accommodated. The second year of this highly successful curriculum is a practicum, which dovetails into the program at University of Texas at San Antonio.

In his sessions, Dr. Renard provides secondary school educators and their students with successful working models that allow educators to expand their programs to address another facet of an education in music – that of a career path in the music industry.

A proponent of experiential learning, Dr. Renard's teaching techniques are rooted in project-based undertakings. Through a reverse-engineering approach, students are challenged to create projects ranging from releasing recordings, to creating pitch decks and even organizing media buying campaigns. His focus on team building, networking and a capacity for effective writing, helps his students develop the skills needed to become the effective industry leaders of tomorrow.

Focusing on continuous personal improvement and purpose, Dr. Renard lives a contagious "I-love-everything-I-do" attitude and his joyful perspective continues to inspire his students to achieve the unimaginable.

### A few of Dr. Renard's session titles are:

- Marketing Your Music Program Like A Pro!
- Building a Top Music Industry Resume: Strategies Learned from Industry Demand
- From Incubation to Delivery: An Application of Project Management
- Spark New Research, Ignite Your Teaching with Music Data
- Growing Your Network Capacity
- The Entrepreneur Mindset
- The Nexus of Entrepreneurial Culture and Digital Skills in Promoting Arts Entrepreneurship
- Increasing Your Diversity of Experience



# DANA SEDATOLE

Music Education Specialist, Michigan State University  
Texas Music Educator Association Past President



## CULTIVATE A FULFILLING CAREER

From serving as a head band director teaching beginning 6th grade instrumentalists to addressing the needs of over 20,000 music educators as president of the Texas Music Educators Association, Dana Pradervand-Sedatole has done it all! Her methodology of keeping fundamentals at the core of her teaching has led her students to become more responsible for finding their own solutions to challenges. She has found that this type of self-assessment has resulted in a deeper understanding of and appreciation for the repertoire being performed and the ensemble as a whole.

Dana has a soft spot for new teachers due to her experience supervising her first student teacher. The fact that young educators are often ill-equipped to handle the challenges of the classroom is not lost on Dana. Many of these educators were the best musicians in their high school programs and among the best in their collegiate programs. Ironically, they are freshmen all over again, and their level of self-confidence is, understandably, low, as is their level of knowledge in this new realm. Dana believes, “It’s O.K. to not know everything, but it’s not O.K. to not know and do nothing about it.”

In addition to providing pedagogical strategies on how to plan and conduct effective rehearsals, Dana has much to offer when it comes to the “other stuff,” such as planning a first band trip, purchasing a first set of uniforms, and choosing appropriate literature for the unbalanced ensemble.

With her tenet of investing in the teaching of fundamentals along with her drive to help new educators discover their passion for working with young people, Dana is steadfast in her belief that “if you want to be a great high school band director, you’ve got to be a great beginning band director.”

After engaging with Dana, educators leave with a renewed sense of purpose and a profound belief in their ability to make a difference. Her impactful thought leadership not only challenges directors to uncover the passion for artistry in music-making from their students, but also instills a spirit of “I can” in teachers of all levels of experience and expertise.

### Some of Ms. Sedatole’s session titles are:

- Mapping Musicianship
- Right from the Start: Putting the “FUN” into Daily Fundamentals
- Let’s Talk Band! Building Your Toolbox

## BAND AND ORCHESTRA

# DR. KEVIN SEDATOLE

Professor of Music and Director of Bands  
Michigan State University



## CREATE EQUIVALENCE

Dr. Kevin Sedatole serves as administrator of the entire band program at Michigan State University, totaling over 700 students, which includes the wind symphony, symphony band, concert band, chamber winds, campus bands, Spartan Marching Band and Spartan Brass. Having conducted and taught all over the world, Dr. Sedatole's commitment to music-making and conducting is to the music itself, through the study of the score, the understanding of the intent of the composer and knowing what is best for the musicians. This provides a setting for increased musicianship on the part of the performers as individuals as well as the proficiency of the ensemble. "When the ensemble knows that the director's top priority is to serve the music," Dr. Sedatole says, "the bar is raised."

Dr. Sedatole continues to serve high school and collegiate level band and orchestral teachers as a clinician, guest conductor and adjudicator. As a young educator, one of the first things he learned from his mentors was to treat everyone equally. In their positions as leaders, ensemble directors walk a fine line of being perceived as an authority figure.

Directors who work with Dr. Sedatole soon discover that his conducting and teaching style provides more of an atmosphere of equivalence, as he presents different ways of doing and looking at things, giving musicians things to think about on their own. Whether working with students in an honor band setting or with educators in a workshop setting, his approachable style provides a genuine atmosphere that truly connects the director and the ensemble members.

### Some of Dr. Sedatole's session titles are:

- Expressive Conducting Gestures Based on the Laban Method
- Quality Repertoire — The What, Why and How
- Building Musical Depth Through Quality Experience



# OMAR THOMAS

**BAND AND ORCHESTRA**

## OMAR THOMAS

Assistant Professor of Composition at Butler School of Music  
The University of Texas at Austin



# ENCOURAGE UNINHIBITED CREATIVITY

Mr. Omar Thomas is helping educators rethink the way that they can build non-exclusionary curricula. Feet firmly planted in the multiple worlds of music, Mr. Thomas is a leading voice in the belief that genres like classical and jazz aren't actually so different. Seeking to provide access to different genres and stimulate open-mindedness within the classroom, he works with colleagues to direct progressive curriculum changes and increase communication between students and educators.

Encouraging students to be "small in their greatness and great in their smallness," Mr. Thomas has an honest, modern view on composition and musical growth. He inspires students and educators alike to test boundaries, supported by a belief that people are naturally going to stumble at times when they're pioneers. While being hailed by Herbie Hancock as showing "great promise as a new voice in the further development of jazz in the future," what greatly appeals to Mr. Thomas' students and colleagues is that he understands how the musical concepts rooted in jazz or classical translate to other genres, and he strives to display musical diversity in his teaching.

Inspired by Nina Simone, Mr. Thomas believes that the mission of artists is to reflect the times and situations in which they find themselves, and he instills this value in his students and colleagues. He proudly wears his heart on his sleeve, encouraging students to bare their soul to the world through their music, understanding that the audience responds to authenticity and vulnerability.

"We're encoding the stories of the past and the present so that we can have a clear and honest picture of who we've been, what we're building upon, and where we're going creatively — which is a reflection of our society. Lean into the music of the world you're living in," Mr. Thomas says.

Mr. Thomas is a passionate and engaging guest conductor, lecturer, clinician, or artist-in-residence for any program.

### A few of Mr. Thomas' session titles are:

- The "Money" Notes: Coloring Dominants in Jazz Harmony
- Beyond Key Signatures: Unlocking the Circle of Fifths
- The Power of Mediant Harmonic Motion
- The Post-Genre Era

# DREMOUZYTHREINEN

## BAND AND ORCHESTRA

# DR. EMILY THREINEN

Director of Bands and Associate Professor of Music  
University of Minnesota



## FOSTER INSPIRATION

Dr. Emily Threinen consistently works with composers, arrangers and performing artists of varied disciplines. Residencies and projects with composers and new compositions are integral to her creative work. She is an active and in-demand guest conductor, clinician, conference presenter and performer.

Passion with excellence motivates Dr. Threinen's teaching. She aims to create an environment, whether it's during a rehearsal, in the classroom, in private lessons, in public workshops, etc., where students and educators can achieve something beyond what they previously thought possible. When working with students, she shares her ideas and processes in a way that inspires thought, feeling and creativity. When working with educators and conductors, she brings solid pedagogy, research, analysis and respect for tradition as well as incredibly high standards, inspiring the goal of being true to oneself.

Dr. Threinen is a true artist when it comes to programming and careful study of score, which she highlights in presentations titled "Score Discovery: Finding Your Interpretation" and "We are What We Play: Developing a Programming Philosophy".

Dr. Threinen is keenly aware of time when interacting with students and educators, recognizing every minute spent with a student or educator is a gift to be carefully considered. Success and development take time, investment and practice. Focused work and diligent awareness of oneself can spur educators and students toward success in both career and personal ambition. Inspiring directors to take time and make the long-term investment in their students' development drives Dr. Threinen, and makes her a highly sought-after educator.

### Some of Dr. Threinen's session titles are:

- Passion from the Podium: Rehearsals Aiming to Inspire
- Score Discovery: Finding Your Interpretation
- We are What We Play: Developing a Programming Philosophy
- V.I.P. Revisiting the Art, Craft, Responsibility, and Joy in our Work



**BAND AND ORCHESTRA**

## MARGUERITE WILDER

Clinician and Consultant (Retired)  
Middle School Conductor



# BEGINNERS' MUSICAL ARTISTRY

The ultimate goal for beginning band students is the development of skills and understanding that enable the student to experience musical artistry. Ms. Marguerite Wilder's innovative, game-filled approach to teaching fundamentals help set students on a strong path toward success. This technique helps teachers monitor individual progress while providing the students with a comprehensive, rigorous and creative learning experience that includes strong aural skills and improvisation techniques.

Ms. Wilder's long tenure as a middle school band director has helped her work with educators on effective strategies to transfer young musicians from short method book songs and arrangements to full band arrangement experiences. She explores how daily routines start with warm-up and fundamental exercises that address the components of music that will be used in their music literature. Young instrumentalists also need an understanding of how melody, rhythm, harmony and bass lines combine to produce music.

Band directors looking for ideas to incorporate into their beginning band classes have found great success implementing Ms. Wilder's unique ideas and have discovered that her comprehensive approach has led to enhanced musical independence for students at an accelerated pace.

A few of Ms. Wilder's session titles are:

- Meaningful Middle School Band Rehearsals
- An Aural Approach with Instrumental Music Using Conversational Solfege
- Habits of a Successful Middle School Band
- Teaching and Rehearsing the Middle School Band
- Do It! Teaching through Rain, Sleet, Snow and a 7th Grade Fire Drill
- You Too Can Be a Winner with Beginners
- Creating Habits of Success for the Young Band



# EVEN TEACHERS NEED TEACHERS

Covering a range of school levels and topics in three subject matter areas – Band and Orchestra, Music Business and Entrepreneurship, and Keyboard Pedagogy – this esteemed collective of 30 all-star educators offers mentorship and guidance to enhance your music programs and support your professional goals.

## YAMAHA MASTER EDUCATOR COLLECTIVE

<b>DANIEL BERARD</b> Clinician and Education Consultant	<b>FREDERIC CHIU</b> Carnegie Mellon University	<b>MIRIAN CONTI</b> The Julliard School	<b>DR. TRAVIS J. CROSS</b> University of California, Los Angeles	<b>DR. DAVID CUTLER</b> University of South Carolina	<b>DR. RODNEY DORSEY</b> Florida State University
<b>DOUGLAS DROSTE</b> Baldwin Wallace University	<b>SERONA ELTON</b> University of Miami	<b>CHERYL FLOYD</b> Clinician, Author, Educator	<b>RICHARD FLOYD</b> Texas State Director of Music Emeritus	<b>KEVIN FORD</b> Tarpon Springs High School	<b>LARRY GOOKIN</b> Central Washington University, Professor Emeritus
<b>JEFFREY GROGAN</b> Oklahoma City University	<b>DR. DONNY GRUENDLER</b> Pepperdine University	<b>BARRY HOUSER</b> University of Illinois Urbana-Champaign	<b>JERRY JUNKIN</b> University of Texas at Austin	<b>PHILLIP KEVEREN</b> The Hal Leonard Student Piano Library	<b>CRAIG KIRCHHOFF</b> University of Minnesota, Professor Emeritus
<b>GARY LEWIS</b> University of Colorado Boulder	<b>DENNIS LLINÁS</b> University of Oregon	<b>ANTHONY MAIELLO</b> George Mason University	<b>ANDREA McALISTER</b> Oberlin College	<b>DR. SARAH McKOIN</b> Texas Tech University	<b>MARCIA NEEL</b> Presenter, Author, Consultant
<b>DR. JEFFREY NYTCH</b> University of Colorado Boulder	<b>DR. PAMELA PIKE</b> Louisiana State University	<b>MICHAEL POTE</b> Carmel High School	<b>DR. STAN RENARD</b> The University of Oklahoma	<b>DANA SEDATOLE</b> Michigan State University	<b>DR. KEVIN SEDATOLE</b> Michigan State University
<b>OMAR THOMAS</b> University of Texas at Austin	<b>DR. EMILY THREINEN</b> University of Minnesota	<b>MARGUERITE WILDER</b> Clinician, Author, Educator			

We invite you to reach out to Jalissa Gascho at [jgascho@yamaha.com](mailto:jgascho@yamaha.com) or visit us at [yamaha.io/mastereducators](http://yamaha.io/mastereducators)