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***Team Teaching in the Bandroom:***  
***Working Together to Sound Better***

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W181

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**Our philosophy of team teaching: “*The Page Middle Band directors collaborate in all areas of decision making, planning, and teaching in order to maximize the achievement of our students.*”**

- 1) Benefits of team teaching
  - a) Greater efficiency in rehearsals
  - b) Individual attention for students
  - c) More differentiated instruction
  - d) Professional Growth by learning from each other
  - e) Shared workload
  
- 2) Planning process
  - a) Begin with the end in mind: Macro to micro
  - b) Plan weekly goals and then daily rehearsals
  - c) Group students in order to meet goals
  - d) Use technology aids for collaborative planning
    - i) Recordings
    - ii) Zoom
    - iii) Google Docs
  
- 3) Grouping students
  - a) Change groupings frequently
  - b) Tailor groupings to objectives
  - c) Decide who will teach each group
  - d) Examples of ways to group students:
    - High/middle/low voices
    - Brass/woodwinds/percussion
    - Transposing instruments
    - Ability levels
    - Similar parts in concert music
    - Students preparing for a special event
    - Sections with instrument-specific skill
    - Individual students needing remediation
  
- 4) Team Teaching in full band rehearsals
  - a) All teachers must know their roles in advance
  - b) Possible teacher roles in full band setting:
    - Conductor
    - Listener
    - Pull-out sectional teacher
    - Percussion coach
    - Police
    - Player
    - Collaborator
    - Repairman
    - Grader

- 5) Logistics
  - a) Create procedures and defaults for efficiency
  - b) Label rehearsal spaces
  - c) Create default seating arrangements
  - d) Create a routine for daily rehearsal
  - e) Notify students where they will rehearse each day
  - f) Have materials prepared for all team members
  - g) Use consistent vocabulary and concepts between teachers
    - i) Consistent counting system
    - ii) Clearly defined articulations
    - iii) Names for exercises and fundamentals
    - iv) Consistent embouchure formation
- 6) Dividing responsibilities
  - a) Divide duties based on teacher strengths and interests
  - b) Prevent mixed messages
  - c) Ensure things don't fall through the cracks
  - d) Divide grading equally and logically
- 7) Avoiding Problems
  - a) Put aside egos
  - b) Trust your colleagues
  - c) Give up control: It's not "My Band", it's "Our Band"
  - d) Set norms, procedures, and standards for team interactions
- 8) Building a team
  - a) Create high school/middle school partnership
  - b) Include student teachers
  - c) Incorporate private lesson or section teachers
  - d) Develop student leaders
  - e) Take advantage of volunteers
  - f) Seek out colleagues or mentors
    - i) Share recordings
    - ii) Talk through challenges
    - iii) Observe master teachers

Reflective Questions to guide your team teaching:

- 1) Are all teachers in your program working together as a highly coordinated team?
  - 2) Are all your rehearsals well-planned with all team members on the same page?
  - 3) How can you create collaborative planning time within your schedules?
  - 4) Are you grouping your students arbitrarily, or thoughtfully in order to maximize student learning?
  - 5) What procedures and defaults can you set to create efficiency in your program?
  - 6) What are the strengths and weaknesses of each member of your team, and how can that knowledge guide the division of both teaching and non-teaching responsibilities?
  - 7) Are you prepared to give up some control of your program?
  - 8) What stakeholders can you bring on to your team?
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***Contact Information:***

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*Evan, Carol, and Katherine would like to thank our administrators for their exemplary leadership and steadfast support of music education.*

**Mark Kinzer**

Williamson County Schools Director of Fine Arts

**Dr. Eric Lifsey**

Page Middle School Principal

**Quen Williams, Chris Hawkins, and Regina Rathbone**

Page Middle School Assistant Principals

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