



MUSICAL EMPOWERMENT TEACHER TRAINING

Pre-Reading
Materials



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I. Musical Empowerment's Mission, Vision, Values

Musical Empowerment's mission, vision, and values are the core tenets of the organization. All Musical Empowerment (ME) teachers must abide by the mission, vision, and values set forth below:

Mission: Through one-on-one music lessons, Musical Empowerment nurtures meaningful relationships between collegiate mentors and children in under-served communities that build a foundation of confidence, creative, and self-discipline to create successful individuals.

Vision: A world music is a catalyst for all children to unlock their unique potential.

Values:

Musical Empowerment believes in:

- the intrinsic power of music to transform lives
- the importance of mentorship to inspire greatness, possibility
- investing in our children to unlock their unique, individual potential
- compassion, respect, and dignity towards all
- the importance of personal and institutional accountability and discipline
- its commitment to the organization, its stakeholders, and its mission, vision, and values

II. Program History and Overview

Please watch the introductory video by clicking [here](#).

Historical Overview

The pilot chapter, originally called Carolina Music Outreach, was launched in 2002 by Christine Moseley (alumnus, UNC-Chapel Hill Class of 2004) as a student organization at the University of North Carolina at Chapel Hill. Initially the program had 12 UNC student volunteers teaching piano, guitar, violin, and voice as a way to connect with Spanish-speaking families in the Chapel Hill-Carrboro community.

In 2012 Leadership Team members Katie Weinel, Kaitlyn Hamlett, and Meredith Richard incorporated the organization as Musical Empowerment, a 501(c)3 nonprofit hoping to expand its business model to other college campuses across the US and the world. Musical Empowerment has now grown to include over 100 student teachers offering lessons in trumpet, piano, cello, guitar, clarinet, violin, flute, voice, and viola.

In July 2015, the Musical Empowerment Board of Directors hired former Musical Empowerment Co-President, Meredith Richard (alumnus, UNC-Chapel Hill Class of 2015), as the organization's first Executive Director to oversee the growth of the organization. Musical Empowerment launched its second chapter at NC State University in November 2015, led by NC State students Alex Kim, Brianna Ragan, Alex Brown, Jasmine Schietler, and Shane Reagan.



Program Overview

Musical Empowerment (ME) is a 501(c)3 nonprofit based in Chapel Hill, NC. ME's foundational programs are the Music Mentorship Program (MMP) and the Instrument Lending Program (ILP). At the beginning of the school year, social workers in public elementary and middle schools refer students in need to the MMP. These students are then paired with collegiate mentors who volunteer to teach them a 40-minute music lesson per week throughout the school year. Students can continue taking lessons in the program through high school. Pairings are made based on time availability, language spoken, and musical ability. In Chapel Hill, the founding chapter, lessons are held in a local church. All students perform in a recital at the end of each semester to showcase what they have learned.

In 2010, the ME Leadership Committee developed an idea to start the ILP to eliminate the final barrier preventing low-income students from participating in the program. After collecting donated instruments and purchasing instruments with money raised from grants and a benefit concert, the ILP launched officially in 2012. The ILP allows children in the program to borrow an instrument free of charge for practice and performance during the school year. To encourage their passion for music, after students have committed to ME for three years, they have the opportunity to permanently keep their instrument.

III. Why volunteer with Musical Empowerment?

Volunteering with Musical Empowerment allows college student musicians the opportunity to give back to the community through one of their passions, while gaining valuable teaching and mentoring experience, and developing a meaningful relationship with and learning from their student.

"My student always says, 'See you next Thursday!' with so much excitement. It's proof I'm making a difference in someone's life through music – a truly amazing thing." –Ryan Weisner, ME teacher, UNC Class of '18

"We have been blessed with several great moments because of Musical Empowerment. I am proud of my kids' performances but what is best is when they come out of those practice rooms beaming with excitement over learning more." –Jennifer, ME parent

IV. Program Requirements

1. Commitment to teach for **two years** minimum – *this is important as research from Big Brothers, Big Sisters has found that mentor-mentee relationships that last less than 18 months actually have a **negative** impact on the life of a child. Teachers that volunteer with the program for at least three years will receive the Moseley Music Award.*
2. Complete the pre-training quiz and attend the initial teacher training.
3. Plan and teach one 40-minute music lesson per week (and be on time!).

4. Attend at least one teacher workshop to improve your teaching ability per semester.
5. Attend at least one performance with your student per semester.
6. Prepare your student for the recital at the end of each semester.
7. Fill out a progress report at the end of each semester.

V. Teacher Responsibilities and Expectations

1. Understand and communicate Musical Empowerment's mission, vision, and values.
2. Report suspected child abuse or neglect to their Teacher Support Group leader.
3. Be a teacher, mentor, and role model for their student. Your student looks up to you and is counting on you. You are representing Musical Empowerment and the university.
4. Communicate reliably with your student and his/her parent or guardian, your Teacher Support Group, and the Executive Committee.
5. Apply the Pillars of Music Mentorship in their music lessons and while interacting with their student and his/her family.
6. Explain the Pillars of Music Mentorship to their Musical Empowerment student (or at least include it in their language) and remind students as needed.
7. Explain the current lesson's objectives at the beginning of the lesson and confirm that the student understands.
8. Explain practice and other at-home objectives and confirm that the student (and parent, as appropriate, understands).
9. Develop lesson plans and syllabi, including clear objectives.
10. Select curricula and music books for their student with help from more experienced ME teachers as appropriate.
11. Communicate using ME language with ME parents and students.
12. Understand the basic theory curriculum they are expected to teach students.
13. Ask for help from their Teacher Support Group or other ME teachers when needed, and utilize all the Musical Empowerment teaching resources as applicable.

VI. Pillars of Music Mentorship

Musical Empowerment volunteers combine teaching and mentoring skills to foster meaningful relationships between teacher and student that change both their lives for the better. Teachers are evaluated on their successful and consistent demonstration of the following pillars:

AWARENESS

Maintain an accurate perception of your student, their parent/guardian, yourself, and the context and environment around you. Musical Empowerment volunteers demonstrate awareness by asking questions, being in tune with their own mood and feelings and those of their students, intentionally using positive and reinforcing language, and enabling students to make their own observations as they learn.



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PATIENCE

Accept your student for where they are and work through concepts and challenges. Musical Empowerment volunteers demonstrate patience by working with their student to set reasonable goals and expectations, remaining calm and encouraging when a student is stuck or frustrated, breaking down musical concepts for their student, and investing jointly in their success.

RESPECT

Recognize visibly the worth of your student and their abilities. Musical Empowerment volunteers demonstrate respect by using positive and non-condescending language, creating a rapport with their student, providing constructive criticism, and reliable communication with their student, parent/guardian, and Musical Empowerment leadership.

ADAPTABILITY

Come to your lesson ready to adjust to different situations and figure out different ways to connect with your student to further their understanding of what you are teaching. Musical Empowerment volunteers demonstrate adaptability by using their own creativity, improvisation, and problem-solving skills when unexpected situations and challenges arise.

EMPATHY

Put your relationship with your student first by understanding and relating to your student's feelings, thoughts, and attitudes as a person and as a musician. Musical Empowerment volunteers demonstrate empathy by relating their own experiences to those of their student, building a bond and friendship with their student, and understanding their student's strengths, weaknesses, and personal characteristics.

DEDICATION

Commit wholly to your responsibility as a Musical Empowerment teacher, mentor, and ambassador. Musical Empowerment volunteers demonstrate dedication by committing to working with their student, improving their teaching and mentoring ability, sharing best practices with their peers, and being an active participant in the Musical Empowerment community.

VII. Teacher Resources, Training and Support

Musical Empowerment wants your time as a volunteer to be meaningful and rewarding. The following resources are available to help you improve as a teacher and mentor:

- **ME Teacher Facebook Group**
 - Join the Facebook group called "Musical Empowerment Teachers" [here](#).
 - Provide and receive support from your peers volunteering with Musical Empowerment from all chapters. We encourage teachers to ask questions, and to share best practices, tips, and materials.

- Ask questions! A lot of teachers wait until their progress reports at the end of the semester to ask questions. We want everyone to ask questions as they go. The only way this group will be successful is if everyone actively contributes, so we need *you* to participate!
- Answer questions/comment. If someone asks a question - respond with a comment - a note of encouragement, advice, teaching tip, article, or teaching resource you may have.
- Post teaching tips/articles/links. If you find a helpful article on music teaching or another helpful resource, or if you have a general tip or something that worked well in a lesson, please post it to the group!
- Post fun quotes/memes/GIFs relevant to music teaching. We want the group to be entertaining as well as useful. Make sure fun posts are appropriate though, please!
- **Teacher Support Group**
 - Once you are matched with a student, you will be placed in a group with 5-6 other ME teachers that will be a mix of new and experienced volunteers who support one another while teaching with ME.
 - Each group will have a group leader that is from the Executive Committee. This person will be your main contact person who you can go to with questions and concerns. They will organize opportunities for your group to meet, share best practices, and get to know each other.
 - Your group leader will check-in with you periodically to see how lessons are going, answer questions, and provide support. They will also organize a time to observe one of your lessons.
- **Teacher Workshops**
 - As a part of your ongoing training, ME will offer a variety of teacher workshops throughout the year. These workshops will be held by professional music teachers and professors and cover a range of topics.
 - You must attend at least ONE workshop each semester to improve your teaching skills. Teachers are encouraged to attend more than one if they would like.
- **Online “Teacher Resources”**
 - Once you are matched, you will be given access to the “Teacher Resources” tab on the Musical Empowerment [website](#), which will include links to a variety of teaching tips and guides.
- **Music Book Catalogue**
 - Browse the Musical Empowerment Book Catalogue [here](#) for suggested teaching books and materials. You will be able to order books from the catalogue through ME.
- **Teacher Resource Guide**



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- This PDF includes teacher FAQ, teaching tips, best practices, and a variety of helpful teaching information.
- **Lesson Shadowing**
 - Shadowing an experienced ME teacher or professional teacher is a great way to learn new teaching tips and tricks. Talk to your Teacher Support Group leader to setup a shadowing opportunity.

VIII. Musical Empowerment Policies

Musical Empowerment policies must be followed at all times:

- **Parent/Guardian Attendance Policy:** For legal and liability reasons, a child's parent or guardian **MUST** be present at every lesson. No exceptions. If a parent is not present, the lesson cannot take place.
- Teachers must attend their lesson every week, with the exception of illness and family emergencies. Cancelled lessons can be rescheduled for a make-up time.
- **Lesson Cancellation Policy:** You must cancel at least 24 hours in advance. There are so few lessons during the year, cancellations will hinder your student's progress. Due to the high number of lessons and limited lesson space, it will be hard to reschedule lessons. If you must cancel a lesson, please notify the parent/guardian of your student immediately, and try to reschedule your lesson for that week. Furthermore, due to the high demand for ME lessons, if you or your student misses three lessons in one semester they will become ineligible for the program – please contact your Teacher Support Group leader if this becomes an issue.
- **Teacher Exit Policy:** If you are no longer able to teach your student, you must participate in the Closure Process, which includes informing your student and their parent(s), and contacting the ME Executive Committee within one week of the discontinuation of lessons, and completing the Exit Survey. *Once you quit your role as a teacher, you will not be eligible to re-join the organization (unless you are studying abroad).*