“So, You Have a Student Who Wants to Follow in Our Footsteps”

Panel Discussion led by members of the PMEA Council TTRR
2018 PMEA Annual In-Service Conference
April 20, 2018 2:30 p.m. Conestoga 2
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.
Panel

• Ms. Nora Burridge, Coordinator of Future Music Educators Honors Symposium
• Dr. Jonathan Helmick, Slippery Rock University
• Dr. Kathleen Melago, Slippery Rock University and State Advisor of PCMEA
• Ms. Susan Metelsky, Beaver Area School District and TRI-M Chair

Assisted by Mr. David Deitz and Dr. Paul Doerksen

Hosted by Mr. Paul K. Fox, Chair of PMEA Council for Teacher Training, Recruitment & Retention
Plan

1. Introductions
2. Rationale and recommendations for a student to consider going into music education
3. Targets and pre-requisites
4. Recent case studies and general status of teacher placements
5. Audience Q/A
6. Closure: How can the teacher help interested student prospects?
Pre-Requisites

1. Academics (Metelsky)
2. Music performance skills (Helmick)
3. Attitude, personality, public speaking, goal-setting, and leadership skills (Melago)
4. Teaching experience and observation (all)
5. Knowledge and understanding of the profession (Burridge)
"So, You Have a Student Who Wants to Follow in Our Footsteps"

Academics

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Ms. Susan Metelsky
TRI-M Chair
Beaver Area School District
Academics

Students who are considering majoring in music:

• Should have a B+/A- average in HS coursework
• Should have a higher than average SAT or other test score
• Should have the skills needed for college study
• Should have the academic ability to maintain a high GPA
• Tri-M helps fosters these academically and musically high achieving students by both recognizing and rewarding them.
• Most Tri-M Chapters have a GPA component to their Induction Requirements!
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Music Performance Skills

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Dr. Jonathan Helmick
Director of Bands
Slippery Rock University
Guiding Compass

Matching the expectations (of the profession) with preparation = Greater Likelihood of Success

“True knowledge and understanding stems from sustained contact with the subject matter…” – Thomas Fraschillo
“SO YOU WANT TO BE A MUSIC MAJOR...”
PMEA Report

1. Private Lessons
2. Aural Skills+
3. Music Fundamentals
4. Vocal Ability+
5. Keyboard Skills
6. Attitude (Covered Later)

Survey of Duquesne University Students
“Top 10” Ranked in Order of Importance

1. Ranked #1: Piano Basics
2. Ranked #2: Solfege and Ear-training
3. Ranked #3 Music Theory
4. Ranked #4: Singing
5. Ranked #5: Practice on Instruments and Practice Skills*
6. Ranked #9: Reading Music*

*#s 6,7,8 Relate to Attitude/Disposition

+ PMEA seminar panels were unanimous in their opinion that aural skills are paramount
The Well-Rounded Musician

Themes

• Begin Freshmen Sequence Now…
• Broad-Based Musical Skills
• Decode and Encode Musical Notation on Instrument AND Voice (not “or”)
• Solfège

“Chance Favors the Prepared Mind"
So, You Have a Student Who Wants to Follow in Our Footsteps

Panel Discussion, April 20, 2018, 2:30pm
Conestoga 2, Lancaster Marriott and Convention Center
Is this student eager about participation in music now?

Does the student engage in positive, healthy relationships with others?

Is this student hard-working?

How does this student handle criticism?
• Teachers need to be public-speakers!

• Ways to help students gain experience in high school:
  ✓ Program notes at concerts
  ✓ Teaching/mentoring experiences
    ▪ One-on-one lessons
    ▪ Sectionals
    ▪ Teaching assistant
  ✓ School board, music boosters
  ✓ Leadership (up next!)

All speaking is public speaking whether it's to one person or a thousand.

- Roger Love
### Leadership

#### If your actions inspire others to dream more, learn more, do more and become more, **you are a LEADER.**

| Provide formal and informal leadership opportunities for students within your program |
| Guide your students in finding opportunities outside your program – summer opportunities, youth symphonies, etc. |
| Recognize students who are showing leadership abilities – point out the strengths you see |
Teaching Experience & Observation

• The best way to learn something is to teach it to someone else!

• Ways to help students gain experience in high school:
  ✓ Assisting elementary music teachers
  ✓ Teaching or being on staff at summer camps or vacation bible schools
  ✓ Giving lessons to younger students
  ✓ Guest-conducting
  ✓ Sectionals
  ✓ Observe a variety of teachers: all areas of music, other subjects, “best” teachers
"So, You Have a Student Who Wants to Follow in Our Footsteps"

Knowledge and Understanding of the Profession

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Ms. Nora Burridge,
Coordinator of the Future Music Educators Honors Symposium
Knowledge of the Profession

- Share with your students the facts about finding a job. They may or may not get a job near home, as in any profession. Don't make them think there is a sure chance to work in your district or to take your job when you retire. (You can recommend a student for hiring, but it's not up to you who's hired.)
- Where are the jobs? More towards suburban or urban areas.
- Talk about the challenges of taking a job in the inner city or rural area.
- There are no great music teacher shortages in PA, because we have 40+ colleges preparing music teachers, but there are shortages in other states. Have students think about what it might be like to teach away from home. But most of our graduates do get jobs in PA.
Knowledge of the Profession

- Salaries - tell students what the starting salary, mid-career salary, and top salary are in your district. Compare with other areas. Suburban school districts pay better than rural districts.
- There are extra-duty pay contracts for music activities outside school, but usually quite small.
- Help them understand that living costs are usually higher in the areas that pay more. In PA, music teachers are certified to teach all types of music K-12, and must be prepared to teach all of it. If you're a choral person, you can't say no to being assigned some elementary instrumental lessons, or the MS orchestra, or a guitar class, or an AP theory class. If you're an instrumental person with expertise in sax, you may also be asked to run the orchestra program and do some elem. or MS classroom music, or the chorus. Guide your students to prepare themselves well for all possibilities.
Knowledge of the Profession

• Also, have them understand that there are different times in their careers that different music jobs may make sense. It may be very hard for a woman with babies, small children, to handle a mostly extracurricular marching band program or a full choral program with night rehearsals, musicals, 2-3 evening & weekend performances, and trips. Maybe wait a few years before looking for that kind of commitment.

• Give your student experiences in observing other music teachers, especially at other levels, and experiences in teaching:
  o Send him/her to elem. or middle school to consistently observe classes, or lessons, or choirs, bands, orchestras. Perhaps that teacher will eventually allow him to help teach, conduct, work with the musical, whatever.
  o Ask him to teach his major instrument to a peer or younger student
  o Suggest he start a chamber group
  o Give him opportunity to student-direct something - a chamber group, section rehearsal, musical
  o In theory class, have him play on piano other students' harmony exercises, or explain a new learning (like a new chord) to the class, after plenty of time to prepare
  o In choral class - ask him to teach one vocal part of a new song, lead a couple sightsinging exercises each day, prepare to play 2 voice parts together, teach him basics of conducting a simple song like Happy Birthday, which he will do every time it's used in class, have him accompany.
Knowledge of the Profession

• Share with your student some of the extra-musical jobs that are part of the profession: paperwork, grading, curriculum writing, preparing concert programs, parent meetings, faculty meetings, duplicating, fundraising, preparing and working within a budget, creating marching band drill, equipment and sheet music ordering, filing music, uniform selection/upkeep.

• Show your students how important advocacy is in our profession, and how you put it into your program.

• Funding cuts are easier to make in the music program than in math - unless your very visible program, your parental support, and your public support make it hard to cut.

• Make sure your booster groups are strong, they attend school board meetings, and you've told them what you need for their kids' program to thrive.....and that their kids' needs are what's paramount, not yours.

• Make sure the public face of your program is strong in the community, the local press.
Knowledge of the Profession

• Explain that there will be expectations, even demands, of their achieving further degrees/credits/professional development, even as they run a huge program.

• Assure them that this profession will take over their lives. In most cases, it's not the kind of job you leave at 5 and are free for the evening and weekend, most especially teaching HS.

• Talk to them about how you are constantly learning, taking classes, going to conferences; how you are constantly adding to your program, with new ensembles, competitions, chamber groups; you are constantly prepping kids for auditions, working with soloists, finding more performance opportunities for your students, taking them to new venues.

• Meanwhile, you are growing your resume and reputation.
Knowledge of the Profession

• Let your students know they'll find in PMEA professional development, mentoring help, collegiality, as well as musical opportunities for their students.

• ACDA, IAJE, etc. are also very valuable.

• Final note, even after teaching 37 years, I can say that making music with kids is the best profession in the world.
Status of PA Job Market

1. Issues of supply/demand and retention/attrition
2. Informal poll of Council TTRR higher education members: no troubles with music teaching placements
3. No indication of music job or teacher shortages
4. 2016-17 PA shortages: Foreign Language and Literature (Secondary), Life and Physical Sciences (Secondary), Mathematics (Grades 7–12), Special Education (Pre-K–Grade 12), Hearing Impaired (Nursery–Grade 12), Speech and Language Impaired (Nursery–Grade 12), Vocational Subjects
5. Planned distribution of PA Superintendent Survey by Council TTRR + David Deitz/PDE

https://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf
Additional Resources

• PMEA/PCMEA/SMTE:
  http://www.pmea.net/wp-content/uploads/2012/10/soyou1.pdf and

• Majoring in Music website:
  https://majoringinmusic.com/music-education/ and
  https://majoringinmusic.com/prepare-to-be-a-college-music-major/

• The College Audition Blog:

• Alfred Music:
  https://www.alfred.com/blog/why-i-interviewed-musicians-before-pursuing-music-as-career/
Additional Resources
GUEST ARTICLE: PREPARING FOR A CAREER IN MUSIC EDUCATION

Special thanks to guest author Lindsey Roesner for this week’s post on becoming a music teacher. Lindsey recently earned her Bachelor’s degree in Music Education from Lawrence University. She currently teaches music at Lake Central High School in Crown Point, Indiana. Contact: lindseyroesner29@gmail.com

Preparing for a Career in Music Education

Teaching music is one of the most rewarding careers that one could imagine. If you love music, this is an opportunity to share your passion with others. You have been fortunate enough to teach for 24 years in the public schools. While on some days the reality of the profession, I find that music can be very rewarding and fulfilling. No matter how much I feel that I have done and learned it all, something new happens often that still amazes me how dynamic this profession is.

The current trends in education suggest that 36% of all new teachers leave the profession after 5 years, and almost 50% leave after 8 years. I think many factors are at stake here. The administration and guidance counselor all have a different perspective on what is happening. I really think the main reason is the difficulty of the profession. I really appreciate what my administration and guidance counselor do for me and my students.

The main reason I wanted to teach was to share music with others. I find that music can be very rewarding and fulfilling. No matter how much I feel that I have done and learned it all, something new happens often that still amazes me how dynamic this profession is.

Why I Interviewed Musicians Before Pursuing Music as a Career

By Kathleen Ballintyne | February 2, 2016

When I was 15, I told my parents I wanted to pursue music as a career. I had been a straight-A student throughout my entire academic life and I wanted to pursue something like medicine, finance, or law. Given my academic record, my father, who worked in finance, was not too surprised. He told me to find something I was passionate about and pursue it. He wanted me to find something I was passionate about and pursue it.

I thought about it for a few weeks and finally decided on music. I started taking lessons and going to auditions. I was accepted into the school’s orchestra and began to seriously consider music as a career. I continued to take lessons and go to auditions and finally decided that music was the path I wanted to pursue.

I wanted to pursue music as a career because I loved it and I wanted to share it with others. I wanted to be able to make a living doing something I loved. I also wanted to be able to travel and explore the world. I knew that music was the only way I could do this.

I interviewed musicians who had pursued music as a career and it was very helpful. They gave me a lot of advice and told me what to expect. They also gave me a lot of encouragement. I felt very inspired and decided that I wanted to pursue music as a career.

I am now a music teacher and I love it. I get to share my love of music with others and I am able to make a living doing something I love. I am grateful for the experience I had pursuing music as a career.