



# PMEA Council for Teacher Training, Recruitment, and Retention

"Supporting the life cycle of a music educator..."

Paul K. Fox, Chair • Teri Myers, Co-Chair

Page 1 of 2

## Collegiate Communiqué #12 *State-of-the-Union: Council for TTRR!* April 2018

Greetings from the PMEA Chair of the Council for Teacher Training, Recruitment, and Retention. Here is your monthly *Collegiate Communiqué* geared to higher education music education students and teachers. Past issues are posted on the PMEA website: <http://www.pmea.net/resources/pcmea/>.

First off, one final reminder about the upcoming **PMEA 2018 Spring Conference** and encouragement for all of you to attend it on April 19-21, 2018 in the Lancaster Marriott & Convention Center. The **official PCMEA meetings** are on Thursday at 10:30 a.m. and Friday at 11:30 a.m. See updated schedule at <https://www.pmea.net/wp-content/uploads/2014/12/2018-Conf-Schedule-from-Spring-News-1.pdf> or additional information at <https://www.pmea.net/pmea-annual-in-service-conference/>.



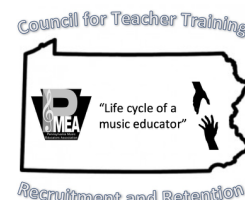
## What is it? *PMEA State Council for Teacher Training, Recruitment, and Retention*

Serving in the role of an advisory committee for PMEA, the **mission** of the PMEA State Council for Teacher Training, Recruitment, and Retention (Council for TTRR) is to discuss strategies and implement programs which support "the life cycle of a music educator." In April 2017, the Council for TTRR established its **overarching purpose** as "the planning of meaningful projects and services for the involvement of future music teachers (high school and collegiate), first-year music educators (and those in the first five years), veteran teachers, mentors, department chairs, cooperating teachers, TRI-M and PCMEA members and leaders, Higher Education teachers, SMTE, and retired members." Furthermore, the three subcommittees announced the following **Focus Areas and Goals** for 2017-2021:

1. **"Training** of pre-college, pre-service, in-service, and retired members in career development to support professionalism, career exploration, growth and change, and personal goal setting."
2. **"Recruitment** of quality and engaged candidates to college music education programs."
3. **"Retention** and engagement of urban, rural, minority, disadvantaged, and more diverse music teachers and students in the profession."

## Accomplishments 2017-2018

1. Proposal and planning of approved PMEA 2018 Spring Conference session "So, You Have a Student Who Wants to Follow in Your Footsteps!" (Friday, April 20, 2:30 p.m. in the Conestoga 2 Room)
2. Preparation of superintendent survey "Status (Supply/Demand) of PA Music Teaching Positions and Programs"
3. Brainstorming and analysis of opportunities for the creation of resource panels, mentors, workshops, online training, etc. with emphasis on career development for pre-college, pre-service, in-service, and retired members
4. Distribution of 12 issues of *Collegiate Communiqué* to higher education and PCMEA members (archived at <https://www.pmea.net/resources/pcmea/>)
5. Posting of "Ethics in Music Education" webinar as professional development workshop on PMEA website



## Future plans 2018-2019

6. Collaboration with Urban Music Leadership Conference members at 2018 PMEA Spring Conference
7. Proposal of leadership session(s) at summer conference (career development)
8. Proposal of "teacher burnout" session at 2019 NAFME/PMEA Spring Conference (career development)
9. Proposal of "ethics in music education" session at 2019 NAFME/PMEA Spring Conference
10. Development of lesson plans or resources on music for PDE CEW standards (career readiness)
11. Development of sample lesson plans of the PMEA Model Curriculum Framework for "exemplary" consideration after the rollout of training

## Paul K. Fox

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Page 2 of 2

## Sample news on ESSA plans

Thanks to Council for TTRR member O. David Deitz, serving as the PDE Fine Arts Education Consultant

left: [http://blogs.edweek.org/edweek/teacherbeat/2018/02/state\\_essa\\_plans\\_title\\_ii\\_funds.html](http://blogs.edweek.org/edweek/teacherbeat/2018/02/state_essa_plans_title_ii_funds.html)

right: <https://cdn.americanprogress.org/content/uploads/2018/02/02103704/StatesLeveragingESSA-brief.pdf>



### 6. Improving the Whole Teacher Pipeline

While most states focused on specific parts of the pipeline in their ESSA plans, CAP applauded the states that had a "more holistic theory of change."

For example, Pennsylvania's ESSA plan spans the entire teacher career continuum, from recruitment to teacher leadership. The state department of education will use Title II, Part A funds to support grant programs aimed at school districts and teacher-preparation programs—one seeks to improve teachers' ability to serve low-income and minority students and the other dedicates funding for high-quality clinical experiences, particularly in high-needs areas. The state department is also working on initiatives to recruit high school students and paraprofessionals into the profession, to improve mentoring and induction, and to improve the diversity of the workforce.

### Pennsylvania's plan for investing in educators' success

**What to know:** Like Indiana, Maine, and Oklahoma, Pennsylvania's ESSA plan presents a vision for supporting the state's educators in a way that recognizes the importance of addressing the entire teacher career continuum. The plan states:

While recruitment is an essential first step, retention, support, and development of educators are equally important strategies for meeting the educational needs of all students. To that end, the Department will leverage Title II, Part A funding to support current and future educators at multiple points through their careers to ensure that they have the skills and tools needed to support student achievement and advance equity. Proposed fund usage will expand teacher and principal residency programs, which provide clinical experience and intensive supports, and support initiatives that improve coherence between educators' pre-service experience, induction, and future professional learning.<sup>59</sup>

## Council for TTRR April 20<sup>th</sup> session

Pennsylvania Music Education Association Annual Spring In-Service Conference  
**So, You Have a Student Who Wants to Follow in Our Footsteps**

Panel Discussion, April 20, 2018 at 2:30 p.m., Conestoga 2, Lancaster Marriott and Convention Center

- I. **Description**  
Preparing students for careers in music education begins long before the college audition. This panel discussion will highlight conversations high school music educators should be having with students who show interest in pursuing music teaching as a career. Senior year is often too late for a high school student to become sufficiently well-rounded and to develop the skills that will lead to successful music certification.
- II. **Clinicians**
  - A. Host: Paul K. Fox, Chair of the PMEA State Council for Teacher Training, Recruitment and Retention
  - B. Guest speakers and members of the Council for TTRR Recruitment Subcommittee:
    1. Ms. Nora Burrige, Coordinator of Future Music Educators Honors Symposium
    2. Dr. Paul Doerksen, Duquesne University
    3. Dr. Jonathan Helmick, Slippery Rock University
    4. Dr. Kathleen Melago, Slippery Rock University and State Advisor of PCMEA
    5. Ms. Susan Metelsky, Beaver Area School District
- III. **Outline**
  - A. Introductions
  - B. Rationale and recommendations for a student to consider going into music education
  - C. Targets and pre-requisites
  - D. Recent case studies and general status of teacher placements
  - E. Audience Q/A
  - F. Closure: How can the teacher help interested student prospects?
- IV. **Targets and pre-requisites**
  - A. Academics
  - B. Music performance skills
  - C. Attitude, personality, public speaking, goal-setting, and leadership skills
  - D. Teaching experience and observation
  - E. Knowledge and understanding of the profession

The Pennsylvania Department of Education (PDE) recognizes that elevating the teaching profession does not begin and end with recruitment efforts. Getting teachers in the door is just one component of a larger cycle; teachers must have meaningful supports throughout their entire career, just like other similarly educated professionals. By recognizing the value of the educator workforce and dedicating funding toward improving the entire career continuum, the PDE is setting in motion a virtuous cycle whereby teachers want to enter and remain in the profession—inspiring the next generation of prospective teachers to do the same.

**What to watch:** The PDE will use Title II, Part A funds to continue supporting current initiatives, such as two promising grant programs: One promotes partnerships between LEAs and EPPs to improve their teachers' ability to serve low-income and minority students and a second dedicates funding for high-quality clinical experiences, particularly for educators teaching in high-need areas. The PDE has also proposed several new initiatives worth watching as they develop, including: a statewide teacher recruitment initiative aimed at high school students; a pathway to teaching specifically for paraprofessionals; pilot programs for improving mentoring and induction; and initiatives to improve the diversity of the workforce.<sup>60</sup>

## PDE Career Readiness Standards

<http://www.education.pa.gov/K-12/PACareerStandards/Pages/default.aspx>

### PA CAREER STANDARDS

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards.

The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania.

The Career Education and Work Standards address four areas of knowledge:

- Career Awareness and Preparation
- Career Acquisition (Getting a Job)
- Career Retention and Advancement
- Entrepreneurship

## Council for TTRR Members

<https://www.pmea.net/about/leadership/teacher-training-recruitment-and-retention-council/>

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