**SELF DIRECTED GO-GETTER**
- I take responsibility for welcoming new students and guiding their transition into the orchestra.
- I arrive early to ensure the room is setup and enlist the help of others.
- I start and end rehearsal on time.

**PASSIONATE ABOUT HELPING KIDS SUCCEED**
- I believe there’s no such thing as a bad kid.
- I take time to get to know all of my students to assess their needs.
- I understand the developmental stages of students I am leading and can articulate strategies I use to support them.
- I understand that my role as a conductor is to build a strong team.
- I can adapt my language to communicate musical goals and skills with the appropriate level orchestra.
- I am invested in the attendance, retention, and progression of students in the orchestra.
- I know every child is different and I am excited to find ways to engage all of them.

**ACCOUNTABLE TO INDIVIDUAL & SHARED GOALS**
- I clearly articulate the vision and strategies with appropriate goals for the ensemble to the students, families, coaches, and lesson teachers.
- I am responsible for building student leadership in each section by identifying, delegating, and cultivating traditional orchestral tasks and roles appropriate to the orchestra level.

**LIFE LONG LEARNER**
- I reflect on what did and did not work after each lesson and adapt my strategy.
- I am always on the lookout for new teaching techniques.
- I enjoy learning from my students and knowing what is relevant and interesting to them.
- I am enthusiastic about learning the latest research in child development so that I can best support the needs of the students in my care.

**PROACTIVE COMMUNICATOR WITH STUDENTS, PARENTS & COLLEAGUES**
- I read and respond to communications in a timely manner and am responsible for action steps required.
- I reach out to parents with praise and/or concerns about their child’s progress.
- I can articulate and share my teaching strategies with others.

**PLAYING & PRACTICING MUSIC REGULARLY**
- I am constantly listening to a variety of repertoire that may be appropriate to the orchestra level.
- I know the importance of studying scores in preparation for rehearsal and performance in order to achieve shared goals.
- I know standard music history.
- I can arrange and adapt parts as needed for my students.