> **25 Delivery Keys to Instruction for Self Evaluation:**
> **How Can I Help Myself Become A Music Teacher?**

(Like AA but with 14 more steps!)

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Introduction: Relating to students effectively is one of the most significant factors in determining success of teaching: Research shows that elementary and middle school students value delivery more than content, while older students value content more.

Twenty-five Keys

1. Technical Vision – do not loose the vision!
    Determine the **overall technique vision** of your classes:
        1st and 2nd year - to develop playing foundation
        3rd and 4th year - refine/extend skills
        5th and above - skills for expressiveness
2. Modeling
    Teaching with instrument in hand for string and wind classes or with voice for choral, showing students (sound/picture leading students)
3. Nonverbal & limited verbal teaching
    Effective, efficient, use of cue words, helps students stay on task
4. Rote to note
    Rote skill instruction followed by music
    Teaching sequence: rote (warm up), to passage, to play/sing through, to performance
5. Proximity
    Teacher moving throughout the class, requires travel path
6. Touch/Tactile
    Helping students **feel** correct skill through appropriate teacher touch. Teaching strings is different than band - initial physical coordination skills more complex and requires more touch by teacher
7. Dissect & stack skills
    Dissect complex playing skills into prerequisite skills and then stack to produce complex skills, e.g. teaching spiccato on string first
8. Multiple teaching strategies
    Many different ways to teach same playing skill for *disguised* repetition
9. Review
    Reinforce previous skills to build **reliable** technical foundation. More review is better.
10. Leadership
    Seen by students through teacher body balance and lengthening, ease of movement, elevated posture, eye contact (constant, to all areas), voice projection, confidence, musicianship, preparation (lesson plans), variable voice pitch/dynamics, and variable facial expressions - to determine **who** is going to lead the class
11. Humor
    Willingness to laugh at yourself and with your students, e.g. exaggeration, tease
12. Routine
    Rehearsals structured into **patterns of activities** for instructional efficiency, saves time (e.g., organized tuning process, warm up)

13. Pacing

    Speed of instruction – awareness, controlled, variable, lack of dead time, by design
14. Classroom management

    Ability to control the behavior of groups of students and get students' attention when needed, including appropriate behaviors defined with established rewards (extrinsic to intrinsic)
15. Repertoire Selection

    Select repertoire to reinforce rote technique to avoid the *evils* of over programming!
16. Careful development of playing skills

    Develop student technique to allow <u>careful</u> building of playing skills, as carefully as students will allow - do not be in a hurry! Why be in a race!
17. Peer teaching

    Students teaching each other in class, e.g. student checkers
18. Student leaders

    Student leads class while teacher works with individual students

    Frees up teacher to move throughout the class
19. Positive Feedback

    Recognizing the **positive** behavior and achievement of students
20. Feedback

    Research shows students respond best to <u>specific</u> positive feedback
21. Teacher Self evaluation tools:

    Audiotape, videotape, timeline, sociogram, checklist

    Done frequently to correct bad habits and to develop new and better teaching habits
22. Teaching Sequence

    1. According to research the most efficient and effective teaching sequence is:

        1) teacher presents task

        2) students respond

        3) teacher gives specific and contingent feedback

    2. Continue steps 1, 2, and 3.
23. Awareness of students' natural **learning** styles: auditory, tactile, visual, and concrete or abstract

    Need to match students' learning styles with different **teaching** styles, such as sequential, global, analytical, discovery, tactile, visual, aural
24. Knowing and understanding the differences between pre-adolescents and adolescents
25. Awareness of your natural teaching style, e.g., passive leader, strong leader, kind, gentle, aggressive, enthusiastic, slow-paced, fast -paced, variable-paced, excited, etc.

GOAL:

Evaluate your teaching based upon the keys. Select one or two to develop. Apply to your teaching. Then assess valuate. When accomplished, choose next key to apply. Then, select additional key to develop and monitor. Continue process.

Additional Resources on Student Learning Styles:

- *The Way They Learn* by Cynthia Tobias (Tyndale House Publishers)
- *Different Children Different Needs* by Charles Boyd (Multnomah Publishers)
- *Teaching Orchestra Through Performance, Vol 3.* Chapter by Bob Gillespie