

As a teacher, I am responsible for providing my students with a comprehensive music education, preparing them to enter the musical world with tools for their success and continued learning. I aim to inspire my students to become curious, enthusiastic and passionate about the clarinet and how they use the instrument to express their unique creative voice. Through focus on the development and practice of creative and critical thinking, fundamentals, research, real-life application and personal relationships, I enable my students to enjoy not only a successful, but fulfilling musical career.

Many times students come to lessons looking to the teacher for all the answers. I believe that through play, exploration, listening and creative and critical thinking, students are able to discover many concepts on their own. I ask dozens of questions each lesson, pushing my students to think deeper, reflect on what they already know and then they may ask *me* questions. Often I ask the student to teach me. In the end, the student then becomes his/her own teacher and my job is complete.

Fundamentals of clarinet playing are the building blocks from which each student can develop their unique creative voice, thus I demand that students adopt fundamental practices as a predominant portion of their practice each day. I have been lucky enough to have studied with many inspirational teachers myself, many of whom have passed down insightful pedagogical jargon, colorful analogies and effective exercises. It is from these many different perspectives and from my own experience that I draw my favorite practices and explanations to pass to my own students. Depending on the student's issues, we may discuss sound production, articulation, rhythm, sight reading, tuning, voicing and support.

In order to be the best performers and educators, I believe students must have a working knowledge of the clarinet repertoire and its historical context. As a teacher, I expect my students to research the composer, musical era and style of each piece they play. This comprehensive knowledge will not only inform their performance, but will enable them to speak about the music they are playing in order to engage with audiences or pass down the tradition to their future students.

Many times it is not enough to be an extraordinary performer or teacher in the musical world. Many times musicians are also called to be their own businessperson. As a teacher, I must not only impart my wisdom of performance practice, but also that of music business to ensure that each student has all the tools necessary to enter the job market and put their musical skills to use. Depending on each student's goals, we may discuss portfolio materials, networking, professional performance etiquette, pedagogy, marketing, finances, performance and/or teaching opportunities and resourcefulness.

I aim to build trusting and confident relationships with all of my students. For many, if not all, musicians, it is a vulnerable act to perform for someone and open yourself up to criticism, which is why I tell my students I care about them not only as musicians, but as people. I show them that I am invested in them by listening to their goals and desires, celebrating their success, empathizing with their failures, and showing up when they need me. I am there for the big moments and help them to see that sometimes the small moments are really the most transformational. I aim to instill hope, inspiration and a deep belief in self.