



# **Creating a Culture of Success as a Young Teacher**

**CLINICIAN:**

**William Pitts**

## **Texas Bandmasters Association 2012 Convention/Clinic**

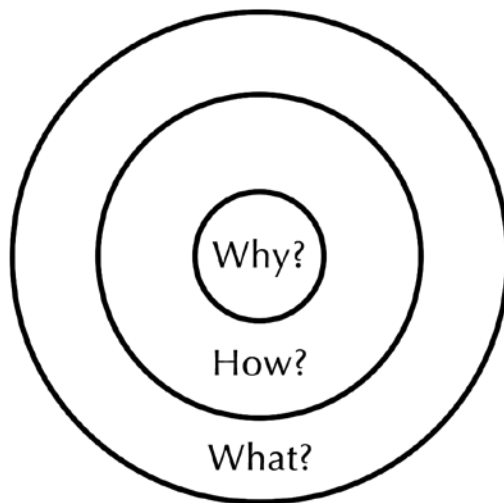


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**Creating a Culture of Success as a Young Teacher**  
William Pitts, Duncanville High School  
Texas Bandmasters Association Annual Clinic and Convention  
July 22, 2012

- I. Points of this Clinic**
  - a. Leadership Philosophies
  - b. Being Realistic
  - c. Classroom Management Procedures
  - d. Communication Strategies
  
- II. My Philosophies on Leadership**
  - a. Know Your Stuff
  - b. Be Consistent
  - c. Don't Be a Jerk
  
- III. Being Realistic**
  - a. About Expectations
  - b. About Goals
  - c. About Abilities
  - d. About Your Students
  - e. About Yourself
  - f. About Repertoire
  
- IV. The Golden Circle: "What, How, Why?"**



- a. Every program has a clear "What?"
  - b. Fewer have a clear "How?"
  - c. Few have a clear "Why?"
- 
- V. Relevancy to the "Outsiders"**
    - a. Perfection
    - b. Attention to Finer Detail
    - c. Individual Contribution to a Group Effort
    - d. Time Management
    - e. High Effort often Leads to High Reward
    - f. Curricular Theory
      - i. Bloom's Taxonomy
      - ii. Comprehensive Musicianship Through Performance

**VI. Creating Expectations for our Students**

- a. Our primary goal is NOT to create conservatory-level players.
- b. We have to design an environment and a curriculum that does not just focus on the top tier of our ensemble.
- c. Reaching every kid from YOUR end is possible. Not every kid will necessarily respond in the way you hope.

**VII. What am I NOT Saying?**

- a. Competition is Evil
- b. Chair Tests are Insulting and Hurtful
- c. Groups filled with kids that miss every note are fun
- d. We Have Excuses

**VIII. Engaging and Rewarding Students**

**We have to create an environment in which kids are dying to be recognized for something they have done well rather than one in which they are terrified of being called out for something they have done wrong.**

**IX. Day 1 Culture**

- a. Establishing an Expectation of Effort
- b. There are variations to what should be expected based on the group
  - i. Some things should be different
    - 1. For example, achievement on Levels 1 and 2 of Sound
  - ii. Others should not
    - 1. Quality of the Effort
- c. Air and Posture: "What" vs. "How" and "Why"
  - i. They are EVERYTHING!!!
  - ii. Nothing else matters!!!
- d. Minimal Effort = Minimal Result
- e. How does this culture create reward?
  - i. Recognizing the "Model Citizens"
- f. Feedback Underload - Let them Play!!
- g. Impact on those Behind the Curve
  - i. They see examples from their PEERS, not just the adult.
  - ii. Motivation to be at or better than their peers
- h. Justification of Corrections
  - i. If I call out a section that is missing the boat, I have backed up my expectations with the examples from the "Model Citizens."
- i. Students without instruments can actively participate.
- j. Should be the baseline for EVERY DAY

**X. Leveling the Field of Expectation**

**I'm not always expecting perfect playing, but I'm always expecting perfect effort**

- a. Eliminating Student Excuses
- b. Eliminating Parent Excuses
- c. Everyone is Involved All the Time

**XI. Expectations for Yourself**

- a. What kind of Director do you want to be?
- b. Unrealistic Expectations
  - i. Repertoire
  - ii. Competitive Aspirations
- c. "Should" vs. "Can"
- d. Pieces to Conduct vs. Pieces to Teach
  - i. There's a big difference. They're not all the same!
- e. Everything has to relate to the WHY more than just simply the WHAT

**XII. Small Band/Big Band Issue**

- a. Living outside our means
  - i. Repertoire Selection
  - ii. Scoring in Marching Band
- b. May require more work on your part
  - i. Rewriting Parts

**XIII. The Infallibles**

- a. Score Study
- b. Rehearsal Preparation
- c. Adverse effects on our own Attitude
- d. Outside Perspectives
- e. Effort rather than Excuses
- f. Good Teaching is Good Teaching

**XIV. Communication Strategies with your Colleagues**

- a. Every Team is Different
- b. Back Each Other Up
  - i. Information from one will be the same as any other
- c. Involve Each Other

**XV. Communication Strategies with your Administrators**

- a. The Types of Administrators
  - i. Loves it
  - ii. Gets it
  - iii. Acknowledges it
  - iv. Equates it
  - v. Not a chance/ "Y'all should play..."
- b. Delivery is Crucial
- c. Relevancy
- d. Football Coaches
- e. Heads up
- f. Inappropriate Actions
- g. Being a part of the COMMUNITY

**XVI. Communication Strategies with Parents**

- a. Types
  - i. The Rock Stars
  - ii. The Ninjas
  - iii. The "Don't you dare ask them how they're doing!"
  - iv. The "When I did Band..."
  - v. The "My child is God's Gift to Music!"
  - vi. The Dr. Phil's
- b. Their Opinions and Our Job Status
- c. Problems with Alienating Parents
- d. Proper Responses to the Types
- e. "Student" vs. "Child"

**XVII. General Communication Strategies**

- a. Don't hit reply immediately
- b. Be an active and reflective listener
- c. Share facts
- d. Understand what's worth the fight
- e. Know your kids!

**XVIII. Organizational Classroom Management**

- a. "A Clean Desk is a sign of a Sick Mind"
- b. Trust from:
  - i. Colleagues
  - ii. Students
  - iii. Parents
  - iv. Administrators
- c. Charms!
- d. Create a System that works for YOU

**XIX. Behavioral Classroom Management**

- a. Generation Issues (We're in the Same One!)
- b. Drill Sergeant
- c. Anybody who argues with a 13-year-old is LOSING.
- d. Pick and Choose our Battles
- e. What is really going to improve our Rehearsal
- f. Don't Belittle

**XX. Behavioral Acknowledgement Sequence**

- a. Recognize Those that are the "Model Citizens"
- b. Address a Concept Broadly
- c. Address a Section
- d. Address an Individual

**Literature for Future Review**

- Randall Sprick – *Discipline in the Secondary Classroom: A Positive Approach to Behavior Management*
- Rick Brickman and Rick Kirschner – *Dealing with People you Can't Stand: How to Bring out the Best in People at their Worst*

**Further Contact**

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