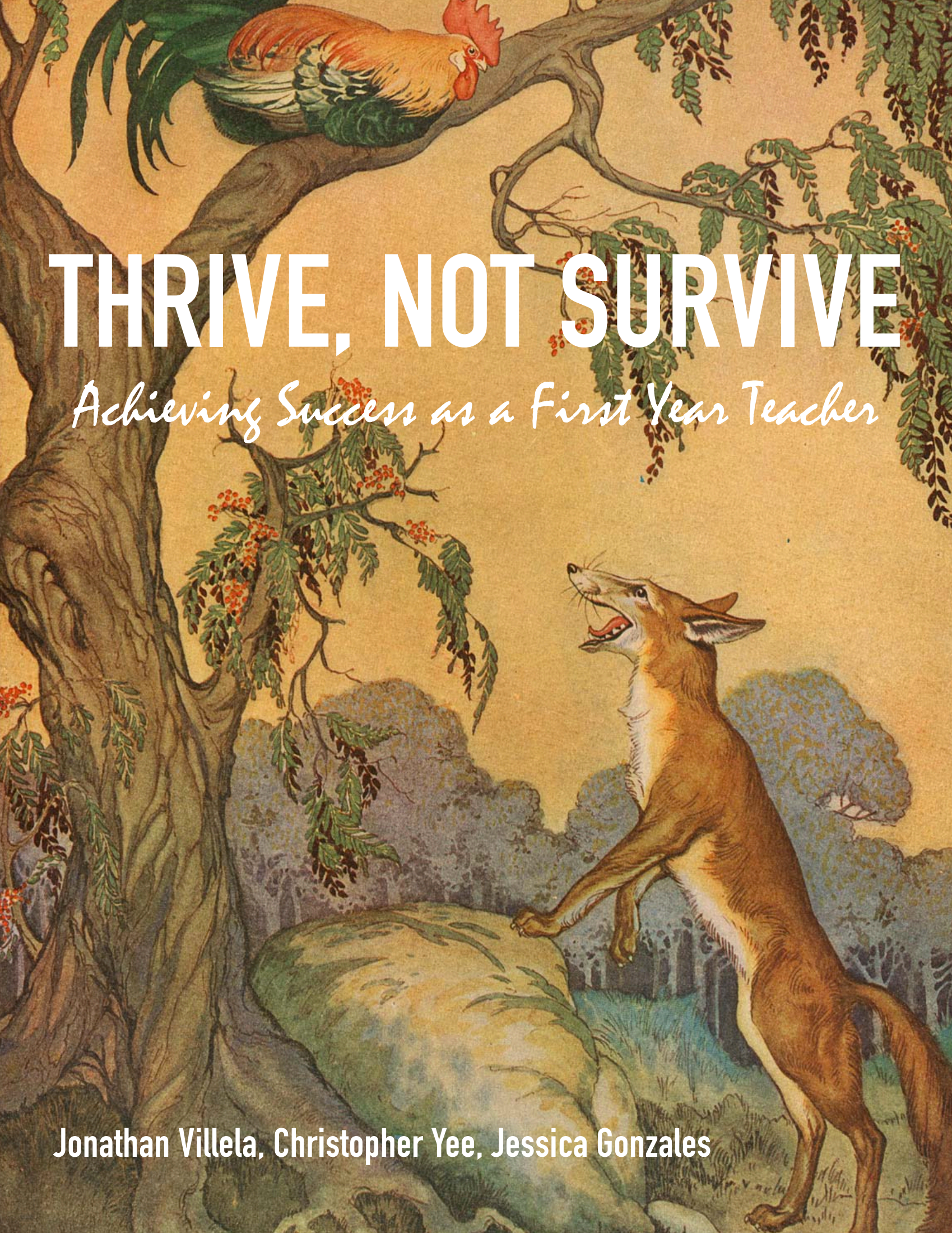
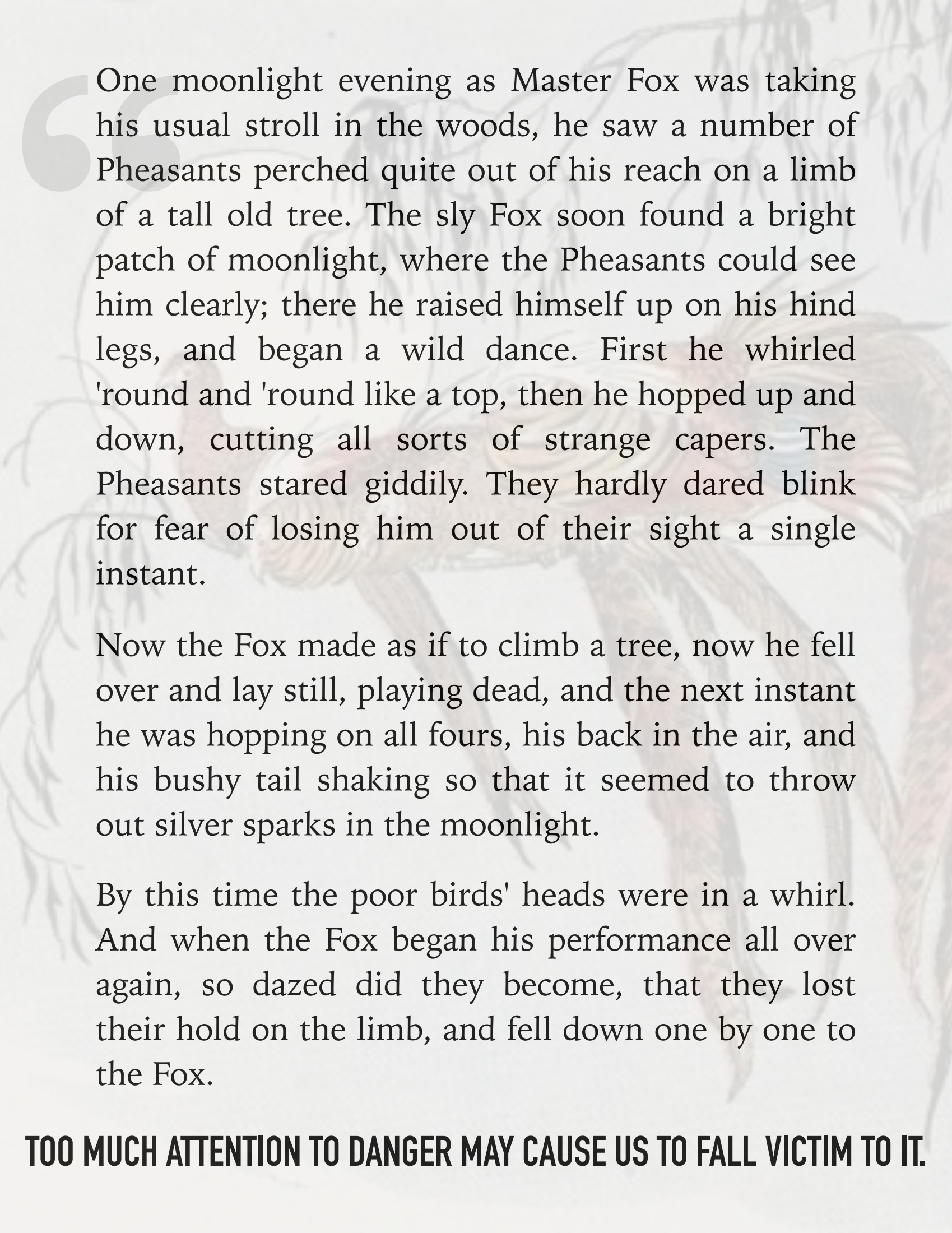




THRIVE, NOT SURVIVE

Achieving Success as a First Year Teacher

Jonathan Villela, Christopher Yee, Jessica Gonzales



One moonlight evening as Master Fox was taking his usual stroll in the woods, he saw a number of Pheasants perched quite out of his reach on a limb of a tall old tree. The sly Fox soon found a bright patch of moonlight, where the Pheasants could see him clearly; there he raised himself up on his hind legs, and began a wild dance. First he whirled 'round and 'round like a top, then he hopped up and down, cutting all sorts of strange capers. The Pheasants stared giddily. They hardly dared blink for fear of losing him out of their sight a single instant.

Now the Fox made as if to climb a tree, now he fell over and lay still, playing dead, and the next instant he was hopping on all fours, his back in the air, and his bushy tail shaking so that it seemed to throw out silver sparks in the moonlight.

By this time the poor birds' heads were in a whirl. And when the Fox began his performance all over again, so dazed did they become, that they lost their hold on the limb, and fell down one by one to the Fox.

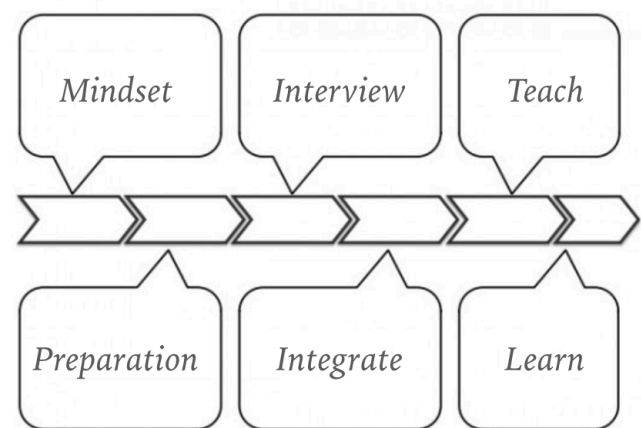
TOO MUCH ATTENTION TO DANGER MAY CAUSE US TO FALL VICTIM TO IT.

Current & Future Colleagues,

Often, the first year of teaching is associated with negative connotations. We are told to “stay afloat”, to “stay one step ahead”, and to “survive”. The purpose of this clinic is not only to dispel these predispositions, but to also discuss methods, actions, and strategies to acquire, enter, and thrive within the first year.

The next hour will be presented sequentially in the form of a timeline, designed for you to use as you complete your education, interview, join the music education profession, and continue into your second year.

It is my intention to desperately share the guidance and information that was so generously passed down to me.



Within our time together, I'll share my own strategies, experiences, and examples. In addition, you'll hear from my incredible colleagues, Chris Yee and Jessica Gonzales, my administration, and my community.

It's an honor to stand before you, and my pleasure to share with you today and in the future.


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PATTERNS

- Overwhelmed (due to lack of):
 - Experience
 - Knowledge
 - Disillusionment
 - Resources
- Mindset
 - Self-fulfilling prophecy
 - Overconfidence/Underconfidence
 - “I have to do everything by myself.”

*What have I learned
from master performers?*

The image shows a page from a handwritten musical score, likely for a symphony. The score is written on staves for various instruments, including Flöte (Flute), Oboe, Clarinette in A (Clarinete in A), Fagott (Bassoon), Horn in E, Trompete in E (Trumpet in E), Pauke (Drum), Schelle (Cymbal), Harfe (Harp), Violine (Violin), Viola, Violoncell (Cello), and Contrabass. The score is heavily annotated with handwritten notes and corrections in blue and red ink. At the top, there are notes in German: "alle Zeichen (geschrieben)" and "nicht zu viel!!". A circled note says "metr. f. 1. 69". A large red arrow points from this note to the first staff. Another red arrow points from a circled note "1. 88" to the Schelle staff. A blue arrow points from a circled note "80-92" to the Harfe staff. The score includes dynamic markings like "p" (piano) and "pp" (pianissimo), and tempo markings like "Allegretto". The word "Heiter" (cheerful) is written in red ink on several staves. The bottom of the page has a note: "NB. Die Bezeichnung — zwischen 2 Noten bedeutet: gleichmäßig" (NB. The designation — between 2 notes means: evenly).

PREPARATION

- Release perceptions of educational boundaries and limitations (class number, class schedules, facets within your SoM)
- Observation/Private Lessons, Master Classes, Marching Tech
- Pedagogy Workshops, Observe private lessons, Conducting Symposia
- Take or **create** independent studies
- Allow other mediums of art to shape your teaching style
- Build and cultivate relationships with educators that will mentor you



THE HUNT

- Resumé, Curriculum Vitae (CV), Cover Letter
- Utilize word of mouth and online job forums.
- Send a personalized email after submitting your application.

THE INTERVIEW

- Be yourself.
- Interviews that don't yield offers may lead to future interviews.



Scan to watch interview advice, patterns of successful teachers, and teaching perspectives from an administrator.

RELATIONSHIPS: CONSTRUCT & CULTIVATE

- Observe, learn, and **anticipate** the flow of your coworkers and administration.
 - Learn and use first names (all faculty, parents)
 - Maintain a healthy distance from parents and students
 - Facilitate regular communication with mentor teachers and coworkers
-

...SO...HOW DO I TEACH?

Some thoughts to maintain as you begin...

*We are here
because a teacher
inspired. Remember that
you are not **them** and will
likely teach differently.
Be yourself.*

*Learn the
current flow of things
first. Only then can you
comfortably make
adjustments to systems,
processes, and
traditions.*

CLASSROOM MANAGEMENT

Generate an incredibly detailed mental picture of your lesson or rehearsal.

Ask questions!

Initial: What are my students learning? What is the daily/long term goal?

Higher Level: What do the chair and stand legs look like? Where should their eyes be? What do their bodies look like when playing vs. when they aren't playing?



**Continuously
address
anything that
strays from
that which you
picture in your
mind...and be
picky!**

“Good or bad, whatever is happening in my classroom, I am somehow giving permission for it.” - Lynne Jackson

PLANNING

“When we have a clear sense of where we are going, we are more flexible in how we get there.”

1. Establish long-term goals
2. Analyze and define areas, skills, and concepts preventing long-term goals
3. Long-term goals create short-term projects and overall curriculum (semester, monthly, weekly, daily)

Concert Band Sectionals
2016-2017
Mr. Villela

FPMS
FOUR POINTS



BAND
MIDDLE SCHOOL

Monday	Tuesday	Wednesday	Thursday	Friday
	Clarinet 7:30-8:30AM	Bass Cl, Tuba/ Euph 7:30-8:30AM	Flutes 7:30-8:30AM	Percussion 7:30-8:30AM
Trombone 4:15-5:15PM		Saxophone 4:15-5:15PM	Trumpet 4:15-5:15PM	

Sectionals will start **promptly** at the listed times!
“If you’re on time, you’re late. If you’re early, you’re on time.”

- Sectionals start the week of August 29th
- Sectional attendance is graded
- Please communicate absences in advance

FOUR POINTS MIDDLE SCHOOL BAND

NAME: Stephen Villela

PRACTICE LOG: 180 minutes

Week of Friday: 11/11 - Thursday: 11/17

Fri.	Sat.	Sun.	Mon.	Tue.	Wed.	Thu.	Total	Signature

WEEKLY OBJECTIVES:

FUNDamentals	
1.	Mouthpiece Sounds: A
2.	Saxophone Swag, 1-3, J = 90 bpm, consistently
3.	C# Descending Scale, Doodle (both octaves)
4.	Tuning Sequence (G, G, F#)
5.	Octave Slurs

MUSIC

1.	Holiday Music: C Sections J = 92
2.	Joy to the World: J = 86
3.	Playing Test: Line 38 J = 80
4.	
5.	

DAILY OBJECTIVES:

Friday
Monday
Tuesday
Wednesday
Thursday

<http://www.fpmsband.com>

COMMUNICATION

*“Captain,
the weather
radar has
helped us a
lot.”*



Construction:

- Climate: feeling of safety, value, and respect
- Culture: creating a student's sense of respect for the program
- Curriculum: plan sequentially so that students “don't care” because they don't understand

In Instruction:

- Avoid filler words: “um, like, try to, see if you can, you know?, ok?”
- Avoid passivity: “Can we?” “Try to...”
- When possible, describe the solution rather than iterating the problem: “Stop moving.” = “Be still.”
- Inclusive Language: View your students as professionals in the making and as collaborators. Use of “yes sir, yes ma'am”, “thank you for your patience”
- Praise behaviors that you wish to see repeated
- Economize your words - less is more

TEACHING



- Avoid “going through the motions”, telling them $\neq$ teaching them
- Demonstration (performance or recordings)
- The goal is to manage, not to control
- Have them play/sing often (group, small group, individual)
- Nothing is too small to teach or continuously monitor (hand position, embouchure, posture, tone, breath)
- Analyze your planning, speaking, pacing, and amount of macro/micro involvement with the class
- Continuously teach at the individual level
- Understand and utilize the different learning styles (aural, visual, kinesthetic)
- We are not just teachers, we’re reminders!



CONTINUED EDUCATION

- Seek and maintain mentorship. Pick up the phone on a regular basis.
- Pedagogy workshops
- Utilize summer breaks (travel, study, practice)
- Observe others (different perspective from college observation)
- Regularly attend your state's Mu. Ed. Conference and the Midwest Clinic
- Invite and host master teachers in your classroom

IMMENSE GRATITUDE

- Christopher Yee & Jessica Gonzales
- Frank Troyka
- Lynne Jackson
- Dr. Jeffrey Loeffert
- Peter Warshaw
- Susan Scarborough
- Tracey Barrientes & Dr. Joe Ciccarelli
- The Shim Family