

What New Teachers Need to Know – Jack Stamp

1. Going into student teaching
 - a. do your homework
 - b. volunteer
 - c. show up to things you don't have to
 - d. dress like a professional; be professional
 - e. don't assume anyone owes you anything
2. Make friends with the secretaries and custodian
3. Interviewing – do your homework
 - a. find out why the position is open
 - b. research the history of the program
 - c. be honest
 - d. find out about the administration
 - e. don'ts to ask: salary, leave, vacation, school day
4. Parent organizations
5. Trips – the purpose
6. Fund raising
 - a. use these funds for artistic endeavors, not on things the school system should buy
 - b. have a project in mind
7. Dealing with administration
 - a. flexibility
 - b. support
 - c. loyalty
8. Setting up a lesson program
 - a. your best chance at developing a performance ensemble
9. Using your resources
 - a. what's in your area
 - b. private lesson program
10. Setting up a fine arts program
 - a. using your fund raising for artistic endeavors
11. Staying current
 - a. join professional organizations
 - b. attend workshops
 - c. pursue advanced degree

Possible Interview Questions

1. Tell us something about yourself.
2. What do you consider to be your strengths?
3. In which areas do you need to improve?
4. Select one of your most creative lessons/rehearsal plans from your student teaching and tell us about it.
5. What current trends in music education please you? Displease you?
6. How do you plan to continue your professional growth?
7. Describe one of your rehearsals.
8. Describe your thoughts on classroom management and discipline.
9. How will you evaluate your student's performance?
10. How will you help your students experience success?
11. Explain your philosophy of music education.
12. How will you use technology in the classroom?
13. How will you involve parents?
14. How will you accommodate the students with special needs who are included in your music program?
15. A student in your class that appears to have average or above average musical abilities is having difficulty learning in your classroom and is also beginning to become a discipline problem. How will you handle this situation?

When dealing with administrators . . .

- Put everything that you do in writing including policies, grading, discipline, fund raising, and extra musical endeavors; share all of it with your principal
- Keep the administration well informed of the ensemble's activities; no administrator wants to be "blind-sided" by something; always inform them of events well before they happen
- Whenever performing a service function in the community, have the sponsor write a letter of "thank you" to the principal
- Invite the administration to everything you do; involve them if you can (announcer, narrator, etc.)
- Remember that a good music program is a positive reflection on the school; most administrators want you to be successful, but many don't understand what music is all about; educate them and keep them informed; shower them with paper
- Administrators appreciate quality, competence, loyalty and dedication

The Teacher/Student Relationship

I believe that it is perfectly fine to be friendly with you students. You may be the only adult face that they feel they can talk to, that smiles at them, or even believes in them. Friendly, caring, and compassionate are all qualities of great teachers.

However, do not act like a student with your students.

- Do not "hang out" with students under an conditions
- Always be professional; if you students express themselves about a concern, don't comment on it, steer them in the correct direction to voice their concern
- We are not trained psychologists; if you discern that a student has a serious problem with alcohol, drugs, abuse, or emotional problems, do not try to "counsel" the student; be their advocate by referring them to someone trained to help them.

If you want a 9 to 5 job, work in a bank, don't teach music!