

Dante Marrocco

| dmarrocco@ithaca.edu | marroccomusic.com

Primary Instruments: Trombone, Bass Trombone, Euphonium, Tuba

Proficient Secondary Instruments: Flute, Clarinet, Oboe, Saxophone, Bassoon, Trumpet, Horn, Percussion, Recorder

Education

Ithaca College, Ithaca, NY

May 2019

Bachelor of Music in Music Education & Performance

GPA: 3.9

Oracle Honor Society

November 2016

Pi Kappa Lambda Music Honor Society

May 2019

Dean's List 7 Semesters

Aug. 2015-May 2019

Boston University, Boston, MA

Anticipated Master's Degree in Music Education

July 2021-Dec. 2022

Certifications

New York State Teaching Certification

June 2019

Teaching Experience

Elementary Band & Gen. Music Teacher | Marlboro CSD | Marlboro, NY

August 2020 – Present

- Provided safe, equitable, and differentiated instruction across three modes of learning during the COVID-19 Pandemic
- Revitalized the band program after significant attrition resultant from the COVID-19 Pandemic; doubled size of 5th grade band and doubled recruitment from previous year in 4th grade
- Developed and maintained highly differentiated teaching and rehearsal strategies to accommodate significant ability-level differences between new recruits and experienced members within the 5th grade band

Elementary Band Teacher | Mamaroneck UFSD | Mamaroneck, NY

Sept. 2019 – June 2020

- Tailored individualized, small-medium size group lessons while working within two music programs across four elementary schools
- Acclimated to the administrative expectations, policies, and cultures of four separate elementary schools

Senior Student Teaching | Owego Free Academy | Owego, NY

Mar. 2019 – May 2019

- Lead student-centered, self-reflective ensemble rehearsals in jazz and concert band settings across both High and Middle-School levels
- Directed pull-out lessons on all instruments while demonstrating intimate knowledge of instrument-specific pedagogy
- Created and rehearsed an arrangement that took into considerations the various strengths and weaknesses of the concert band ensemble

Junior Student Teacher | Elizabeth Ann Clune Montessori | Ithaca, NY

Sept. 2017– June 2018

- Instructed 3 beginning instrumental students on various instruments in one-on-one lessons weekly
- Prepared individualized lesson plans that addressed each student's unique learning needs

Performance Experience

Wind Symphony	Principal Bass Trombone	Ithaca College	Sept. 2018 – Dec. 2019
Wind Ensemble	Trombone	Ithaca College	Sept. 2016 – May 2018
Trombone Troupe	Trombone, Treasurer	Ithaca College	Sept. 2015 – June 2018
Jazz Repertoire Ensemble	Bass Trombone	Ithaca College	Sept. 2018 – Dec. 2018
L'Histoire du Soldat	Trombone	Ithaca, NY	Veteran's Day 2017
Edwin Drood – Musical	Trombone	Ithaca Savoyards	September 2017
9 to 5 - Musical	Trombone	SUNY Cortland	Fall 2017

Training

Pedagogical Mentors: Dr. Radio Cremata; Dr. Jonathan Kladder

May 2, 2022

To whom it may concern,

It is with great excitement that I submit this letter to your school! My intense passion to bring enriching musical experiences to the students of your school, in tandem with my strong pedagogical foundations, forward-thinking philosophies, and experiences gained through adversity make me an exceptional candidate for this music teacher position that was posted on OLAS. I graduated from the Music Education & Performance undergraduate degree program at Ithaca College in May of 2019 and am on-track to graduate from Boston University's online program for my master's degree in Music Education in December of 2022. Upon graduating from Ithaca, I was immediately able to practice and hone my instrumental and pedagogical abilities in the elementary schools of the Mamaroneck UFSD during the 19-20 school year. For the past two years, I have had the immense pleasure of running the elementary band program in the Marlboro Central School District.

In my placement as a District-Wide Elementary Band teacher at the Mamaroneck Union Free School District, I had the pleasure of bringing and applying my skills and abilities within the framework of two different music programs across four elementary schools. During this time, I strived to individualize my lessons while working in tandem with the other teachers' pacing and musical philosophies.

During the 2020-21 school year, I was challenged with revitalizing and maintaining the Elementary Band program during the COVID-19 Pandemic. I began this year by engaging in retroactive recruitment for fourth grade through a digitally accessible medium. Through this year, it was my top priority to stay up to date on CDC guidelines, relevant studies, and NYS policy regarding distancing and additional safety measures for wind instruments, allowing me to easily navigate and adapt to frequently changing policies and modes of instruction while complying with relevant guidelines and providing a safe and equitable music education for my students. Additionally, many of my skills have improved robustly over the course of this year to meet the many new and varied needs of my students in this multi-format instructional setting. I have continued to critically assess and improve my communication skills to support my students in the virtual setting. My understanding of and capacity for integrating technology in my classroom during lessons and rehearsals have greatly improved as well.

The 2021-2022 school year brought much welcomed change as school routines began to return to normal. In Marlboro, all students have been attending in-person daily; this return to a more normal mode of learning allowed me to ignite a passion for band amongst students who did not have the chance or did not have the desire to participate in band in a hybrid or virtual modality last year. I was able to double the size of my fifth-grade band through my recruitment efforts at the beginning of this year. I have learned to rehearse with students of a significant ability-gap who require significant differentiation as half of my band is beginners while the other half already had a full year of experience. Additionally, through my efforts to foster a love for and understanding of music amongst my third-grade general music students, I was able to recruit twice as many students as the year prior in my fourth-grade band.

I am excited at the prospect of bringing my skillset, experiences, and deep passion for music to the students at your school in the capacity of this teaching position. If you would like to further discuss my qualifications and interest in this position, you can reach me at _____ or dmarrocco@ithaca.edu. You can also look at my personal portfolio at www.marroccomusic.com for a more holistic demonstration of my skill set. Thank you for your consideration on this matter.

Sincerely,

Dante Marrocco