



Habits of Success for the Emerging Teacher

College Student Through the First Years of
Teaching



Dr. Mary Land and Scott Rush
The Midwest Clinic
December 20, 2023

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PAT CLAP SNAP CLAP

GET YOUR
BOOGIE DOWN
WITH
AL JARREAU

1. PAT-CLAP-SNAP-CLAP Motion: Down-In-Out-In

Ready (mm ♩ = 88-120)

Rhythm Syllables: Du 2 4 3 4

Word Association: Pat Clap Snap Clap

2.	PAT	—	SNAP	—
3.	—	CLAP	—	CLAP
4.	PAT	CLAP	SNAP	—
5.	PAT	—	SNAP	CLAP
6.	—	CLAP	SNAP	CLAP
7.	PAT	CLAP	—	CLAP
8.	PAT	—	—	—
9.	—	CLAP	—	—
10.	—	—	SNAP	—
11.	—	—	—	CLAP

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Dr. Mary Land

Director of Instrumental Music Education
Western Michigan University

**29 Years Teaching Public
School Band**
32 Student Teachers
**12 Years Teaching
University Music Education**



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Scott Rush

Team Lead for the Habits Series
GIA Publications, Inc.

**22 Years Teaching Public
School Band**
**16 Books in the Habits
Series**
**Former Director of Bands at
Wando High School**



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What can you do NOW to prepare for your successful future as a music teacher?

Isn't going to class and submitting assignments enough???????

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GO TO CLASS!!!!!!!

**90% OF EVERYTHING YOU DO IS
MERELY BEING PRESENT**

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Play in large ensembles even **AFTER** requirements are met

- Start thinking from the director's perspective
- Learn about rehearsal strategies
- Play a secondary instrument in a large ensemble
- Stay in marching band!

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Join Your University Choir

Learn how to use your voice properly
– instrumentalists will sing every day as they teach 😊

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Observe Master Teachers -*on Your Own*

- Connect with local directors and ask to observe. Your University schedule should allow this time (university calendar vs. public school calendar)
- Volunteer to help with solo & ensemble, district & all state auditions, Festival sites, etc.
- Attend local MEA meetings

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CNAfME

**Be an ACTIVE member of
your University's CNAfME
organization**

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Secondary Instruments

- **YES! You need to know how to play ALL the instruments you will teach**
- **Play a secondary instrument in your University's non-major ensemble**
- **Teach private lessons on secondary instruments – one on one instruction is a great way to polish your pedagogy**
- **You must know how instruments work to be an effective teacher**
- **Audit or get permission to observe instrument technique classes for a second time**

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Start Student Teaching Early & Stay Late

- **University semesters are usually shorter than secondary school semesters**
- **Attend pre-planning**
- **By staying until the end of the secondary school calendar you will have more conducting opportunities**

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Electronic Portfolio

- Home page with a professional background
- About me (with a picture of you)
- Mission
- Artifacts and Projects (assignments from Methods 1 & 2)
- Teaching Videos (record every time you teach)
- Performing Videos (large ensembles, chamber ensembles, & solo recitals)
- Additional Experiences
- Inspirational education quotes
- References (at least 3 with all contact information)

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Off Campus Opportunities:



Attend
Conferences

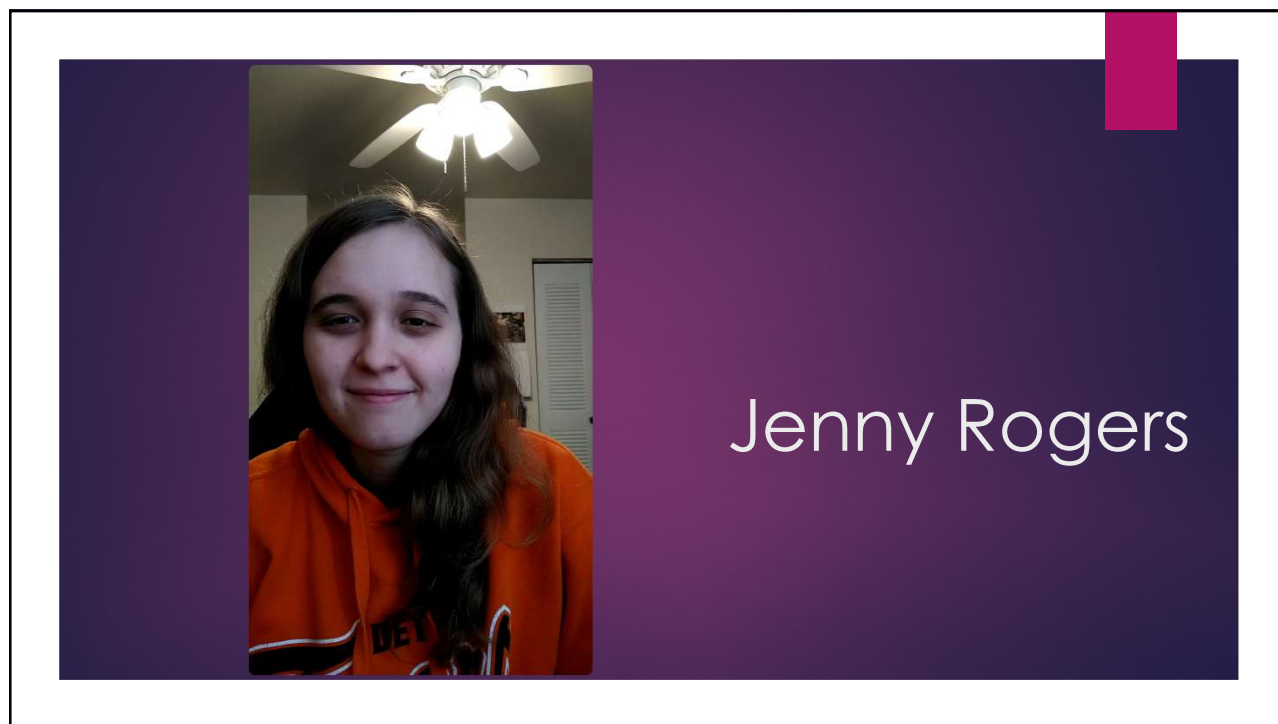


Work at Music
Camps & Clinics



Volunteer to Help
Beginners

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The Components of Playing

Key Practice 1 - What to Teach

Tone	Attacks
Timing	Technique
Tuning	Tone Color
Listening Skills	Style
Dynamics	Precision
Phrasing	Clarity
Articulations	Accuracy
Rhythm	Range
Balance	Releases
Blend	MUSICIANSHIP

 A black and white photograph of a person with long hair, seen in profile, playing a stringed instrument, possibly a violin or viola.

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... Other Things We're Responsible for Teaching

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Other Things We're Responsible for Teaching

"What" to Teach

Key Signature Recognition
Stretching Exercises
Embouchure Set-up/Development
Counting System
Oral Cavity Syllables and Voicing
Concert Etiquette
Putting the Instrument Together
Instrument Care
Tonal Literacy
Good Practice Habits

Enharmonic Notes
Scales
Musical Terms
Posture
Breathing Exercises
Music Theory
Music History
Leadership Skills
Musical Form
Time Signatures



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The Teaching Inventory Database /Sheet

"What" to Teach



The Teaching Inventory Database includes the Components of Playing, as well as other things you are responsible for teaching.

It is a framework for "What" to teach and "How" to teach it.

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How to Teach ...

Timing

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How to Teach It - Timing

Use of the metronome: For beginners, we teach a strict DOWN/UP motion



BOPPING

Play the front part of the note; no sustain.



SUBDIVISION EXERCISE

Counting system based on note denominations.



DON'T CONDUCT

Get off the podium and let them keep time and make music.



ED LISK AUDIATION EXERCISE

Palms up, palms down audiation exercise.



COUNT "1" EXERCISE

Audiate subdivisions until the next downbeat.



WESTERN DUAL EXERCISE

Back-to-back audiation exercise of 32 counts.

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Never be late to school. You are developing professional habits and networking.



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- ▶ Each time you arrive at your school you should first report to the main office and sign in.
- ▶ Most schools will require you to wear a name badge.
- ▶ After you sign in, report to the band/orchestra room.

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Record Your Teaching



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YES! You are expected to Know Fingerings!!!!

How do you play that other B natural? #?!!!!

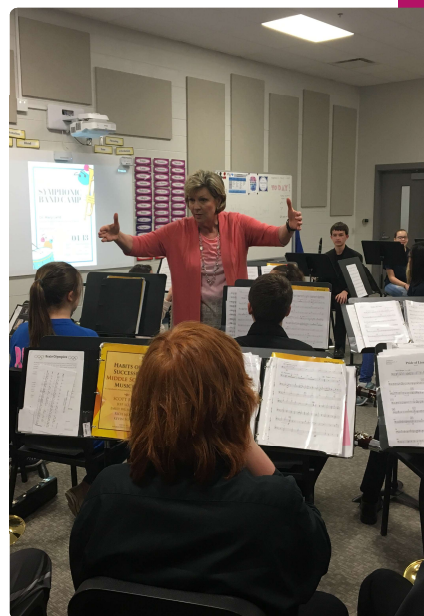


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How Do They Learn? Pedagogy?

YOU are expected to reach & connect with different learning styles.

Pedagogy: organized, sequential teaching with energy and a rapid - fire pace.



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Lesson Planning Demystified



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3 COMPONENTS OF YOUR LESSON "THINKING"

Objectives

How will these
be assessed?
Can they be
measured?

Standards

- National
- State
- School District

Accommodations

What types of
accommodations
will you need to
know?

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**A Lesson
Plan is like
going on a
trip**

**FIRST YOU
PLAN.....**

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**Then you
travel...**



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**While you are
away you
explore in a
variety of ways**

- **ACCOMMODATIONS**
- **DIFFERENTIATED INSTRUCTION**

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**When you return...
Where have you been?
What did you do?
How long?
Have anything to
declare?**

**TEACHING
REFLECTION**

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Tips for a Successful Intern Experience

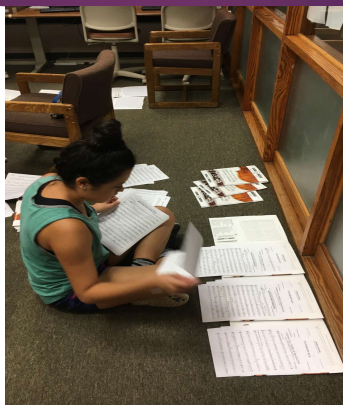
- ▶ Return Emails and Phone calls
- ▶ Manage your Surroundings (BE ORGANIZED)
- ▶ Empty your voice mailbox!!!!!!!!!!
- ▶ Plan Ahead – Keep a Calendar
- ▶ Have an Open Mind
- ▶ Engage your students
- ▶ Network
- ▶ Ask Questions

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Take Advantage Of All Opportunities



Conducting Clinics



Work in Music Library



Teach Lessons

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Final Step: How To Get A Job 😊

Start Now!

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Connect With Your Mentor Teacher

- ***Strengthen your relationship***
- Ask questions about why they did what they did
- Bring your mentor teacher breakfast, coffee, lunch, ***a special token of appreciation***
- Maximize your involvement in the school experience
- Say THANK YOU! Over & Over & Over & Over & Over

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JOB APPLICATION

REFERENCES: Mentor Teacher, Administration, College Supervisor

RESUME: List only things which relate to the job –
Proofread 😊

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Interview

- What can you leave with them?
- Know the school system
- If you are given the opportunity to ask questions, ask why they enjoy teaching there
- *Do not ask questions about things you can find out online*
- Be prepared to teach a mini lesson
- Be prepared for multiple hiring rounds

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Before the Interview

- Research the position
- Learn names of key positions
- Is your portfolio ready?
- Social Media: clean it up or delete
- Dress Professionally - prepare

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Questions THEY May Ask

- Tell us about yourself
- How would you motivate students to enroll in your program?
- How do you assess learning?
- Describe your classroom management skills
- What technology are you comfortable using?
- What is your experience with marching band, jazz, pep band, color guard, choir, orchestra?

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Possible Scenarios:

- Tell us a time when you experience a behavioral issue in your class, and how did you handle it?
- An angry parent contact you regarding their child's grade. How do you handle this situation?
- Describe your recruiting process

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Questions *YOU* May Ask

- Is there a school district music curriculum I am expected to incorporate?
- Does the district have a preferred method book?
- What is the budget for repertoire, repairs, and equipment?
- May I see some past concert programs?
- Can you tell me why the past director is leaving?
- May I see the rehearsal room? Music Library?
- What would you like to see changed in the program? Kept the same?
- What do you enjoy most about working here?

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Post Interview

Ask when you should expect to hear from someone about the position.
Send an email thank you immediately
– **proof it carefully** 😊

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First Impressions

- ◆ Organized and Uncluttered
- ◆ Utilization of Space
- ◆ Logical Traffic Flow
- ◆ Standards Posted
- ◆ Classroom Rules Posted
- ◆ Student Work Displayed

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Everything Has A Place



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BEFORE THE STUDENTS ARRIVE

ORGANIZE YOUR CLASSROOM

- Decorate with colorful posters and pictures of students performing or rehearsing.
- Create a word wall with vocabulary, musical symbols and terms.

PLANNING

- List your agenda for the day on the board.

ESTABLISH ROUTINES

These should include:

1. How to enter the room
2. How to set up and prepare for the day's lesson
3. How to break down and store supplies/equipment
4. How to exit the room



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Rehearsal Systems

- Policies and Procedures
- Expectations
- Rules
- Consequences
- Systems and Processes



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Systems and Processes

- ▶ What are strategies for how students should enter the classroom?
- ▶ What are some strategies for starting class?
- ▶ Do you allow students to warm-up on their own?
- ▶ How do you teach counting?
- ▶ Does each player get their own music?
- ▶ How do you want students to hold instruments during non-playing times?
- ▶ What are your procedures for storing equipment? Chairs? Stands?
- ▶ What is your procedure for dismissal?
- ▶ Do you want students to have binders, page protectors, a pencil?

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Present (this is what and how you teach)



POST REHEARSAL
SCHEDULE



GREET YOUR STUDENTS



HAVE A CONSISTENT
DAILY REHEARSAL
ROUTINE



FUNDAMENTALS ARE
FUNDAMENTAL



KNOW **EVERYTHING**
ABOUT THE MUSIC YOU
WILL BE TEACHING



YOUR DEMEANOR

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Specific “Fundamentals” Exercises

- ▶ Interval Studies / Mouthpiece Buzzing / WW's Playing
- ▶ Singing / Humming
- ▶ The Whole Tone Scale
- ▶ Attack and Release Patterns
- ▶ Scale Studies
- ▶ Lip Slurs
- ▶ Articulation Exercises
- ▶ Dynamic Exercises
- ▶ Balance Exercises
- ▶ Blend Exercises
- ▶ Tone Quality and Ensemble Sonority
- ▶ Sight-reading
- ▶ Music-Making Exercises through Chorales and Improvisation

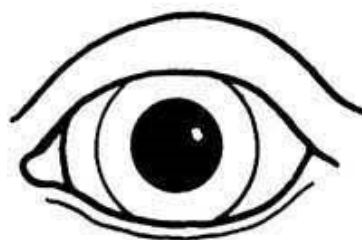


HABITS
UNIVERSAL

www.habitsuniversal.com

Look under the “Resources” tab for
FREE Materials

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LISTEN WITH YOUR EYES!!!!

MANY TIMES, YOU CAN DETECT ERRORS JUST BY LOOKING AT YOUR STUDENTS AS THEY PLAY

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Use instrument
assembly time
for ear training:
solfege call &
response

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Teacher Plays &
Students Solfege

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Only stop the ensemble for a reason AND immediately tell why



- ▶ Have a specific reason to stop
- ▶ Tell students quickly
- ▶ Make sure they mark exactly as you instructed
- ▶ Quickly go back to the spot you stopped about and start there

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TALK TOO MUCH

Blah, Blah, Blah,
Blah, Blah, Blah,
Blah, Blah, Blah



**Do not talk
so much –
students
want to
play, not
listen to you
talk**

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The Power of a Significant Music Educator

RETENTION



To lead with positive, contagious energy, you must love your students



Freshmen interviews and 1-3 minute affirmations



They don't care how much you know until they know how much you care



Enthusiasm get them excited about music, but love keeps them in music



"All About Me" assignments



Flippen: If you have a child's heart, you have his head

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I believe YOU are the Music Connection

Take Time, Make Time

- ▶ Show appreciation to those who help your programs thrive
- ▶ Give an award at a public concert for business or volunteer support
- ▶ Help adult community bands develop
- ▶ Support other arts programs in your school and community
- ▶ Encourage anyone with an idea, a dream, or project. Positive reinforcement is a win-win situation and builds respect, trust, and support.



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Connection

Think of your favorite people who made important impacts on your life and shaped the person you have become. These "favorite people" usually have the following traits:

- ▶ They took time to know you as a person.
- ▶ They took time to understand you.
- ▶ They took the time to accept you.
- ▶ Most importantly they took the time to help you grow.



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Connection

- As a teacher, be mindful of the act of connecting with your students.
- Create opportunities to grow this relationship.
- The connections you have with your students are intentional actions; they don't just randomly happen.
- You must consciously plan so these interactions become a habit.



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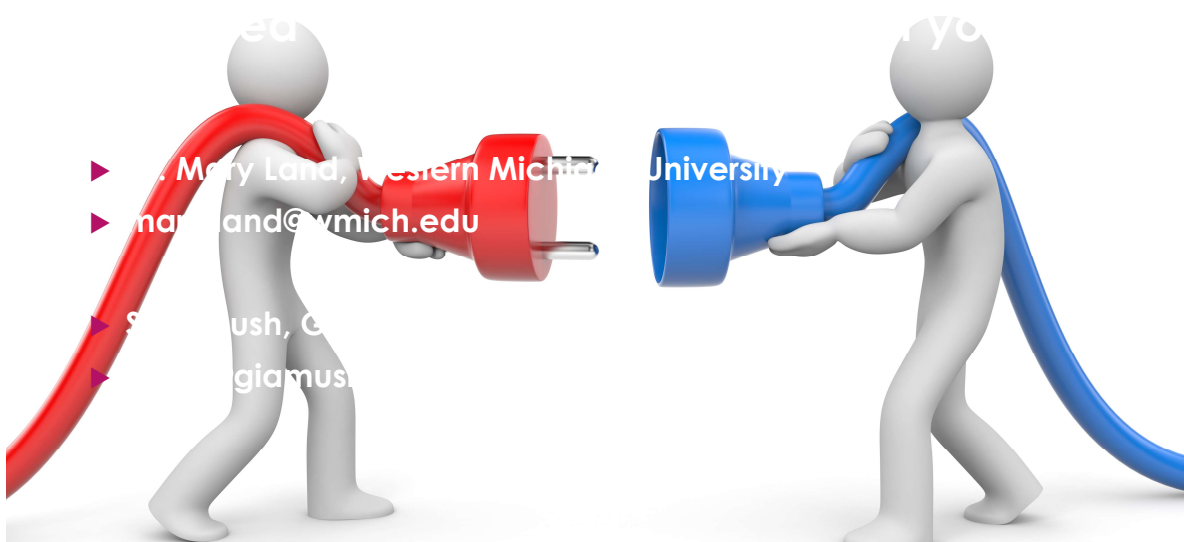
Connection

"I've learned that people will forget what you said, people will forget what you did, but people will NEVER forget how you made them feel."

Mayo Angelo



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Join us at
the GIA
booth after
the session!

