



## Collegiate Communiqué #23 *Act Today and Speak Out to the PDE!* April 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, an "early-bird" release to elicit your responses to proposed changes to PDE Chapter 49, and also focuses on mentoring, training, and interview preparation of future music teachers.

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](mailto:paulkfox.usc@gmail.com). Archives: <http://www.pmea.net/resources/pcmea/>.



**Society for Music  
Teacher Education**

Council for Teacher Training



Recruitment and Retention

### Urgent Chapter 49 Update! – We Need PCMEA's help!

From SMTE PA State Chair Kevin Shorner-Johnson

"At the recent SMTE meetings in Pittsburgh, we decided the most important action was to engage PCMEA members in advocating for reductions in add-on costs. We see a critical opportunity with the emphasis of Chapter 49 language. Using this language, we can make connections between diversity barriers and the financial burden of add-on costs such as clearances and testing."

Our NafME Society for Music Teacher Education state representative Kevin Shorner-Johnson from Elizabethtown College urges collegiate students to submit written comments addressing the challenges of the proposed add-on costs by **April 24, 2019** to this email address: [ra-stateboardofed@pa.gov](mailto:ra-stateboardofed@pa.gov).

"The Pennsylvania State Board of Education is currently accepting public comments on a section of law that governs your experience as a music education student. One part of the law names teacher education diversity as a key issue. We believe add-on costs (clearances, testing, etc.) create financial barriers for students, and are barriers to teacher diversity. We know that your first-hand experience of teacher education carries powerful weight with policy makers."

This is what it means to voice your opinion and be an advocate for political change in educational policy. Here is a sample letter (feel free to change the wording with *your* story or to make it personal):

*Dear Pennsylvania Board of Education,*

*I am grateful to the State Board of Education for supporting diversity in the revised Chapter 49 code. I challenge the board to support teacher diversity by addressing the increasing problem of add-on costs in teacher education. Clearance costs and first time pass rates on tests add between \$200-300 to my financial bill at the same time that I pay for textbooks and other out of pocket expenses. These expenses are not covered by financial aid and are a barrier to workforce diversity. I appreciate your attention to empowering pathways toward becoming a teacher.*

*Sincerely,*

You may never know how your response will "make a difference" and change history. Thanks for caring!

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# PMEA Council for Teacher Training, Recruitment, and Retention

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

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

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## Planning for the Interviews – Sample Questions & Preparation Strategies!

If you missed the 2019 PMEA/NAfME conference in Pittsburgh or just wanted to peruse the handouts from the last five years of the conference sessions, **"Ready to Hire: Interviewing Strategies to Land the Job"** moderated by NAfME Immediate Past President and PMEA Past President Scott Sheehan, go to this website: <https://paulfox.blog/2019/04/03/interviews/>. Topics covered:

1. Skills that employers seek
2. Tips on resumes, business cards, portfolios, and professional websites
3. Hints for advance planning and practicing for the interviews
4. What to bring to the interview and sample lesson or live teaching scenario
5. Typical questions that are often asked at job screenings
6. Story-telling at interviews
7. Buzz words, terminology, and important trends in education
8. Methods for branding, social media curation, and professional networking



"Job" by [Tumisu](#) from [Pixabay.com](#)

Looking for more sources of help on teacher interviews? Try these links:

- <https://majoringinmusic.com/music-teacher-job-interviews/>.
- <https://nafme.org/my-classroom/news/a-career-guide-for-music-education-2nd-ed/interviews/>
- <https://www.edutopia.org/blog/rock-teaching-job-interview-heather-wolpert-gawron>
- <https://paulfox.blog/becoming-a-music-educator/>

## New Links and Resources from the PMEA State Council for TTRR

State Chair Paul Fox, Co-Chair Teri Myers

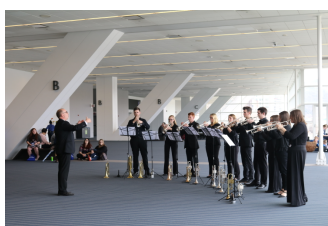
- Two-page flier **"Prepping for Music Education"** (for HS students and their directors): <https://paulkfoxusc.files.wordpress.com/2019/04/prepping-for-music-education-brochure-revised.pdf>
- PCMEA members' video **"Advice from the Collegiates"** (for HS students planning to major in music education): <https://drive.google.com/file/d/14-ci3McadwghiktHluB2Eh4Uyv1uvvJX/view?usp=sharing>
- More materials on the **Council TTRR website**: <https://www.pmea.net/council-for-ttrr/>

**Random photos** from the NAfME/PMEA Conference in Pittsburgh (April 4-7, 2019) – full album:

[https://www.flickr.com/photos/pkfox\\_fotos/albums/72157677608032467](https://www.flickr.com/photos/pkfox_fotos/albums/72157677608032467)



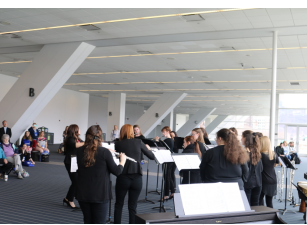
Citation of Excellence honorees



Messiah College Trumpet Studio



Temple University Concert Choir and Wind Ensemble



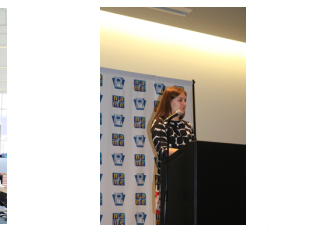
Slippery Rock University Flute Ensemble



Douglas McCall research poster session



Council TTRR annual meeting



PCMEA President Harlow Alexander Keynote

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## Coming Soon... Interview Evaluation Guides and Rubrics!

in a future issue *Collegiate Communicate* – submit your ideas or samples to [paulkfox.usc@gmail.com](mailto:paulkfox.usc@gmail.com)

How do school administrators assess prospective candidates for employment? What are the criteria for identifying the “ideal teacher” and what are the applicants expected to show at the job screenings?

Calling on all higher education members. Please send us *your* examples from your college methods classes. Deadline? Please email them by **May 12, 2019** to [paulkfox.usc@gmail.com](mailto:paulkfox.usc@gmail.com).

Here are a few definitions and forms from past articles at <https://paulfox.blog/>.

1. **Mock Interviews at Duquesne University**, Pittsburgh, PA (April 15, 2019):
  - **Attitude:** appearances of calm, positive and helpful mood, enthusiasm, grace, self-confidence/poise but no arrogance, sincerity, respect, modeling attributes of a team player (skills of collaboration) but also a leader and innovator
  - **Speech:** qualities of tone, diction, volume, clarity, speed, expressivity, and pacing (appropriate wait-time and spacing between questions/answers)
  - **Language:** use of professional terminology, varied and educated vocabulary, avoidance of weak words that suggest a lack of conviction (“I feel like” or “sort of” or “kind of”), avoidance of verbal clutter and repetitive exclamations (“ahhh” or “umm” or “like”)
  - **Body language:** posture, eye contact, 15% angle to interviewer, smiling, strong handshake, positive demeanor, avoidance of fidgeting or “ticks” that reflect nervousness like clenching hands, looking down, touching face or hair, tapping pencil/papers
  - **“On topic:”** focus, relevance, careful listening and thoughtful responses to interviewers' questions, avoidance of unsubstantiated or unsupported statements, rambling, or “bird walking”
  - **Preparation:** model of a knowledgeable and skillful candidate, organization (distribution of resume/portfolio), personal examples/stories of strengths and experiences, research of the program and asking of questions to the interviewer
2. **The Framework for Teaching** (Four Domains) written by Charlotte Danielson:  
**Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities**
3. Sample school district interview rating form

	Unsatisfactory	Satisfactory	Good	Superior	Remarks:
<b>Instructional:</b>					
A. Educational/Philosophy					
B. Knowledge/Education					
C. Classroom Management					
D. Technology					
E. Oral Expression					
F. Written Communication					
<b>Professional:</b>					
G. Leadership					
H. Teamwork					
I. Judgment					
J. Problem Solving/Decision Making					
K. Planning and Organizing					
L. Innovation					
<b>Personal:</b>					
M. Initiative					
N. Dependability					
O. Adaptability					
P. Self-insight and Development					
Q. Energy and Enthusiasm					
R. Appearance					

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## Mentoring for Positive Outcomes: Strategies for Active and Retired Music Educators

by Dr. John V. D'Ascenzo, PMEA Retired Member

Music educators have multiple opportunities to impact students and colleagues in a positive fashion. Those opportunities include present as well as future timeframes. Guiding students based on a curriculum is the usual path educators follow. How could active and retired educators enhance this process for the benefit of comprehensive participants? The inclusion of mentoring could provide opportunities to produce positive outcomes for mentors as well as mentees. Mentoring and modeling are strategies that provide opportunities for stakeholders' personal growth through enhanced performance (Clayton, Sanzo, & Myran, 2012). An educator who serves as a guide could establish a basis for self-assessment; thus, enhancing personal skills in the process of directing others.



*Dr. John D'Ascenzo talks with a conferee at the PMEA INFO DESK in Pittsburgh*

The exploration of mentoring actions will focus on internal and external organizational environments. Internal organizational environments will include existing situations such as educational institutions or performance ensembles. External organizational opportunities will involve possible career paths for students and colleagues. The exchange of knowledge based on experience creates opportunities for reflection and analysis of choices (Robertson, O'Reilly, & Hannah, 2019). We begin our exploration of positive mentoring aspects occurring among constituents within internal organizational environments.

### Internal Organizational Environments

Common internal organizational environments in the world of music education involve schools and performance ensembles. Schools provide opportunities to mentor students and colleagues with a goal of enhancing personal growth. The exchange of knowledge that occurs between adults and stakeholders younger than 18 could provide solid inspiration. Mentors act as guides who define organizational parameters and expectations (Weisling & Gardiner, 2018). The relationships explored in this section will include teacher/student and teacher/colleagues.

### K-12 Interactions

The choice to become a mentor should include a personal desire to support stakeholders as well as improve an organization. Music educators who support students may establish a foundation that improves individual and group knowledge. Mentoring colleagues as a master teacher could provide a bridge that connects a program to administration and staff. Revolving relationships that provide informational exchanges between teachers, colleagues and students strengthen the learning environment within a K-12 organization (Weimer, 2019). Further exploration will focus on self-improvement that mentors could experience by acting as guides.

Mentoring music students could include the actions of modeling. Music educators should demonstrate their personal level of proficiency in order to serve as a role model. Targeting older students to serve as peer guides could provide an enhancement of the mentoring process. Supporting positive music growth among students that leads to peers assisting peers eventually will produce enhancements to the music program (Goodrich, 2018). The mentoring process extends throughout a program to constituents with a goal of creating a productive environment. Maintaining this concept is essential to continual growth.

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Professional development programs provide educators with opportunities to support their colleagues while enhancing personal skills. The design of professional development programs requires research, constructing and presentation skills. Supporting colleagues as a master teacher creates a basis whereby educators can discover curricular concepts to enhance performance (Sanchez, Roegman, & Goodwin, 2016). Administrators could appreciate the positive aspects that derive from an educator serving as a mentor and conducting professional development programs within a K-12 environment. Music educators need to recognize any actions that could strengthen their status within a school.

## Inclusion of retired music educators

Active music educators can create opportunities for retired music educators to contribute to their programs by incorporating direct and indirect actions. Direct actions would include extending invitations to retirees for participation as mentors. Indirect actions would include accepting offers from retirees to contribute. Educational strategies such as instruction and demonstrating inspire students to improve their performance with enhanced commitment (Schumacher, 2018). Operational strategies include chaperoning, assisting with logistical challenges and serving as community liaisons. The inclusion of retiree constituents could enhance everyone's contributions because extensive experience complements decision-making actions.

## External Organizational Environments

The mentoring process could lead to providing outlets with the intent to strengthen a program externally as well as internally. Creating partnerships could strengthen a program as well as its constituents by creating opportunities for personal growth. The establishment of professional relationships with area higher education institutions is a productive strategy about building a basis for extending a music program externally. Inviting student teachers to assist with the growth of a program is an established mentoring process. The introduction of a student teaching relationship could build a bridge to the future for each constituent to benefit from.

*"The mentoring process is a solid opportunity for a highly experienced individual to serve as a guide for constituents with less expertise."*

## Higher Education Involvement

The introduction of higher education entities could benefit constituents by sharing various levels of music and educational proficiency. Mentoring student teachers helps both the mentor and mentee because there is an exchange of established as well as current informational expertise (Snell, Wilson, & Cruse, 2019). The exchange of music and educational proficiency will eventually benefit students by virtue of leading by example. The combination of adult and peer mentoring serves to reach out to the least proficient students with a goal of enhancing. These students who are just entering a program could benefit because they would gain possibilities for personal excellence.

## Performance Venues

Music educators could enhance their programs by maintaining a performance career that complements their educational activities. Mentoring students and student teachers to perform beyond a K-12 program is a strategy that benefits each constituent. The establishment of relationships with entertainment companies as well as community ensembles builds partnerships that enhance the status of music educators (Pitts, 2017). The inclusion of retirees could allow active music educators to utilize a lifetime of networking. What better way to strengthen a music program than building multiple bridges across time that involves each constituent contributing regardless of proficiency levels and experience.

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## Conclusion

Building bridges across time is a perfect segue method for retirees. The mentoring process is a solid opportunity for a highly experienced individual to serve as a guide for constituents with less expertise. A constituent entering an organization will establish a foundation for growth if given the opportunity to receive guidance from an individual with extensive practical knowledge (Langston, 2018). The ultimate benefit for a retiree serving as a mentor could involve the establishment of a sense of purpose. The sharing of expertise with younger constituents creates opportunities for the experienced to learn from the less experienced. Music is an endless search for expression and that is why comprehensive sharing benefits the mentor as well as the mentee.

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## Want More Information About Mentoring?

Go to the **PMEA Mentor focus area** <https://www.pmea.net/specialty-areas/mentor-program/>  
or the **NEW PMEA Mentor Facebook page** <https://www.facebook.com/groups/717186051786543/>

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