



PRE-DRILL CAMP 2026 · LEADERSHIP SEMINARS · DAY 2

Teach How to Teach

"Train the Trainer"

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Director of University Bands · All Leaders, Sunday, August 2, 2026

The Hampton University Marching Force

HAMPTON'S HEARTBEAT

Icebreaker

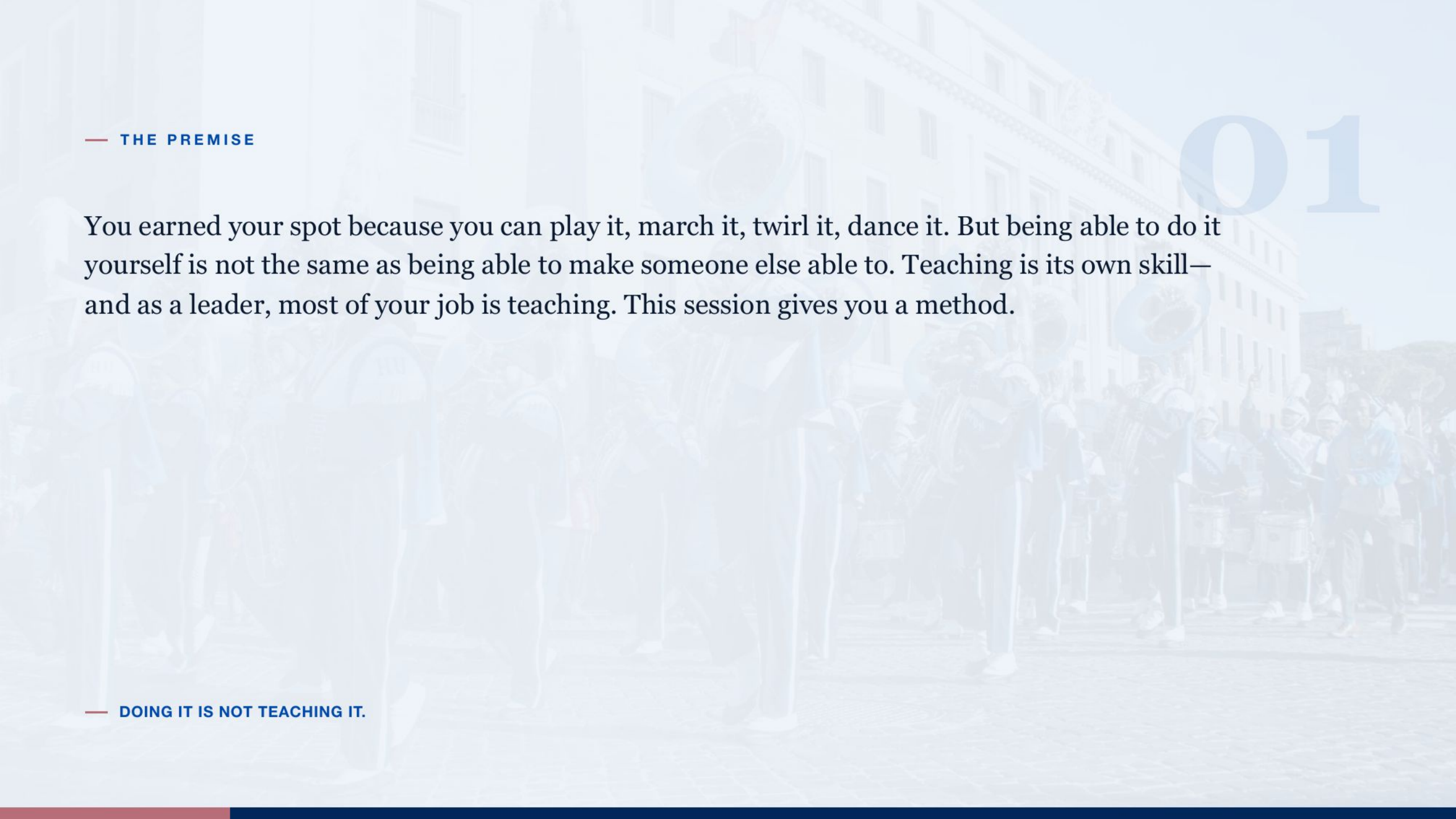
A great teacher does not just hand you the answer—he drills it until it is yours. Watch a master at work at an HBCU, and listen to how the room learns.



The Great Debaters — “Who's the Judge?”

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WATCH · 2:25



— THE PREMISE

You earned your spot because you can play it, march it, twirl it, dance it. But being able to do it yourself is not the same as being able to make someone else able to. Teaching is its own skill—and as a leader, most of your job is teaching. This session gives you a method.

— DOING IT IS NOT TEACHING IT.

Why Your Best Players Struggle to Teach

The better you are, the easier it is to teach badly.

- ◆ Once a skill is automatic for you, you forget what it felt like **not** to have it. Researchers call this the **curse of knowledge**.
- ◆ So you go too fast, skip the steps that feel obvious to you, and explain in shorthand only you understand.
- ◆ The beginner is not slow—you are teaching from where **you** are, not from where **they** are.
- ◆ The fix is deliberate: slow down, break it down, and teach from the very first step.

Sources: Camerer, Loewenstein, and Weber, "The Curse of Knowledge in Economic Settings," *Journal of Political Economy* (1989); Heath and Heath, *Made to Stick* (2007).

Break It Down

No one learns a whole skill at once. Teach it in pieces.

- ◆ **Deconstruct the skill** into its smallest teachable parts—the foot, then the leg, then the horn, then the timing.
- ◆ Teach **one chunk at a time**, and do not add the next until the first is solid. Working memory can only hold a few things at once.
- ◆ **Name each part** so your people have language for it—you cannot fix what you cannot name.
- ◆ Assemble the chunks back into the whole only after each one holds on its own.

Sources: Miller, "The Magical Number Seven, Plus or Minus Two," *Psychological Review* (1956); Gagné, *The Conditions of Learning* (1965).

I Do. We Do. You Do.

The core of every good lesson—you carry the load, then hand it over.

STEP 1

I Do

YOU MODEL IT

You perform it perfectly and narrate your thinking. They watch and listen—no reps yet.

STEP 2

We Do

DO IT TOGETHER

You do it with them, then let them try while you stay close, catching errors on the spot.

STEP 3

You Do

THEY OWN IT

They do it alone. You watch, coach, and confirm they have it before you move on.

The load starts on you and ends on them. That gradual handoff—**the release of responsibility**—is what turns watching into doing.

Sources: Pearson and Gallagher, "The Instruction of Reading Comprehension," *Contemporary Educational Psychology* (1983); Fisher and Frey, *Better Learning Through Structured Teaching* (2008); Rosenshine, "Principles of Instruction," *American Educator* (2012).

Model the Standard

Show, don't just tell. Your body is the lesson.

- ◆ **Demonstrate it perfectly**, slowly, and more than once. People copy what they see far more than what they hear.
- ◆ **Narrate as you go**—say what you are doing and why, so they learn the thinking, not just the shape.
- ◆ Be the reference. The standard is whatever **you** show them, so never model it sloppy.
- ◆ Show the wrong way once if it helps them see the difference—then erase it with three reps of the right way.

Sources: Bandura, *Social Learning Theory* (1977); Rosenshine, "Principles of Instruction," *American Educator* (2012).

Check Before You Move On

The step every leader skips—and the reason people fall behind.

- ◆ “Any questions?” is **not** checking for understanding. Silence is not proof that they got it.
- ◆ **Make them show you.** Have them do a rep, or teach the step back to you in their own words.
- ◆ Check **everyone**, not just the confident one up front—the quiet ones are often the ones who are lost.
- ◆ If they cannot do it yet, that is information for **you**: re-teach the chunk a new way, do not just repeat it louder.

Sources: Black and Wiliam, "Assessment and Classroom Learning," *Assessment in Education* (1998); Rosenshine, "Principles of Instruction" (2012).

Feedback That Actually Fixes It

Feedback is the single highest-leverage thing a teacher does.

- ◆ **Be specific.** "Fix your timing" is useless— "you're a half-count early on the horn snap" can be acted on.
- ◆ **Be immediate.** Correct it in the moment, before the wrong rep sets in.
- ◆ Tell them **what to do**, not just what is wrong. Feedback without a next step is only criticism.
- ◆ Praise the **effort and the process**, not just the talent—that is what keeps them working.

Sources: Hattie and Timperley, "The Power of Feedback," *Review of Educational Research* (2007); Wiggins, "Seven Keys to Effective Feedback," *Educational Leadership* (2012).

Repetition Is the Mother of Learning

One correct rep is a start, not a finish.

- ◆ A skill is not learned until it is **automatic under pressure**. That takes many correct reps, not one.
- ◆ Make them **deliberate** reps—slow and perfect, then up to tempo—not mindless run-throughs that only rehearse mistakes.
- ◆ “**Don't practice until you get it right; practice until you can't get it wrong.**”
- ◆ This is THE Standard of Excellence: we keep drilling the fundamentals long after they already look fine.

Sources: Ericsson, Krampe, and Tesch-Römer, "The Role of Deliberate Practice," *Psychological Review* (1993); Duke, Simmons, and Cash, "It's Not How Much; It's How," *Journal of Research in Music Education* (2009).

Then Let Go

The goal of teaching is to make yourself unnecessary.

- ◆ You have taught it when they can do it **without you**—and, better still, teach it to the next person.
- ◆ Hand off responsibility as they prove ready; hovering forever only keeps them dependent on you.
- ◆ This is scaffolding: build the support, then take it away one piece at a time.
- ◆ A section that can run itself is the highest compliment to the leader who taught it.

Sources: Vygotsky, *Mind in Society* (1978); Wood, Bruner, and Ross, "The Role of Tutoring in Problem Solving," *Journal of Child Psychology and Psychiatry* (1976).

The Whole Rep

The method, start to finish—teaching a single eight-count.

- ◆ **Break it down.** One eight-count becomes the mark time, the step-off, the horn carriage, and the timing.
- ◆ **I do.** Demonstrate the full eight-count clean, then each chunk on its own, narrating the how and the why.
- ◆ **We do.** Walk it together at half tempo; they try it while you count and catch errors on the spot.
- ◆ **You do and check.** They run it alone; you watch each person and confirm before moving on.
- ◆ **Feedback and reps.** Fix the one thing that is off, drill it until it cannot fall apart—then release.

YOUR CHARGE

Teach So They Can Teach.

You were not made a leader to be the only one who can do it. Break the skill down, model it, guide it, check it, and drill it until it holds—then let go. Teach so well that your people can teach the next class, and the standard outlives every one of us. That is how The Marching Force stays great.

Serve First. Lead Always. — **Drive the Legacy.**

The Hampton University Marching Force
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