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Dear Dr. Petsch:

Dr. DuWayne Dale asked me to provide a peer evaluation of his teaching in MUSE 376, Instrumental Materials and Methods, and I observed his class on Tuesday, November 13, 2018. This course is a requirement of the instrumental Bachelor of Music Education degree program, typically taken in the senior year, and is often the last teacher preparation course in music that an instrumental BME student will take prior to student teaching. The topic of this particular class session was creating a budget for a high school band program. This is an involved topic that is dealt with over several class sessions, culminating in a student-created band budget that should be appropriate to present to a school board or band parents. Dr. Dale shared the document outlining the assignment with me a few days before the class I observed. The assignment is very clear and detailed, which is extremely important considering that these students have never taught their own program before and would not necessarily understand the many different types of expenses and sources of income that a band program may have.

The class session I attended was in the middle of the process of building this budget. The class was held in a computer lab in Breckinridge Hall; though many students worked on their own laptops, some worked on university computers. Dr. Dale had already begun instructing the students on creating this document as an Excel Spreadsheet, using formulas to calculate items and to tie various pages within the document seamlessly together, and the students worked to build on their earlier work. Much of this class was spent discussing transportation budgets and fund-raising activities. The topic of transportation budgets did not involve much discussion; he discussed expectations and normal practices for school districts. Fund-raising was a more in-depth conversation in that this is not controlled by the school district but rather by the teacher and band parent/boosters organizations. DuWayne discussed various types of fund-raising activities, effectiveness of the various types, overhead costs, and creative plans for fund-raising. He also asked students to share their experiences with different types of fund-raising as students. Dr. Dale also discussed how much fund raising may be too much, avoiding fund-raising burnout, saturation, etc. He discussed how to involve parents in the budget process, both when their input is helpful and when it may not be appropriate. He continued providing help with the Excel software when necessary, not only providing help with calculation formulas, but also advice on making the document visually appealing for the eventual audience of band parents or other school officials.



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I found the class to be very informative and found Dr. Dale's teaching very engaging, not only because the topic interested me, but also because it was delivered in an interesting and obviously informed manner. He is able to draw on his own experiences as a teacher to present not only theoretical information but also practical advice on effective stewardship of the finances of a band program. I find DuWayne to be organized without being rigid. He is eager to receive and answer questions from students but does not allow them to veer away from the subject of the class. I found the rapport between Dr. Dale and the students to be very comfortable but also mutually respectful. The students were clearly enjoying themselves and very interested in the subject matter. The class was a pleasure to observe.

Sincerely,

David Oyen, DMA