

Things to watch out for as a teacher

- Do I look at one side more often than the other?
- Saying: “You guys,” “I want you to,” or fillers (“okay”, “um”) too much.
- Nervous ticks (hand gestures, pacing, or other unnecessary body movements)
- Do I enunciate my words?
- Do I call on girls/boys more often?
- Try not to ask: “did you like” or “what is your favorite” for closures.
- Provide enough “wait-time” after asking a question. Try not to answer it for them.
- Teach at their level (sit when they sit, stand when they stand)
- Sit when talking or listening. Only stand when *doing* something.
- Acknowledge their answers even if wrong. If wrong, tell them the question that their answer is correct for. Example: “Who can name a season?” “Snowy.” “That’s close, snowy is weather, what *season* does it snow in?”
- Pacing – Keep the lesson moving, you don’t want a lot of down time.
- Use 4 on the floor as a tool, this is not when you ask a question. Use it as a directive.
- Often a student’s behavior is an expression of an emotion. Start noticing.
- Modeling is more effective than explaining
- Be careful with closures & AS (not too long)
- When teaching in pairs, divide the lesson/teaching evenly.
- Educational objectives - These areas (movement, listening etc.) are *ways* of teaching music. So, I use movement to teach high/low, animals, shapes, slow/fast, folk dance etc. I am not teaching children to move, because they already know how. I am using movement to teach a concept: musical or other subject related)

“Education is not the filling of a pail, but the lighting of a fire!

- William Butler Yeats

When watching peers or your own video try asking yourself these questions:

- Were there unnecessary delays and wasted time?
- Were the points on which I instructed the group, the ones that most needed attention?
- Did my suggestions to the group actually result in improvements?
- Were my directions clear and decisive?
- Did I repeat certain words & phrases so frequently they became annoying?
- Was the pace of my teaching about right?
- Did I tend to focus attention on one section of the class or did I spread my attention evenly?
- Did I seem to be in charge and focused, or did I let a few students distract me?
- Were there relaxing breaks or a little humor or something done just for the pleasure of it?
- Specifically, what was accomplished in the class?
- Were the students aware of what I was trying to teach them?
- Did I encourage the students to discover and learn some points for themselves, or did I direct every action?

(From *Introduction to Music Education* by Hoffer pg. 57)