



Collegiate Communiqué #21 *What's Coming Up on the Horizon?* February 2019

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 focuses on interview prep, an ongoing research series for student teachers and cooperating teachers, and an analysis and response about proposed changes to PDE Chapter 49 by SMTE Chair Kevin Shorner-Johnson.

This is **your** forum. You are urged to submit an article for a future issue of *Collegiate Communiqué*! Due: **Second Sunday of the month**. Email: paulkfox.usc@gmail.com. Archived: <http://www.pmea.net/resources/pcmea/>.

Employment Tips - It's Time to Prep for the Interviews!

Excerpts from an article by Paul Fox in *PMEA News*, Summer 2016 issue, pages 38-39 (<https://www.pmea.net/resources/pmea-news/>)

This article reviews rationale and methods to intentionally prepare, rehearse, "stage," and "act out" your answers to potential employment screening questions. Samples: <https://paulfox.blog/2016/02/27/interview-questions-revisited/>.

The first step is to think up as many examples as possible of past incidents that exhibit your **mastery of the core standards of teaching**, critical thinking and problem solving, professionalism, music and academic accomplishments, and all positive interactions with children, in both musical and non-musical settings. Assemble and catalog these successful "scenes" (even write them down) to prep your responses for the interview.



At job fairs and mock interviews for music education majors, soon-to-be candidates are advised to practice their **storytelling skills** and recall relevant **personal anecdotes** in order to satisfy the interviewers' questioning, promote an image of competency and self-confidence, "show that you have what it takes" and would be a "good fit" for their school district, and ultimately "ace" the examination.

One example given to the "recruits" is probably best for a sales position. If an interviewer asks something like, "What was your first job?" – your response should not be a quick rejoinder of several words like "a paper route." To enhance your **"personal brand"** and illustrate your character, proficiency, and work history, you should take the opportunity to tell a story about that first "gig." Describe what you did as the neighborhood paperboy, perhaps revealing a little insight into the kind of entrepreneur you are, adoption of "customer-first" philosophy and habits, a savvy business sense, focused motivation, and a strong work ethic. Narrate an anecdote rather than list facts. Plan (and dress rehearse) something like this script:

"My route was small, so I surveyed my existing customers, asked about their needs, desires, and their definition of a 'perfect paper delivery,' and how I could help them. I tagged and followed-up on their unique requests, like 'hiding the pile of papers that end up accumulating during vacation periods' (avoiding any advertising to the world that homeowner is out-of-town), and 'when NOT to place the paper in the screen door early in the morning so as to avoid waking up the dogs and the whole household.' I also solicited business from non-subscribers, asking them how I could be of assistance. Pretty soon, word got around, and my enhanced customer-care translated into almost doubling the number of the people on my route."

Set-up one or more video recording sessions of **"mock interviews."** Put yourself in the shoes of the both the interviewer and the interviewee... randomize and select questions from all categories for multiple interview-settings and formulate your responses. View and assess your performances. What are your strengths and weaknesses, and what improvements could be recommended? Besides the content and clarity of your answers, monitor and evaluate your body language, eye contact, posture, vocal tone and projection, and those intangibles like "charm," "attitude," and "first impressions." If you do this in a group (roommates, collegiate music education chapter, methods class, etc.), request feedback from your "critics." *[Read the entire article.]*

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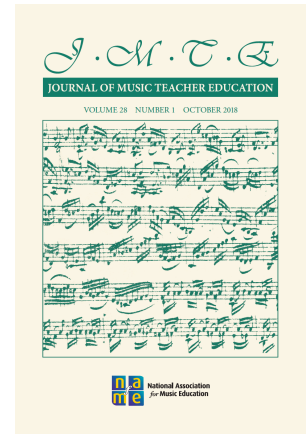


More for Cooperating Teachers

The latest published release from NAFME for higher education members and potential cooperating teachers is the scholarly article **"Cooperating Teachers' Perceptions of Hosting and Mentoring Music Student Teachers"** by Alden Snell, Jill Wilson, and Carolyn Cruse in the *Journal of Music Teacher Education*, Volume 28, Issue 2, February 2019 <https://journals.sagepub.com/doi/full/10.1177/1057083718786269>.

The conclusion of their research and survey:

Hosting student teachers is a complex topic, and our study has generated more questions than answers. While hosting a student teacher has not been defined as professional development in the past, participants' reported perceptions of motivations and benefits suggest that hosting a student teacher may be a valuable component of professional development for music teachers. One survey response captured the lifelong, personal, professional change (Hookey 2002) identified when defining professional development: "I believe that, by hosting a student teacher, I have become a better teacher myself."



"Hot Off the Press..." for Student Teaching in Band

From Dr. Robert Dell, Carnegie-Mellon University Music Education Faculty

Here's an addition to the January 2019 *Collegiate Communique* (<https://www.pmea.net/wp-content/uploads/2019/01/Collegiate-Communique-013119.pdf>) list of resource recommendations for mastering field observations, student teaching, and internships, and providing more suggestions for pre-service, first-year or "rookie" music educators: ***A Guide to Student Teaching in Band – Teaching Music Through Performance Resource*** by Dennis Fisher, University of North Texas, Lissa Fleming May, Indiana University Jacobs School of Music, and Erik Johnson, Colorado State University (GIA Publications, 2019)

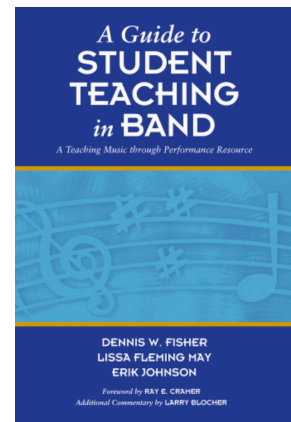
The GIA Publication website provides the following description:

Music education majors are poised to enter one of the most enjoyable and meaningful professions on Earth. This no-nonsense guide is designed to help them get everything they can out of their student teaching experience.

The authors of this book represent over 100 years of active involvement in music education. Each has taught in public schools and now serves in important music education positions at major universities across the United States. Their experience and hands-on work have provided them with great knowledge, insight, and vision of the student teaching experience—knowledge they are eager to share. The result is informative, practical, thought provoking, and even entertaining.

Each chapter includes an overview of the areas of immersion young music educators will face in their new profession, including:

- *How to best develop observation skills and glean helpful techniques*
- *How to develop your own educational vision and ethics*
- *How to prepare for the "overload" that many feel of the never-ending litany of daily teaching and administrative tasks you must negotiate*



Follow-up: Tips on Student Teaching Blog <https://paulfox.blog/2019/02/02/tips-on-student-teaching/>

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Higher Ed Alert! – Upcoming Revisions to PDE Chapter 49

Excerpts from the PA SMTE Newsletter and email by Dr. Kevin Shorner-Johnson, PA SMTE Chair

*I plan to start preparing testimony to present at the March State Board of Education meeting. I received some great feedback from our national policy advisors with SMTE and am going to... condense my points and provide stronger research-based backing where I can. **I would like to know your feedback before I communicate to PDE.** – Kevin Shorner-Johnson (shornerk@etown.edu)*



Society for Music
Teacher Education

Chapter 49 is an important part of state code that governs teacher education programs and licensure. There are many subtle shifts and substantial changes in this proposed policy. I am including my potential response to changes in policy, my analysis, and links where you can see the policy for yourself.

We... are supportive of policy efforts to diversify the teaching profession. All too often state policies, add-on clearance and testing costs, and other practices are barriers to diversity. We support the collection of data on diverse groups, candidate entry, exit, and completion. We are also supportive of policies that make it easier for candidates to move between states, given the mobility of citizens in a 21st-century economy. We acknowledge and support the importance of Career and Technical Education as a part of a diverse collection of educational offerings in a well-rounded approach to schooling. We are, however, *very* concerned by four areas within this policy. These themes include the (1) de-professionalization of teaching; (2) induction costs; (3) problematic language about cognitive and non-cognitive teaching skills; and, (4) an increase in discretionary power given to PDE and the Secretary of Education.

De-Professionalization of Teaching

The prominence of "alternative program provider" language, combined with changes to Temporary Teaching Permit Eligibility (49.90), replacing "teacher" with "educator," and changes for the sake of Career and Technical Education that lower the bar to become an educator. We understand the challenges of finding teachers within career and technical education, but view this as a slippery slope that leads to the de-professionalization of teaching in all areas.

Induction Costs

Induction and mentoring support are essential to teacher development. However, we have questions about the resource cost of requiring teacher preparation programs to support young teachers for the first two years of their career (49.14.4.ix). We want to know what this would look like and what forms of new financial support would support this capacity. As written, it appears to be an unfunded addition to workload.

Problematic language

Language in sections 49.1, 49.14, 49.16 introduce the new term "non-cognitive skills" as skills related to "professionalism, professional ethics . . . mental wellness . . . trauma-informed approaches to instruction, and culturally-responsive approaches." Referring to culturally-responsive teaching, for instance, as a non-cognitive skill is a cringe-worthy use of vocabulary. The separation of skill between cognitive and non-cognitive is an outdated idea that is not grounded in correct understandings of teacher preparation and neuroscience.

Changing Power

The proposed changes give PDE and the secretary of education more power in areas related to competencies, data collection, and reporting. We strongly support data reporting that informs and strengthens teacher education. However, Section 49.14 (in sections 4.i, 4.viii, and 5) appears to give PDE and the secretary of education more discretionary power in areas of competencies, standards, and reporting. Particularly concerning are Points ix, x, xi, and xii that give the department and sometimes the secretary of education discretion in requiring additional information, forming guidelines, and determining "acceptable program performance standards." We recognize that PDE is tasked with leading our educational endeavors, however, we continue to hope that processes of policy-making and decisions might become more democratic with stronger processes of input and feedback. Policy that leaves broad room for discretion decreases democratic process. We are particularly concerned about how this policy might be interpreted in future governorships and administrations.

Links

Draft of Proposed Changes to Chapter 49:

<https://www.stateboard.education.pa.gov/Documents/About%20the%20Board/Hearings%20and%20Roundtables/CHP49%20Annex.pdf>

Website for public comment: <https://www.stateboard.education.pa.gov/TheBoard/Meetings/Roundtables/Pages/default.aspx>

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Coming Soon Near You... "Little Kids Rock" Workshops for Teachers



Modern Band Higher Ed Fellowship



Endorsed by PMEA, the Pennsylvania Department of Education, in conjunction with Little Kids Rock (<https://www.littlekidsrock.org/>) will offer six professional development trainings in **"Modern Band"** (<https://www.littlekidsrock.org/the-program/modernband/>) across the Commonwealth.

Check out this YouTube demonstration featuring founder David Wish:

https://www.youtube.com/watch?time_continue=14&v=bAOvSLV4_Q8.

College students and professors are welcome to attend!

April 17, 2019	Penn State University
April 18, 2019	Indiana University of Pennsylvania
April 23, 2019	Temple University
April 24, 2019	Scranton University
April 25, 2019	Lebanon Valley College
May 11, 2019	Slippery Rock University

9 a.m. to 4:30 p.m.

9 a.m. to 4:30 p.m.

11:30 a.m. to 6:30 p.m.

9 a.m. to 4:30 p.m.

9 a.m. to 4:30 p.m.

9 a.m. to 4:30 p.m.

Don't let the title "Modern Band" fool you! These trainings will inform a quality pedagogical process (<https://www.littlekidsrock.org/the-program/methodology/>) that is purposeful for all elementary, secondary, collegiate, and pre-service music educators. The techniques learned can support the development of a rock band curriculum in your school or can be adapted for use in choral, instrumental or general music settings. (See <http://jamzone.littlekidsrock.org/>)

Use this REGISTRATION LINK to register:

<http://www.littlekidsrock.org/apply>. PMEA will offer 6 Act 48 credits to its members.

Several Pennsylvania colleges and universities are already offering graduate and undergraduate training in Modern Band. The Department of Education and PMEA are looking to work with and support local school districts interested in developing secondary level courses in Modern Band.

For more information, please contact O. David Deitz at c-odeitz@pa.gov.

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

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

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Collegiate Member Assistance Needed at the PMEA/NAfME Conference

This is our final cry for help! NAfME Eastern Division/PMEA State Music Teacher In-Service Conference "Innovation, Access and Insights" will be hosted in Pittsburgh on April 4-7, 2019 at the David Lawrence Convention Center. You can play your part! Besides participating in valuable sessions, keynote speeches, meetings, exhibits, and concerts – a proverbial showcase of "how relevant and inclusive music education creates a positive impact on our students and communities" – you can volunteer for the PMEA INFO DESK. Please join PMEA Retired Members, Council representatives, and PMEA/PCMEA officers/staff to serve in a variety of informal networking duties: "meeting and greeting" conferees, exhibitors, guests, clinicians, and performers, giving out directions to rooms, distributing materials and updated schedules, selling PMEA memorabilia, etc.



After you review the schedule of collegiate conference sessions (see below and next page), prioritize and finalize the events you want to attend by looking in *PMEA News* or on the PMEA website. Then please reserve any available times by signing-up here: <https://www.signupgenius.com/go/10C0845A4A62DA1FB6-2019>.

PMEA INFO DESK	Thursday 8:30 a.m.-3:30 p.m.	Friday 8:30 a.m.-11:00 a.m. 1:00 p.m.-5:00 p.m.	Saturday 9:30 a.m.-12:30 p.m. 2:00 p.m.-4:30 p.m.
<i>Half hour time slots beginning at</i>	<i>April 4, 2019 Collegiate Events</i>	<i>April 5, 2019 Collegiate Events</i>	<i>April 6, 2019 Collegiate Events</i>
8:30 a.m.		Collegiate Breakfast (invitation)	PMEA Awards Breakfast
9:00 a.m.			
9:30 a.m.			
10:00 a.m.	PCMEA Annual Meeting or IUP Chorale	Teaching vs. Graduate School	Managing Stress as a Music Education Major
10:30 a.m.			
11:00 a.m.		GENERAL SESSION NAfME President Kathleen Sanz & Duquesne University Electronic Ensemble	
11:30 a.m.	Ready for Hire/Interviewing or Messiah College Wind S.		Temple University Choir
Noon			
12:30 p.m.	IUP Faculty WW Quintet		GENERAL SESSION "Ted-Talk Style"
1:00 p.m.	Navigating the Many Paths to the Master's Degree or Slippery Rock Univ. Jazz	I Wish I Had Known/Advice	
1:30 p.m.		Slippery Rock Flute Ensemble	
2:00 p.m.			Temple Univ. Wind Symp.
2:30 p.m.	Success for the Beginning Music Educator, Grove City College Orch. or Messiah College Trumpet Studio	Preparing for the Praxis or Penn State Univ. Glee Club	
3:00 p.m.			
3:30 p.m.	GENERAL SESSION Dr. Tim Lautzenheiser & Peter Boonschaft		Meaningful Movement (demos by Duquesne University choral members)
4:00 p.m.		I Got the Job... I Need Help! or Penn State Symphonic Wind Ensemble	
4:30 p.m.			

Darkened areas: INFO DESK is closed... more opportunities for attending concerts and visiting the exhibits!
We need your help... For more information, contact Paul Fox at paulkfox.usc@gmail.com.

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Sample Collegiate and Research Conference Sessions and Concerts At-a-Glance

Thursday, April 4, 2019

- 10:00 a.m. PCMEA Meeting
- 10:00 a.m. Research Poster Session
- 10:00 a.m. IUP Chorale
- 11:00 a.m. Messiah College Wind Ensemble
- 11:30 a.m. Ready for Hire: Interviewing Strategies to Land the Job
- 11:30 a.m. Research Paper Session I
- 12:30 p.m. IUP Faculty Woodwind Quintet
- 1:00 p.m. Slippery Rock University Jazz Ensemble
- 1:00 p.m. Navigating the Many Paths to the Master's Degree
- 1:00 p.m. Research Paper Session II
- 2:00 p.m. Messiah College Trumpet Studio
- 2:30 p.m. Grove City College Symphonic Orchestra
- 2:30 p.m. S-U-C-C-E-S-S for the Beginning Music Educator
- 2:30 p.m. Invited Researchers
- 3:45 p.m. Thursday General Session:
Dr. Tim Lautzenheiser and Peter Boonshaft
- 7:30 p.m. Pittsburgh Symphony Orchestra at Heinz Hall



INDIANA UNIVERSITY
OF PENNSYLVANIA



Friday, April 5, 2019

- 8:00 a.m. Urban Site Visits – Pittsburgh City Schools
- 8:30 a.m. Collegiate Breakfast (by invitation only)
- 10:00 a.m. MASTERing the Decision: Teaching vs. Graduate School After Your Music Ed Degree
- 10:00 a.m. Research Workshop I
- 11:15 a.m. Friday General Session: NafME President Kathleen Sanz and Duquesne University Electronic Ensemble
- 1:00 p.m. I Wish I Had Known! Advice from Music Educators at Different Career Stages
- 1:00 p.m. Research Workshop II
- 2:00 p.m. Slippery Rock Flute Ensemble
- 2:30 p.m. Penn State University Glee Club
- 2:30 p.m. Preparing for the PRAXIS MUSIC EXAMS:
Information all Music Education Majors Should Know
- 2:30 p.m. Research Workshop III
- 2:30 p.m. Urban Share Out from Pittsburgh City School Visits
- 4:00 p.m. Penn State University Symphonic Wind Ensemble
- 7:30 p.m. United States Navy Band & Sea Chanters Chorus



Saturday, April 6, 2019

- 8:00 a.m. PMEA Awards Breakfast
- 8:30 a.m. Strategies for Success: Getting and Keeping Your First Job
- 10:00 a.m. PMEA 2019 All-State Band & Orchestra
- 10:00 a.m. Managing Stress as a Music Education Major
- 11:30 a.m. Temple University Concert Choir
- 12:45 p.m. Saturday General Session: Perspectives in Music Education (Ted-Talk style)
- 2:00 p.m. Temple University Wind Symphony
- 3:00 p.m. PMEA 2019 All-State Wind Ensemble and Chorus
- 7:30 p.m. PMEA 2019 All-State Jazz and Vocal Jazz Ensembles, and NafME All-East Jazz Ensemble



Sunday, April 7, 2019

- 10:00 a.m. NafME 2019 All-East Treble and Mixed Choirs
- 2:30 p.m. NafME 2019 All-East Band and Orchestra

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