



## Collegiate Communiqué #18 *Getting "In-Tune" Over the Holidays* November 2018

Greetings from the PMEA Chair of the Council for Teacher Training, Recruitment, and Retention.

*Collegiate Communiqué* is released monthly and serves as a "quick-read" and "starting point" to news, perspectives, and research geared to music education students and higher education teachers. This issue looks at additional studies on college music student stress, "head start" assignments for music education majors during academic breaks, copyright law review, excerpts from articles by PCMEA State President Harlow Alexander, and other announcements. Past issues are archived at <http://www.pmea.net/resources/pcmea/>.

This is *your* forum. If you would like to submit information or an article for *Collegiate Communiqué*, great! Please contact Paul Fox at [paulkfox.usc@gmail.com](mailto:paulkfox.usc@gmail.com). Publication deadline: **Second Sunday of the month.**

### Holiday/Winter "Break" Checklist for Music Education Majors

Although the annual "turkey-day" was last week, perhaps this would be a good time for all of us to revisit the NAFME *Music in a Minuet* blog-post from last year: "**Happy Thanksgiving, New Teachers**" at <https://nafme.org/happy-thanksgiving-new-teachers/>. Enjoy a moment to "revel" in the opportunities you will explore in fulfilling a career in music education. Devote some time for a little rest and catching up with your loved ones, but then it's time to get "back to work" and "in-tune" with those upcoming deadlines of music performance goals, juries, concerts, recitals, semester finals, term papers, and other projects. Junior and senior music education majors should also review the following "things-to-do" list on which to reflect, begin, refine, update, or "put on the finishing touches" to these essential strategies/tools for job preparation, personal branding, networking, and marketing your professionalism (resource links for more study):

- ☐ Understanding of the criteria for employment screening and standards of educator assessment  
<https://paulkfoxusc.wordpress.com/2015/08/09/criteria-for-selection-of-the-ideal-teacher-candidate/> and <https://paulkfoxusc.wordpress.com/2015/09/01/a-blueprint-for-success-preparing-for-the-job-interview/>
- ☐ Development of a comprehensive unified philosophy of music education  
<https://paulkfoxusc.wordpress.com/2015/07/04/marketing-yourself-and-your-k-12-music-certification/>
- ☐ Assembly of personal anecdotes and practice "story-telling skills" (interview prep)  
<https://paulkfoxusc.wordpress.com/2015/08/02/when-it-comes-to-getting-a-job-s-is-for-successful-storytelling/>
- ☐ Review of current jargon, trends, and "buzz words" in general education (interview prep)  
<https://paulkfoxusc.wordpress.com/2015/07/18/the-alphabet-soup-of-educational-acronyms/>
- ☐ Practice of "mock interviews" <https://paulkfoxusc.wordpress.com/2015/10/11/the-dos-and-donts-of-interviewing/>, <https://paulkfoxusc.wordpress.com/2016/02/27/interview-questions-revisited/>, <https://paulkfoxusc.wordpress.com/2016/06/04/those-tricky-interview-questions/>, and <https://paulkfoxusc.wordpress.com/2017/01/27/body-language-interviewing-for-a-job/>
- ☐ Discovery of personal branding and professional networking concepts  
<https://paulkfoxusc.wordpress.com/2015/12/16/tips-on-personal-branding/> and <https://paulkfoxusc.wordpress.com/2016/04/04/networking-niceties/>
- ☐ Revision of a professional e-Portfolio and website <https://paulkfoxusc.wordpress.com/2015/11/15/planning-the-perfect-professional-portfolio/> and <https://paulkfoxusc.wordpress.com/2018/01/14/the-professional-website/>.
- ☐ Printing of business cards <https://paulkfoxusc.wordpress.com/2016/04/04/networking-niceties/> and <https://paulkfoxusc.wordpress.com/2016/08/14/21st-century-job-search-techniques/>
- ☐ Customization of the résumé <https://paulkfoxusc.wordpress.com/2016/01/12/music-teacher-resumes-revisited/>

"Checklist" by  
Tero Vesalainen  
(Pixabay.com)



### Paul K. Fox

Retired Member Coordinator/Pennsylvania Music Educators Association  
Chair/PMEA Council for Teacher Training, Recruitment, and Retention  
1564 Hastings Mill Road, Upper St. Clair, PA 15241  
412-596-7937 cell 412-854-3459 voice mail  
[paulkfox.usc@gmail.com](mailto:paulkfox.usc@gmail.com)  
<https://paulkfoxusc.wordpress.com/becoming-a-music-educator/>





## Follow-up Research on College Student Performance Anxiety



Society for Research  
in Music Education

The last edition of *Collegiate Communique* (accessible on the PMEA website: <https://www.pmea.net/wp-content/uploads/2018/10/Collegiate-Communique-102518.pdf>)

explored a summary of links about music/education major stress. If you open the Fall 2018 issue of *PMEA News*, read the article (page 52), "**Music Major Anxiety – Causes & Coping**" by Kevin Shorner-Johnson, SMTE PA State Chair and Director of Music Education at Elizabethtown College. He talks about anxiety as "the leading mental health issue among adolescents and college students," and examines the stressors of academic expectations, time management, "perfectionism," and amygdala and cortex-rooted stress disorders, as well as cultivating practices of self-care and coping skills.

In addition, after reaching out to Retired Member Dr. Natalie Ozeas (formerly Professor/Head of Music Education at Carnegie-Mellon University), we learn about the new initiatives for addressing the problem of stage fright by Anne Jackovic Moskal, a member of the Pittsburgh Benedum Orchestra and solfège teacher at the CMU School of Music,:

"The text that I use for my class is *Musician's Yoga* by Mia Olson. We work a lot with meditation, especially focused towards the music we are currently working on. We practice by either listening to recordings or simply thinking of the whole work in their mind and how to continuously breath through it. The thought is that they will be able to move past anxious moments in performances and feel the constant breath instead. Additionally, we take meditation walks and practice the same method. Some of these methods are addressed in this book. We also have a physical practice to reinforce breathing through challenges. However, a significant part is to stretch, repair, restore, and strengthen our bodies from the damage of long practice sessions." – Anne Jackovic Moskal

Additional resources on stage fright and other anxiety issues:

"**How to Overcome Stage Fright and Performance Anxiety**" by Cory Lee (2017)

<http://www.liberatedperformer.com/stage-fright-blog1/how-to-overcome-stage-fright-and-performance-anxiety-ultimate-guide>

"**Reducing Music Performance Anxiety**" by Ruth Rootberg in *Majoring in Music* (2011):

<https://majoringinmusic.com/reducing-music-performance-anxiety/>

"**Music Performance Anxiety and Teaching Anxiety – A Review of Literature and Implications for Music Education**" by Christopher E. Strong (2013)

[http://cardinalscholar.bsu.edu/bitstream/handle/123456789/197255/StrongC\\_2013-2\\_BODY.pdf;sequence=1](http://cardinalscholar.bsu.edu/bitstream/handle/123456789/197255/StrongC_2013-2_BODY.pdf;sequence=1)

"Hurry" by  
Tero Vesalainen  
(Pixabay.com)



"**Depression and Anxiety in University Music Students**" by Brenda G. Wristen in

*NafME Update: Applications of Research in Music Education* (2013)

<http://journals.sagepub.com/doi/abs/10.1177/8755123312473613>

## NafME Eastern Division Joins PMEA for Annual Conference in Western PA

It's that time of the year again! Register for "**Innovation, Access and Insights**," the upcoming NafME Eastern Division/PMEA State Music Teacher In-Service Conference to be held on April 4-7, 2019 at the David Lawrence Convention Center in Pittsburgh. Witness first-hand and participate in "state of the art" professional development – sessions, keynote speeches, meetings, exhibits, and concerts – which showcase "how relevant and inclusive music education creates a positive impact on our students and communities."

Hotel reservations and other information are posted at <https://www.pmea.net/2019-eastern-division-information/>.

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1564 Hastings Mill Road, Upper St. Clair, PA 15241

412-596-7937 cell 412-854-3459 voice mail

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## "A Taste of Inspiration" from the PCMEA State President

Harlow Alexander. Hmm... where have we heard that name before?

In past issues of *Collegiate Communicate*, we learned of this Marywood University senior music education major's participation in the 2018 NAFME "Hill Day," receiving a 2018 NAFME Professional Achievement Award, as well as the prestigious Shannon Kelly Kane Scholarship, and serving in her school's NAFME chapter and current President of PCMEA.

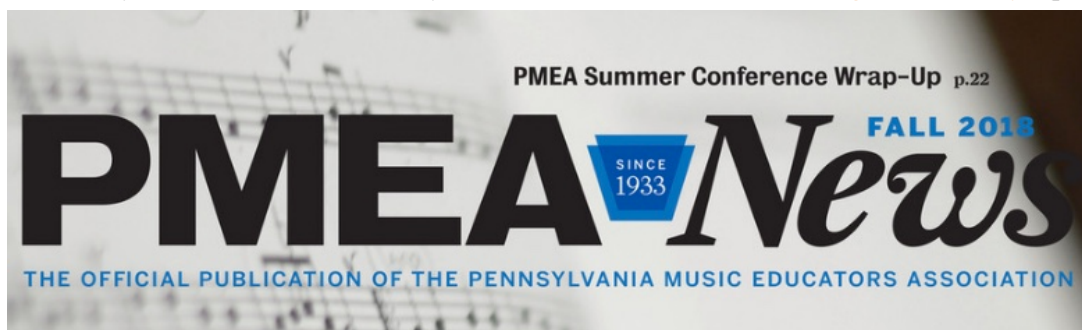


Perhaps you may have seen her piece in the NAFME *Music in a Minuet* blog-site, "A Love of Music from the Very Beginning," which was also published in the October 2018 issue of *Teaching Music* magazine? She shared how she first became aware of her desire to become a music educator:

"I remember the exact moment when I thought, 'Oh, my goodness, I need to go teach music.' " She was in a senior seminar for marching band, and band camp was over, and summer was over. "And I thought, 'This is the last year that I'm going to get to do this.' There was a poster for Bloomsburg University, and it said, 'Come down for performing arts day,' and there was a lightbulb moment. I thought, 'I could do this for a living.' " – <https://nafme.org/love-of-music-from-very-beginning/>

Or, you may have enjoyed one of her articles in the state journal of Pennsylvania Music Educators Association – *PMEA News*? She has shared some interesting insights:

"When asked why we fell in love with music, many of us will say because of the family we had in the band, orchestra, or choir programs at our schools. The sense of community felt within our programs made making music even more special. Being able to do what you love with those you love is an amazing feeling. It is possible to take this sense of community we have all felt some capacity and apply it to our NAFME chapters... Ultimately, in order to create a community, there must be a sense of unity. It must be clear that there is mutual respect and trust amongst members and board members. Relationships must be formed from the beginning and nurtured until they are strong. If you are capable of creating strong relationships with your members, you can all work in harmony." – *PMEA News* Fall 2018 "Creating a Community" (page 54)



"After what seems like endless hours of practicing, tidal waves of assignments, and countless cups of coffee, finals week is over, and we all get a well-deserved break. At last... we say goodbye to the late-night study sessions and hello to vacation! Without a doubt, we all have earned some time off to relax and recover... here are a few things all music education majors can do... in order to stay in tip-top shape." Then she shares paragraphs on "practice," "travel," "read," and "experience." – *PMEA News* Summer 2018 "Summertime: Use It or Lose It" (page 38)

Our best wishes and congratulations go to Harlow! We are looking forward to reading more of your reflections and collaborating with you and the entire PCMEA leadership team in the future!

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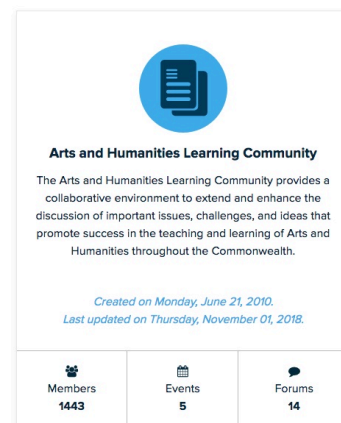


## Stay "In Touch" – Sign-up for the PDE SAS Portal and PLC

To enroll in the PA Department of Education's Standards Aligned System "Arts and Humanities Planned Learning Community," and stay abreast on "the important issues, challenges, and ideas that promote success in the teaching and learning of Arts and Humanities throughout the Commonwealth," follow these instructions:

1. Go to [pdesas.org](http://pdesas.org).
2. In the upper right-hand corner, click "register." (If you are already a SAS user, click "login")
3. Complete your registration. (A PPID number is only necessary if you ever want Act 48 professional development credit.)
4. The upper right-hand corner will now say "MySAS Tools," click on that.
5. On the left-hand side, look for "communities." Click.
6. In the stripe "Find a community," type "arts."
7. Select the icon called "Arts and Humanities Professional Learning Community." You are in!
8. Look around the Forums, Topics, Events and Content Repository.

### My Communities



## What in the World is SMTE?

The National Association for Music Education (NAfME) **Society for Music Teacher Education** (SMTE) was founded in 1982 and opened to NAfME members with a particular interest in music teacher education (<http://smte.us/>). The purpose of the NAfME SMTE is "to promote high quality research in music education and related fields."

Its stated mission:

- Promote informed collaborative action on behalf of music teacher education;
- Support and disseminate research on the recruitment, preparation, and professional development of music educators;
- Enable music teacher educators to develop innovative programs and initiatives;
- Provide leadership on policy initiatives influencing licensure, certification, teacher evaluation and other areas of impact;
- Serve as a resource for state, regional, and national associations regarding developments in music teacher education and in the certification of music teachers.



*Kevin Shorner-Johnson  
is the PMEA State Chair  
of NAfME SMTE*

Have you seen NAfME SMTE supplemental releases on ESSA Title IV tool kit and grants, election news, etc. such as Music Education Policy Round-ups like this one on November 7, 2018? <https://smte.us/2018/11/07/music-education-policy-roundup-november-7-2018/>.

The website associated with Higher Education and SMTE information for PMEA is <https://www.pmea.net/specialty-areas/higher-educationsmte/>. This online focus area also provides past higher education columns printed in *PMEA News* since 2011.

In addition, Special Action Groups established during the 2005 SMTE Symposium on Music Teacher Education, now called **Areas for Strategic Planning and Action** (ASPAs), were instituted to develop and implement action plans related to current critical issues in music teacher education. (See <http://smte.us/aspas/>).

### 2019 Symposium on Music Teacher Education

*Cultivating Perspectives and Practices*

September 12-14, 2019

Greensboro, North Carolina

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## You May Be Surprised... Copyright Law and Distributing Copies of Student Work

*Excerpt from the NafME Amplify "Music Educator Central" community discussion forum (October 31, 2018)*

*Special thanks to Ronny Lau, NafME Assistant Director of Public Policy*

While U.S. Copyright Law

(<https://www.copyright.gov/circs/circ21.pdf>)

allows educators or the educational

institution to retain a **single** archival copy

of student performances for review and critique, it is clear that the file (or phonorecord, IE tapes, mp3, CDs, etc.) **cannot** be distributed or made into further copies. This also includes sharing through email or uploading to websites such as YouTube and Soundcloud. Generally speaking, anytime a recording is meant for distribution would require obtaining a compulsory mechanical license from the copyright holder.

Additionally, this also applies to posting student performance recordings on district/school website or password protected pages, like Google Classroom or Canvas. Despite they are living on a fire-walled site or webpage owned by an educational institution, the performances still can be accessed by many individuals. Once it lives online, no file is truly "private." Additionally, sync and mechanical licenses still must be obtained by the music educator to do such a recording, regardless.

For further information on this topic, we suggest you review two resources created by NafME:

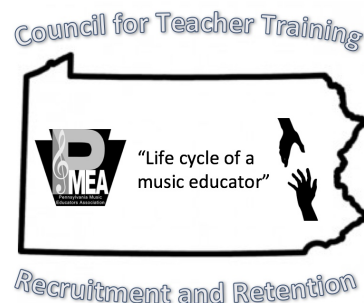
1. **"The Basics of Copyright for Music Educators"** – a presentation by NafME  
(<https://nafme.org/wp-content/files/2014/05/Basics-of-Copyright-Session-2017-Updated.pdf>)
2. **"Understanding Copyright and Compliance"** – NafME + NFHS e-learning  
<https://nfhslearn.com/courses/61124/understanding-copyright-and-compliance>. NafME in partnership with the National Federation of State High School Associations (NFHS) produced an extensive copyright compliance course that is specific for music educators. NafME members may access the course for **free** on NFHS' Learning Center (above link).

*As a disclaimer, the content of this post and any other material provided by NafME is not intended to be legal advice. Information provided is strictly for informational purposes and based only on our experience with U.S. copyright compliance.*

## Coming Soon

In the next issue of *Collegiate Communique*...

- Review of "Perceptions of Cooperating Music Teachers on Service, Motives, Relationships, and Mentoring Strategies During Student Teaching" from the NafME *Journal of Music Teacher Education* October 2018 Vol 28 No 1.
- Details of NafME Eastern Division/PMEA State Conference sessions, concerts, and meetings earmarked for PCMEA and PMEA higher education members
- Sign-ups to serve at the PMEA Info Desk during the conference
- Updates from PMEA State Council for Teaching, Training, Recruitment, and Retention



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