

The Impact of Student Leaders within a Middle School Orchestra

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ABSTRACT

Statement of Purpose

The purpose of this empirical study is to investigate the impacts of student leadership in middle school orchestra. The premise is to implement student leaders within each section of the middle school orchestra and to document its effect on student performance. This investigation will be conducted by organizing a student leadership team, which will help with daily orchestra routines, guide students in sectionals rehearsals, and work with the teacher to help maintain quality and organization of the overall orchestra.

Rationale

Preparation, organization and direction for over 80 students in five instrumental sections can be difficult and time consuming. Using students to help in key leadership roles not only benefits the students chosen as section leaders, but could help in maintaining order and organization in the classroom.

While many studies have been done on student leadership, this study hopes to uncover the improvement of quality in both music production and classroom management while giving students an opportunity to grow and develop their leadership skills.

An empirical study will be put into action with the Gettysburg Middle School Orchestra from September 2015 to May 2016. Ten students will be selected as student leaders within the orchestra. The instructor will journal on the overall progress of the orchestra and the progress of the student leaders. Student leaders will be asked to give feedback in the form of a survey at the culmination of the study.

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Chapter 1:

Introduction

Statement of Purpose

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Expected Findings

While many studies have been conducted on leadership within a classroom, very few have been conducted in the orchestra classroom. “Studies in classroom leadership have concluded that leadership not only matters: it is second only to teaching among school-related factors in its impact on student learning.” (Leithwood, Louis, Anderson and Wahlstrom 3)

This project hopes to find that the implementation of student leadership training in the orchestra classroom will give more meaning and experiences to middle school students who are chosen as section leaders while enriching the overall experience of all the students in orchestra. Students place value on obtaining the status of 1st and 2nd chair in the orchestra, but often are left with little to no training on what it means to be a leader in their sections. This project anticipates that students will understand what is expected in their position as a leader in their string section. Along with an understanding, it is expected that students will be able to positively implement the leadership skills taught to them.

Students will become proactive and accountable. They will become collaborators in the classroom. Leadership means we have to understand everything we do, or do not do, impacts everyone else. It means we can no longer look to singular commanders, but rather to communities of shared responsibility and accountability, Communities that teachers have shaped, encouraged, and emboldened with common values, principle and purposes. (Burchard, Brendon 1)

The implementation of student leaders hopes to find the orchestra thriving at the end of the study. Sections will become more cohesive, student leaders will help with organization within their section, and overall morale will be high. It is my hope to see leaders being utilized to help other students in the orchestra by demonstrating core musical practices, helping with the upkeep of instruments and maintaining an organized section. This study also hopes to find leaders available and willing to teach and coach their peers in small group lessons, small ensembles and during orchestra rehearsals.

Chapter 2:

Student Leadership Within an Orchestra

Defining Leadership

“Every student is capable of becoming a leader.” Tim Lautzenheiser, president of Attitudes Concepts, Incorporated believes that “leaders are the product of a disciplined commitment to learning, growing , and becoming. Leadership is not something you do; leadership is something you are.” (Tim Lautzenheiser 5)

Lautzenheiser shares 6 characteristic traits identified in student leaders.

Student leaders are:

1. Selfless- They consider the needs of the students around them. They take time to help those around them.
2. Persistent- Student leaders need to “complete” their assigned responsibilities. They are not measured by what they began but by what they complete.
3. Consistent- Students set themselves apart by being predictable and demonstrating emotional stability, the ability to “stay the course”.
4. Affable/friendly- It is vital for the student leader to have a healthy rapport with the other members of the organization. Students must be recognized and respected by the majority of the group.
5. Honest- Student leaders do not exaggerate or embellish the truth. They are willing to accept the consequences that often accompany honesty.
6. Faithful/Loyal- Commitment to the group is mandatory and any disagreements should be dealt with behind closed doors and in strict confidentiality. (Tim Lautzenhesier 18)

Student Leadership in the Middle School Orchestra

Teacher-centered classrooms rarely involve students as musical leaders. This may be because so many conductors have been trained in the traditional model of rehearsal techniques where students are required to produce music from their instruments, but not much else. Student musicians are capable of much more than

they are typically allowed to share. If students are allowed to provide leadership, it is often in an administrative role, such as taking attendance and filing music. In fact, this type of student assistance provides valuable help to the busy orchestra director. If student aid is beneficial, however, why limit this support to clerical tasks? In light of current educational practice, the teacher-centered practices traditionally incorporated by many conductors may need to be viewed through a different lens to offer students the best possible instruction. (Scruggs, Freer, Myers 54)

Orchestras and other traditional music classes have run in such a way where there is one leader for many students. Empowering students to become leaders takes the sole leadership position out of the hands of the conductor and places it in the hands of students. Allowing students to have a voice in the orchestra room empowers students in more than just music making. Developing student leaders allows students to share opinions, tutor students in their section, lead sectionals and share valuable information to others in the rehearsal hall.

In *The Leadership Challenge* by Kouzer and Posner, the authors state five practices of exemplary leadership. These five practices can be implemented in a middle school orchestra setting:

1. **Model the Way**- Leadership is not about personality; it's about behavior. (Kouzer and Posner 15) Student leaders will value the orchestra and will show others in the group the importance of daily tasks that make the orchestra classroom run more efficiently. Setting a high standard in the orchestra will shape the views and values of the other students in the orchestra. For instance, in the middle school orchestra it is often a challenge to start a rehearsal, as students need to unpack, rosin their bow, tune their instruments and prepare the order of music for the rehearsal. The time before orchestra can be chaotic, as students are not focused and often spend their prep time socializing and acting silly. Leaders will start the period off by modeling the process while helping students in their section who may need music, instruments tuned, rosin for bows, etc. The example the leaders

set will encourage others to follow their behavior, and rehearsal will start in a less chaotic, more prepared way.

2. **Inspire A Shared Vision-** Leaders should be able to share and excite others with a vision for the orchestra. The leaders in the orchestra will be given opportunities to dream, plan and share their vision with others in the orchestra. By allowing student leaders to discuss and develop their own ideas and plans, leaders can encourage and inspire others to follow them in their vision. As stated in the book *The Leadership Challenge*, leaders have to enlist others in a common vision. “To enlist people in a vision, leaders must know their constituents (their sections) and speak their language. People must believe that leaders understand their needs and have their interests at heart.” (Kouzes and Posner 18)
3. **Challenge the Process-** Leaders venture out. “Those who lead others to greatness seek and accept challenge. Leaders are willing to step out into the unknown.” (Kouzes and Posner 18) Student leaders may approach a rehearsal or concert in a different manner than the conductor or leader of the orchestra. Student leaders will be given opportunities to listen and observe their peers and bring fresh ideas to the group.
4. **Enable Others to Act-** “Grand dreams don’t become significant realities through the actions of a single person. It requires solid trust and strong relationships. To get extraordinary things done in organizations, leaders have to enable others to act.” (Kouzes and Posner 20) At Gettysburg Middle School the orchestra leaders have been making music with members of the orchestra for over four years. They have developed friendships, and a sense of community has been established. Because of the relationships built, and the respect already established, orchestra leaders will be able to help encourage others to grow and develop in their musical skills and in their sense of community and commitment.
5. **Encourage the heart-** “Leaders encourage others to carry on. Genuine acts of caring uplift the spirits and draw people forward.” (Kouzes and Posner 22) A few ways of encouragement are recognizing contributors and celebrating victories and accomplishments. In the middle school orchestra, this can be incorporated by

student leaders. Implementing Music Student of the Month awards, encouraging students as they accomplish music, and recognizing students who are contributing in a positive way with kind words will enhance the success of the orchestra. Encouragement is serious business. When striving to raise quality, leaders make sure people see the benefit of behavior that's aligned with values. (Kouzes and Posner 23)

Choosing Leaders:

What people look for in a leader has been constant over time. Kouzes and Posner's research documents this consistent pattern. For people to follow someone willingly, the majority of constituents believe the leader must be:

- Honest
- Forward-looking
- Inspiring
- Competent (Kouzer and Posner 29)

Although skill on an instrument in the orchestra is important, leadership should not just be about who plays the best and is the most accomplished player in a section. Other skills, such as responsibility, respect of self and others, initiative, enthusiasm and leadership should play as equal a role as their musical skills.

Orchestra students can provide various types of musical leadership within the classroom. It is the constructivist teacher's responsibility to assess each student's prior knowledge and guide him or her toward an appropriate leadership role. Incorporating both administrative and musical leadership into the classroom will enrich the classroom experience for everyone while allowing students to feel ownership in their program." (Bernadette Scruggs 54)

While the benefits of constructivism may not be immediate, the real advantages to those new practices become evident as the school year continues. Enlisting student leaders will enrich and enliven the string orchestra classroom environment and grant teachers the advantage of new perspectives. Expecting independent learning practices from student musicians will help them to depend upon themselves instead of encouraging reliance on the teacher. These practices

will lead to the development of a community of leaders. If students are given the opportunity to create their own understanding of instrumental performance, and if they feel their views are valued, they will begin to realize that they are an integral part of the rehearsal process. When students feel that their presence in class is essential, they become engaged in rehearsal in a way that they never imagined possible. (Bernadette Scruggs 59)

Ultimately, the goal of student leadership in the middle school orchestra is to train and equip a few leaders for each section of the orchestra. This, however, does not mean that others in the orchestra are not expected to be seen as leaders and teachers. Every student should be encouraged to share what they know and help students around them. When asked, “Who is the teacher in the orchestra”, students should answer, “We all are.”

Take for instance, the Youth Music Project in Corono, Queens, New York:

The Corona Youth Music Project is an excellent example of empowering students to become leaders. Opportunities to lead are not just reserved for the sanctioned Peer Mentors. Students are regularly given the chance to teach others, through a variety of means. The CYMP has intensive all-day rehearsals during students’ school breaks, called seminarios. In February of 2014, five selected Peer Mentors led a three-day seminario for the rest of the Youth and Children’s Orchestras. During the seminario, students were divided between those who already knew the piece, and those who did not. The experienced students were paired with the new learners, and were told to teach them what they knew. It was the job of the Peer Mentors to pair students, solve problems, monitor the teaching, and ensure that the students came back together to rehearse with the larger group.

With minimal intervention, the staff watched the students struggle and ultimately succeed in leading their peers in mastering the repertoire. When asked how they were able to achieve that success, students responded that they modeled their teaching tactics after the adult teachers in the program: “I’ve seen Miss Jennifer teach so I was like, ‘Oh, I should do that!’” This was the first time that both orchestras were involved in a peer mentoring activity at such a grand scale and with so little involvement from the staff. While many students were accustomed

to teaching, not all were. With minimal assistance from the adult teachers, students had to discover and experiment with different ways to communicate effectively. In the spirit of experiential learning, students were not told what to do—they had to figure out what to do, how to do it, and then only after the fact, articulate why they did what they did. For Mr. Rodas, it is this discovery process that affords the largest growth for students. “The number one thing I would...recommend for a good peer mentor is [to] not talk about it, just do it and do it a lot... Obviously that’s accompanied by some sort of theoretical...reflection of the process of being a coach, teacher, mentor.” (Johanna Smith Nilsson 1117-1118)

Student leadership in the middle school orchestra needs to go beyond the preliminary setting up of the rehearsal, and allow students to become active participants in the rehearsal period. The belief that students can teach their peers must be accompanied by a trust and an active effort by the teacher in order to promote and succeed in this practice. By being great examples of running rehearsals, we as teachers can model what we require from student leaders. Will they make mistakes?-yes! Will they be scared and somewhat reserved?-yes! Our job as teachers, is to empower the leaders and encourage them to keep trying and growing as leaders and musicians.

Equipping Leaders

“To get extraordinary things done, people have to rely on each other. To create a conditions in which people know they can count on each other a leader needs to develop cooperative goals. Leaders must have shared goals that provide a specific reason for being together.” (Kouzer and Posner 233)

Leaders need to feel that they are not in this alone. Equipping your leaders to depend on each other will help enforce the sense of community and teamwork. As teachers, student need to feel they have been given the skills to lead the ensemble.

Because no one ever accomplishes anything significant alone, the approach can never be, “Here’s what I plan for you to do”; instead, it’s “Here’s what we’ve agreed we’ll do together.” This inclusive language reinforces the fact that goals are truly collaborative, not imposed. When talking about what is planned or what

has been accomplished, it's essential that you talk in terms of our visions, our goals, our plans, our actions, our achievements. (Kouzes and Posner 245)

The goal of the teacher cannot be seen as "This is what you can do for me", but rather "This is what we will do for the orchestra." As a leader, the teacher needs to look for ways to equip and empower the team of leaders.

In The Leadership Challenge, Kouzes and Posner challenge people to interact. Below are a few ways teachers can create opportunities to help equip student leaders:

- Put a couple of chairs outside your office. Have some informal one-on-one conversations.
- Hold ten minute meetings to start every morning (rehearsal).
- Rotate team meeting leadership so everyone gets a turn. (Kouzes and Posner) 246-247)

Also, the following can help equip specific orchestra leadership:

- Hold a training session prior to the start of the school year in order to train and implement leadership skills. The time prior to the school year will also be used for leaders to get to know each other and develop relationships, as students will be of varied grades.
- Share music ahead of time on school based technology (It's Learning, teacher web page) in order for students to learn and practice music ahead of time.
- Hold conducting training classes for students interested in learning how to conduct.
- Communicate by writing specific goals and tasks each day on the class white board. Leaders will be able to see what is expected ahead of time.
- Meet with student leaders after class for a few minutes in order to discuss what may be helpful for the next scheduled rehearsal.
- Implement a group on social media (our school uses It's Learning to communicate with students). A discussion board can allow students to freely share ideas, ask questions and help foster a sense of community within the leadership group.

While working with the selected student leaders is the number one goal, the task of allowing and supporting each student to initiate discussion concerning music and

classroom procedures, freely speak up when they feel the need to add to a discussion, and to help coordinate music and help others in the orchestra is certainly valuable for each student and for the orchestra.

It's our collective task to liberate the leader in each and every one of us. Rather than view leadership as an innate set of characteristic traits, - a self-fulfilling prophesy that dooms society to having only a few good leaders- it's far healthier and more productive to assume that it's possible for everyone to learn to lead.

(Kouzer and Posner 341)

Promoting all students to lead will be done in many different settings. Small group lessons provide a great opportunity for students to work on leadership skills. Rotating students to help lead scales, warm-ups and help with daily classroom procedures will provide each student an opportunity to lead. Providing opportunities for students to discuss pieces freely and make suggestions about bowings, intonation and articulation can be implemented during small group lessons as well. In the full orchestra rehearsal students can evaluate their stand partner and help give advice and positive criticism. Students can also be given opportunities in the full orchestra to sit as section leader. While a steady section leader will be implemented, other students can rotate in position and help lead their section for a day.

In the music classroom, a student takes on a leadership role when he or she feels important and respected enough to do so, desires to do so, and knows how to do so. A student feels respected when his or her individual abilities are valued and recognized and when diversity is encouraged in the" classroom. A student wants to take responsibility for the group when the teacher adopts a flexible leadership style that allows the group to develop, to its full potential. Finally, a student can take on leadership roles only when the opportunities exist and the necessary requirements are outlined. (Eric Shieh 51)

Chapter 3:

Project Design and Findings

Pre- school year

Prior to the beginning of the school year, 10 students, two from each section of the orchestra, were chosen to represent the orchestra as student leaders. The principal and the elementary orchestra teacher were included on choosing and accepting the 10 students. All the students and their parents were invited to a preliminary meeting to discuss their roles in the orchestra for the upcoming school year.

Student leaders were chosen based on the following qualities:

- Commitment to the orchestra
- Skilled musician
- Strong leadership potential
- Respect for authority
- Caring, faithful and loyal to those in the orchestra

Students who agreed to participate were expected to attend a meeting prior to the beginning of the school year. During the meeting, students were given handouts based off from Tim Lautzenheiser's book, Leadership.

Students were asked to write down the following:

- Five words that describes the word LEADER
- Five things you would like to accomplish as a leader by this time next year.
- Five things that you want to accomplish as a leader by next week.

Students were asked to share answers and discuss what they could do as a group to promote the goals and ideals of the orchestra.

The six personality traits of a student leader (selfless, persistent, consistent, affable, honest, and faithful) were identified and discussed during the meeting.

Along with the discussion about characteristics of leadership, other implementations were discussed. Students left the meeting with clear goals and expectations for the upcoming school year.

Implementation

The leadership team for the orchestra will:

1. **Take attendance at every rehearsal.** Those who are missing music, do not have their instrument, need supplies, will be helped prior to rehearsals.
2. **Tune instruments of those in their section.** Student leaders will be expected to learn and develop their ability to tune. When instruments are incredibly difficult to tune, the teacher will be available to help out.
3. **Keep their section organized, both for rehearsals and concerts.** Student leaders will be expected to pass out new music, help move chairs and stands, and help with concerns and needs during each concert season.
4. **Model skills and techniques on their instruments.** Student leaders will be called on to model skills such as vibrato, proper bow technique, set up of instruments, etc.
5. **Tutor and run sectionals.** Student leaders will be expected to learn the orchestra music and be able to help their sections rehearse and learn music. Student leaders will have a say in bowings and fingerings, and will make sure that music is marked and prepared.
6. **Conduct rehearsals.** Although not all student leaders will feel comfortable conducting the orchestra, each leader will be given opportunities to conduct both scales and warm-ups, or conduct one or more pieces during rehearsals. Developing conducting skills in student leaders will especially be helpful during rehearsals when the teacher needs to walk around the orchestra and observe and help students and also when the teacher is absent and student leaders can run a rehearsal with a non-musical sub.
7. **Encourage students by providing incentives.** Student leaders will be able to design and implement their own incentives in their section. Student leaders may reward their section by choosing activities and rewards. Leaders may also take time to write notes of encouragement.
8. **Run small ensembles.** Student leaders will be in a student- run ensemble where each member will have a say in how to perform the pieces chosen to perform.

This group will run with leaders and students maintaining high scores on their playing tests. The leaders will ultimately be in charge of running the rehearsal. Because it is middle school, the need for the teacher to be present is mandatory, but the group will work as a conductor-less ensemble. The ensemble will run very much like the Orpheus Chamber Orchestra. The Orpheus Orchestra is constructed of a small group of like-minded musicians, with the goal of bringing the chamber music ideals of democracy, personal involvement, and mutual respect into an orchestral setting.

In place of the traditional fixed leadership position of a conductor, Orpheus has developed a unique system of collaborative leadership that invites every member of the orchestra to participate in leadership positions. This free flow of leadership positions within the group encourages all the members of the orchestra to give their personal best performance. (Harvey Seifter)

In my observations, students that learn how to play part music without the formal conductor leading them, perk up and invest more of themselves into the rehearsals and performance. Because of the youthfulness of the middle school students, the feeling of inexperience and exposure drives students to work hard and maintain their composure during rehearsals and performances.

Findings:

Students involved in the leadership training and implementation became involved, committed, enthusiastic and mature leaders. Not only did the students want to lead, but the other students in the class began to respect the position of their peer mentors and used them to help tune, fix their instruments, help with fingerings and rhythmic passages, organize and pass out music and much more. The respect given to leaders far exceeded my expectation. Students took it upon themselves to seek out student leaders when help was needed, allowing more time for me to manage the beginning of rehearsals better and more efficiently.

The organization of the orchestra room has become far more efficient. Student leaders take time each rehearsal to take attendance, help students tune instruments, pass out music, and make sure students have instruments and materials.

Student leaders understand the need to be prepared in knowing and playing the current music. Leaders are called on to demonstrate bowing, articulation, intonation, shifting and rhythm. Students are encouraged to observe and comment on how leaders have played a passage in order to help implement a style throughout the string section. The leaders do not feel embarrassed to play in front of their peers, and understand the importance of modeling to their orchestra peers. Dialogue and written comments on how to play passages often follows a demonstration. The use of student modeling has become a great tool for students to understand what is expected of them.

Student conductors have been instrumental in the orchestra this year. Students have helped teach small group lessons and have helped conduct the orchestra rehearsals, both while the teacher is in the orchestra room and also when there is a substitute in the rehearsal. Students have had opportunities to learn how to conduct, read scores, and run portions of a rehearsal. This has allowed me to wander around the orchestra room, accompany on piano, help select sections with their music, and take time to evaluate the needs of students in the orchestra.

As a teacher, I have enjoyed the influence of student leaders in the classroom. Many times dealing with a classroom of 75-80 students can become tiring and overwhelming. Asking a student leader to conduct in order for me to walk around the room and observe, or allowing student leaders to run a sectional has freed me up to work with other students. As orchestra teachers, we plan seating with stronger players in the front and weaker players in the back. Teachers then position themselves front and center. This can be great when you want to hear, teach and work with strong players in the orchestra, however it can also fool us into believing that the sound we hear is being produced throughout the orchestra. This is not always the case. Allowing student leaders to place themselves among other students and not in the front can help weaker players hear and understand the music being played. Recently a strong violin 1 leader learned the music for the violin 2 section. She was able to seat herself in the fourth row of the second

violins and work with students who struggle during rehearsal. The leadership she showed throughout the year has helped build stronger players throughout the violin section. Students rely on her sound and have often played out because of the sound she is able to produce. Students feel more comfortable, can hear the correct rhythm and intonation, and want to play along.

Students involved in the leadership program were asked to take a survey at the end of the year. Based on the survey, student leaders did not feel that the other students in the class took full advantage of the leaders. 60% of the leaders stated that students sometimes asked for help, while 30% felt that they were respected and used for guidance throughout the school year. 10% of the leaders felt that they were not used at all. Reviewing the data, it is my belief that students are customarily tougher on themselves when they self-evaluate. When given the opportunity to write a few words concerning student leadership, all responses were positive. Some students felt that they could have done more, but all students were grateful for the opportunity to serve as a student leader.

The only obstacle I observed was when students rank in chair seating was switched and leaders were not positioned in the front stand. Some students found the change of seating as a sign that they were no longer needed as student leaders. I did not address this issue at the beginning of the year and was not expecting it to be a problem. I encouraged and reminded students that even though their chair seating had altered, they were still to be seen as a student leader.

Other students not in the position of student leaders took on the role as a leader. A student in the viola section was ranked second chair and was not an initial leader, but on his own started to help out with attendance and tuning. He became a part of the leadership team without formally being invited. Although this was unplanned, he was a wonderful addition to the team and became a strong and reliable section leader. In the future, I will continue to add leaders as the school year progresses. Leaders may emerge throughout the school year, and I would be willing to give them opportunities later in the year.

Chapter 4:

Conclusion

This study proved to be effective in both improvement of quality in music production and classroom management. Student leaders were prepared to help students musically and positioned themselves in the room in order to help and lead students in their instrumental sections. The quality of sound, intonation, rhythm and musicality displayed by the leaders helped raise the level of the ensemble. Students who typically may not hear the leaders that typically sit in the front were able to hear better and learn from the leaders examples when dispersed throughout the room. The overall quality of production was superior. After our last concert, numerous parents and high school students stated how well the middle school orchestra sounded. I believe that the quality improved because of the implementation of student leaders. Classroom management improved as well. The day to day rehearsals started with leaders positioned around the room to take attendance, tune instruments and hand out music. Giving students an opportunity to lead and manage the classroom helped out immensely. It allowed me to connect with numerous students while leaders were taking care of the day to day administration of the orchestra.

One of the most major leadership positions that has helped in the orchestra room is that of leader and conductor. Students have helped teach small group lessons and have helped conduct the orchestra rehearsals, both while the teacher is in the orchestra room and also when there is a substitute in the rehearsal. Typically students tend to relax and goof around with a sub that is a non-musician. Implementing student leaders to run the rehearsal keeps students in the orchestra working, playing and growing in their skill level.

Student leaders feel comfortable and valued as leaders in the classroom. It has been wonderful to observe the interaction that takes place between student leaders and orchestra students. At the beginning of rehearsals you will find many students helping each other out. Some will help change strings, tune and find music. Others will be organizing their sections music, taking attendance or speaking with students in their section.

The chosen leaders get along and work together in solving issues within the orchestra room. When given time to speak, regroup and plan, student leaders seemed eager to give feedback and enjoyed the roles they were given for the school year.

Looking ahead to the next few years, I will continue to choose and foster student leaders. I would like to give student leaders more time to work in sectionals. Next year I would like to incorporate and schedule student led sectionals. This year has shown me that orchestra students respect and listen to the student leaders. My goal for next year is to spend the first term teaching rehearsal strategies and conducting to student leaders in order for them to feel comfortable in leading rehearsals for terms two through four.

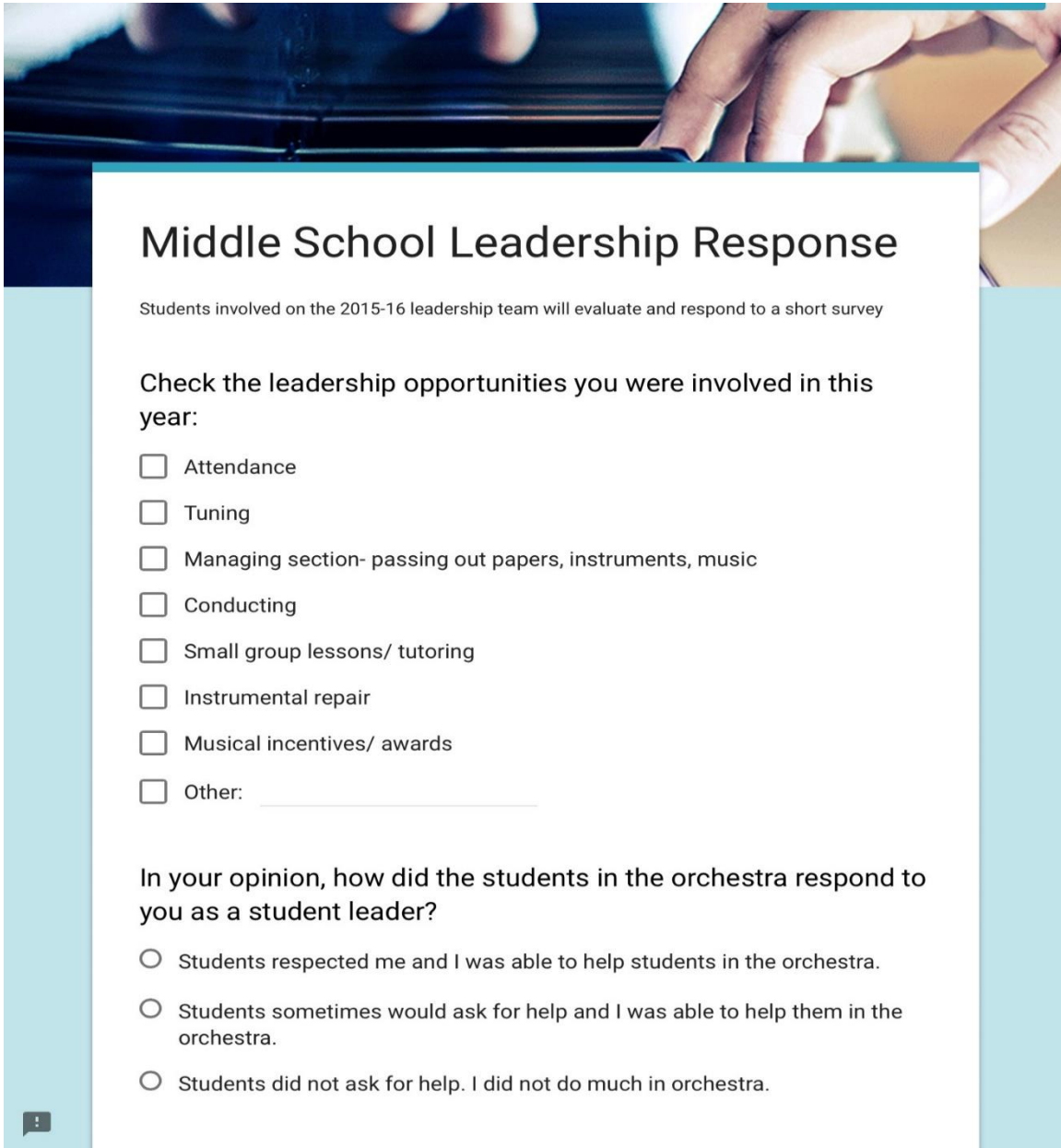
I had the opportunity to speak with next year's seventh graders. It was exciting to be able to talk to them about student leadership and explain how the 7/8 orchestra is run. The 6th grade strings teacher was so impressed with what was happening with the 7/8 orchestra. We spent an hour talking about student leaders and how she could implement what I am doing in the 6th grade orchestra. I was excited to share my ideas, and will partner with her next year to develop younger student leaders in her ensemble. It will be nice for incoming 7/8 orchestra students to be acclimated with student leadership.

I have been impressed with the leaders and their warmth and encouragement within the orchestra. The job they have done as student leaders far exceeded my expectations. This study has helped me realize the potential students can have on their peers. When students are guided by a teacher to contribute as leaders, the orchestra can function and thrive structurally, musically and relationally.

Appendix A: Student example- Qualities of a Student Leader



Appendix B: Middle School Leadership Response Survey- Blank



Middle School Leadership Response


Students involved on the 2015-16 leadership team will evaluate and respond to a short survey

Check the leadership opportunities you were involved in this year:

- ☐ Attendance
- ☐ Tuning
- ☐ Managing section- passing out papers, instruments, music
- ☐ Conducting
- ☐ Small group lessons/ tutoring
- ☐ Instrumental repair
- ☐ Musical incentives/ awards
- ☐ Other: _____

In your opinion, how did the students in the orchestra respond to you as a student leader?

- ☐ Students respected me and I was able to help students in the orchestra.
- ☐ Students sometimes would ask for help and I was able to help them in the orchestra.
- ☐ Students did not ask for help. I did not do much in orchestra.



If you were to continue to serve as a leader in the orchestra, what would you like to be more involved in?

Your answer

Briefly write a summary of the events you were involved in this year as a student leader. Include your thoughts on how you were able to help in the orchestra and why being a student leader was effective.

Your answer

SUBMIT

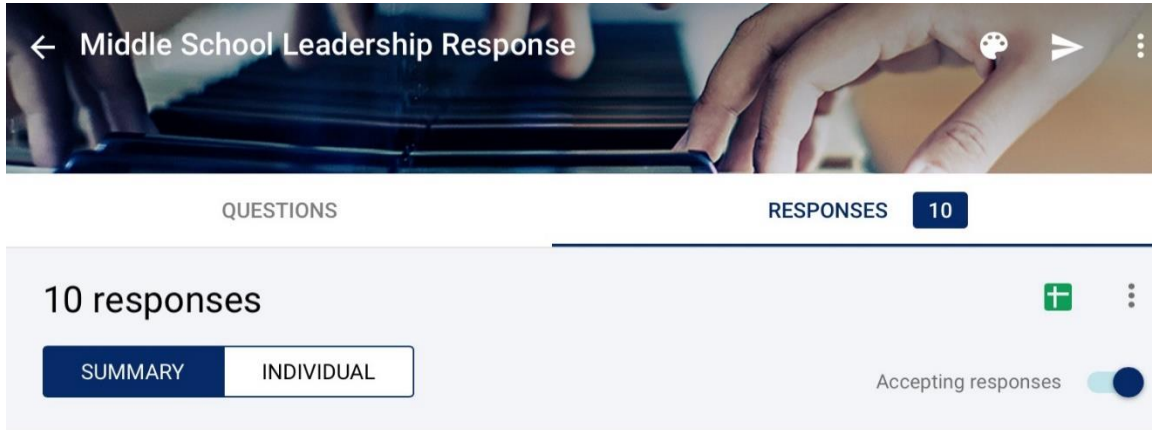
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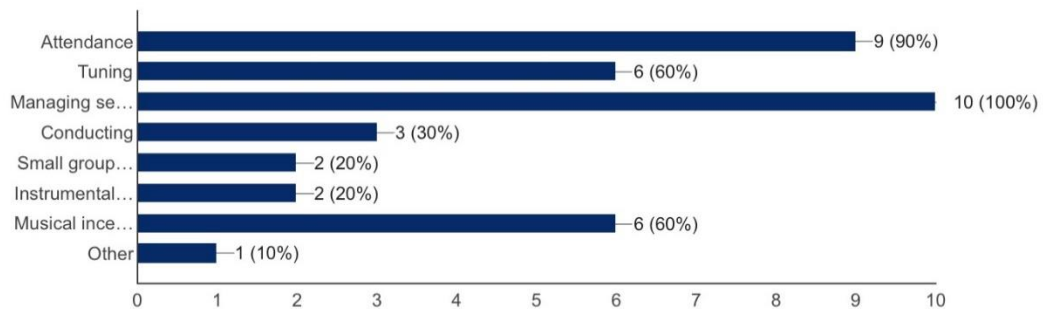


Google Forms

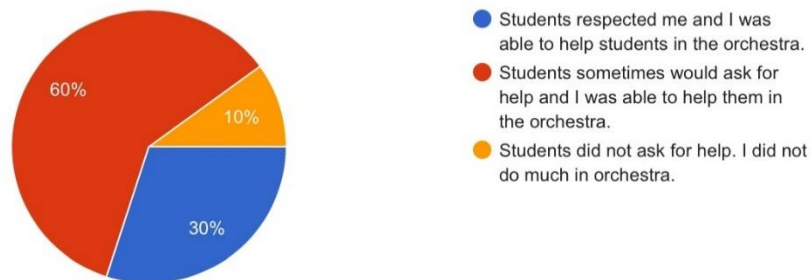
Appendix C: Middle School Leadership Survey- Responses



Check the leadership opportunities you were involved in this year: (10 responses)



In your opinion, how did the students in the orchestra respond to you as a student leader?
(10 responses)



If you were to continue to serve as a leader in the orchestra, what would you like to be more involved in?

(9 responses)

Tutoring other kids in the orchestra.

I would like to be more involved with helping my section get better with certain parts in our songs.

I feel that I would be able to tune or conduct but only if I had practice.

Maybe a bit more conducting.

Tuning: I have improved and can tune if needed.

More Tuning and learning how to repair instruments.

I would like to be more involved in teaching students

Conducting or being able to put input into the rehearsal and suggest to work on certain objectives.

Conducting more.

Briefly write a summary of the events you were involved in this year as a student leader. Include your thoughts on how you were able to help in the orchestra and why being a student leader was effective.

(8 responses)

I helped with attendance, I sometimes tuned instruments, and also passed out papers and lead my section during playing.

I took attendance almost every day and helped some people tune. I wish I would have been more involved with my section, but overall the experience really helped me get better with my music and to be able to effectively help other people in my section.

I helped in the orchestra by passing out papers and being able to choose the people who receive the student of the month award.

People come to me if they need help tuning, and I conducted near the middle of the year what Ms. Kriel was playing the piano. I take attendance every day, except for when Paige gets there first.

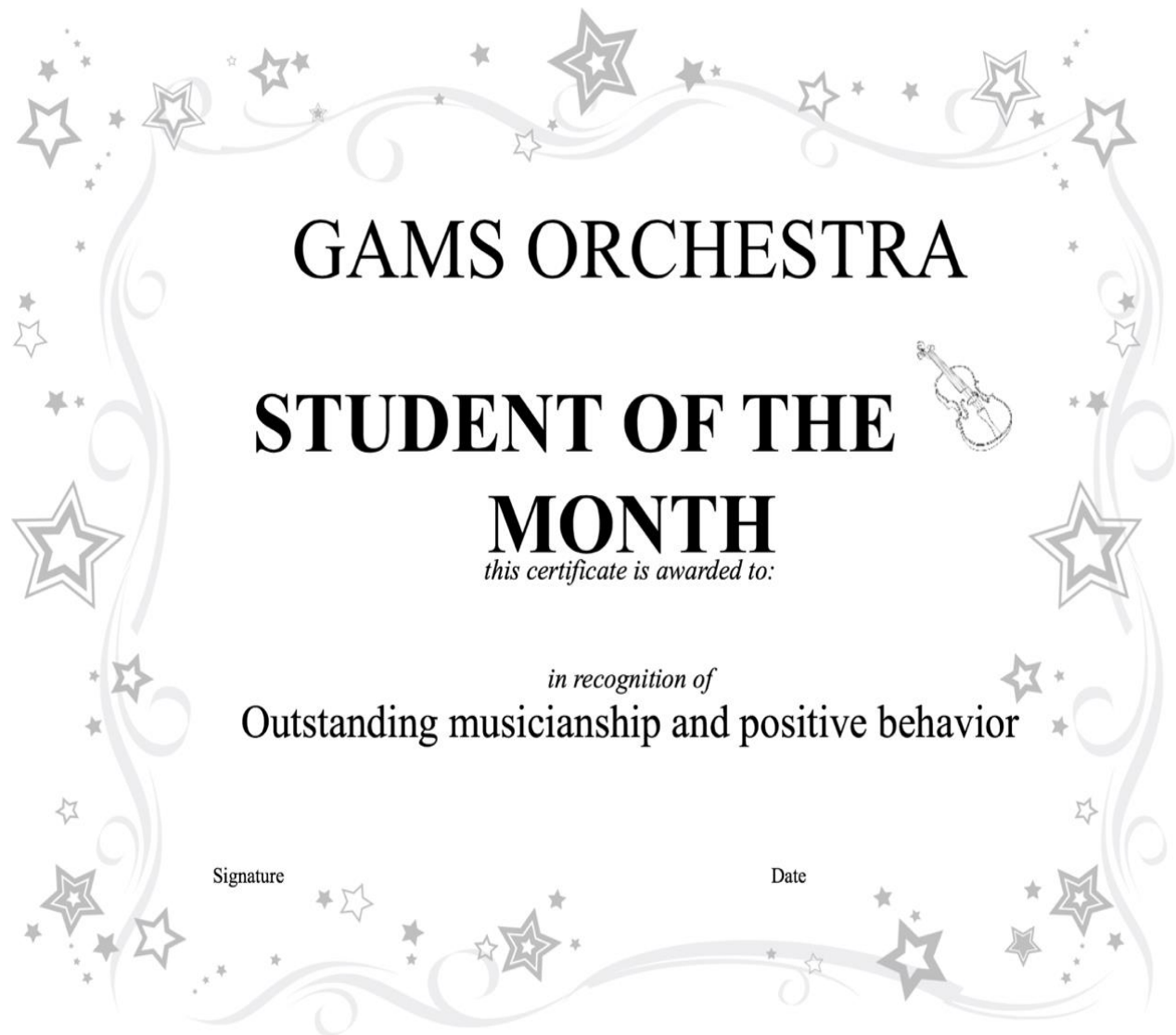
I was able to help someone if they needed and asked for help. This experience has also helped me become less shy and I now play out more.

I thought being a student leader was a great experience because I was able to help people out and be a member of an ensemble. I helped out with attendance and passing out papers as well as concerts.

I think being a student leader was effective because the other kids were able to relate to me more. I tuned and helped give awards. I think I did well as a student leader and like the opportunity.

I think being a student leader helped me to become closer with the other students in my section and grow as a musician. I replaced a string for the first time during my experience as a leader. I really enjoyed this opportunity and I think students in the classes coming up after me should be offered this opportunity as well.

Appendix D: Student of the Month Certificates- Voted on and presented to students by the leadership team



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