



Collegiate Communiqué #26 *Goals, Wellness, and Career Development* Fall 2019

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

Collegiate Communiqué is released quarterly 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 spotlights the new goals/planning of the PMEA Council for Teaching Training, Recruitment, and Retention (Council TTRR), latest studies, articles, and links in music education, and the introduction of issues and resources for fostering better health, wellness, and self-care of music students and teachers.

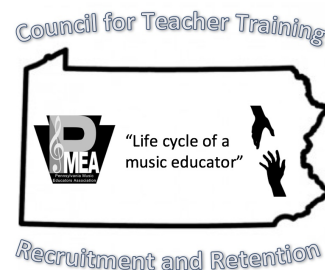
This is **your** forum. You are urged to submit an article for a future issue of *Collegiate Communiqué*!

Email: paulkfox.usc@gmail.com. Archives: <http://www.pmea.net/resources/pcmea/>.

New Strand and Emphasis: "Career Development"

The **Mission** of the Pennsylvania Music Educators Association (PMEA) State Council for Teacher Training, Recruitment, and Retention (Council TTRR) is to "discuss strategies and implement programs which support **the life cycle of a music educator.**"

Council TTRR's **Overarching Purpose** is "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."



The primary focus of the Council TTRR is to foster the support of "**career development**" (more holistic and geared to the individual educator and his/her emotional and intellectual needs at specific phases or stages of their employment) as opposed to "professional development" (usually focused on a specific subject or skill strand). Sample recommended workshop, webinar, and conference sessions are proposed:

- How to become a "professional"
- Advice for the first-year teacher or transfer
- What I wished I knew before I started teaching (career-focus, not curriculum issues)
- Getting mentally prepared for the school year
- Health, wellness, and stress management
- Ethics
- Strategies to avoid teacher "burn out," exhaustion, or "feeling overwhelmed"
- Personal organization systems
- Leadership training (self) and goal setting
- Coping with "life transitions," e.g. preparing for retirement, or an unexpected transfer into a new position or specialty
- Opportunities in the field of music education and getting the skills sets and pre-requisites ready for applying/becoming a music education major

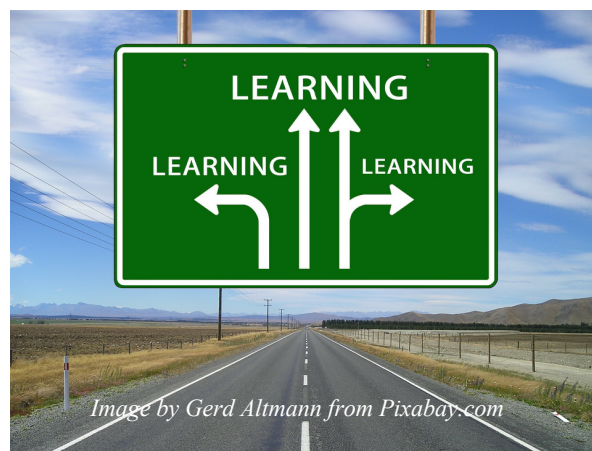


Image by Gerd Altmann from Pixabay.com

Suggestions for future clinicians and topics are always welcomed! Please contact PMEA Council TTRR Chair Paul Fox at paulkfox.usc@gmail.com or Co-Chair Teri Myers at tmyers@altoonasd.com.

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Care of Music Teachers

by Paul K. Fox, excerpts from August 8, 2019 blog-post at <https://paulfox.blog/2019/08/08/care-of-music-teachers/>

What is that saying? "When you point one finger, there are three fingers pointing back at you." Or if you prefer the biblical reference (Jesus), "Don't focus on the speck in your brother's eye while ignoring the log in your own eye."

Increasingly common, I find that our colleagues in music education do not model habits of good health and work/personal life balance. All fingers point at both my wife and I, as when we were at the pinnacle of our full-time careers (prior to retiring in 2013), teaching strings grades 3-12 in multiple buildings, preparing for concerts and festivals, designing curriculum, producing musicals, running marching bands, etc. often felt like a "runaway train ride" — a stressful 24/7 schedule with the two of us squeezing in time to meet for dinner in between our after-school rehearsals, and later "falling into bed" to snatch 5-6 hours of sleep, three to four days per week, ten months a year.

That said, I "see" little research, pre-service or in-service training, or even online dialogue about the wellness problems associated with our profession:

- Overwhelming workload, long hours, and challenging classroom situations
- Inconsistent hydration and consumption of a balanced diet
- Irregular amounts of daily aerobic physical exercise
- Insufficient quantities (length, depth, and frequency) of rest and sleep
- Infrequent use of sick days or vacations as needed for restorative health
- Misuse of the voice at work
- Inadequate hearing conservation and protection from over-exposure to sound
- Deficient scheduling of opportunities for mindfulness, meditation, and/or reflection
- Deprivation of personal outlets for creative self-expression (not related to the job)
- Lack of time to explore hobbies, interests, and socialization with family, friends, and loved ones

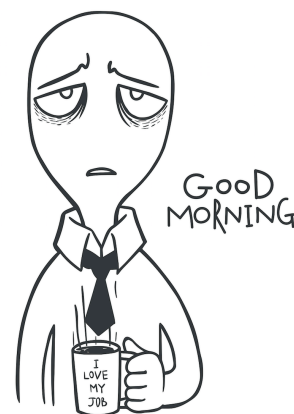


Image by Bellinon
from Pixabay.com

Blogs archived within the new "Care" section of this blog-site (<https://paulfox.blog/care/>) will dive into these issues, remedies towards fostering a better "life balance," and suggestions for the development of a self-care plan. Quoting from the timely article in the June 2019 issue of *NAfME Music Educators Journal*, "Health and Wellness for In-Service and Future Music Teachers" by Christa Kuebel, "Those in our profession need to increase awareness of the prevalence of stress and mental health concerns in music education." **We need to address methods for reducing job-related depression, anxiety, stress, loneliness, feelings of impotency, and "burnout," which can lead to negative student outcomes, lowered professional standards, absenteeism, illness, and teacher attrition.**

Eight Dimensions of Wellness

From "What Is Wellness" from the University of California Davis Campus website: <https://shcs.ucdavis.edu/wellness/what-is-wellness>

- | | |
|-----------------|----------------|
| • Occupational | • Financial |
| • Emotional | • Physical |
| • Spiritual | • Social |
| • Environmental | • Intellectual |



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

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

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Advice from the Collegiates... for YOUR OWN good health and wellness!

by PCMEA and the PMEA Council TTRR: <https://drive.google.com/file/d/14-ci3McadwghiktHluB2Eh4Uyv1uvvJX/view>

By now, I hope you have had the chance to preview the new **PCMEA video** for high school students planning to major in music education. (See above link!)

"Out of the mouths of babes," these tips were brought up, and stand as reminders for our own self-care:

- Stay motivated!
- Have confidence in yourself!
- Participate in professional associations like PMEA
- Learn how to say "no" (don't overbook yourself)
- Keep an open mind and consider new/unique goals and perspectives
- Get involved on campus (not just the music school)
- Don't get overwhelmed at the different skills you are learning in your pedagogy classes
- Practice learning the skills of empathy and listen more than you talk
- Go to class – it makes life easier!
- Manage your time carefully, be organized, plan everything!
- Allow moments to do your own thing, relax, and be with your friends
- Play "fun" music on the side and enjoy yourself!
- Understand the physical demands of being a music major, so take care of yourself!
- Put yourself and your wellbeing first!
- Eat right, stay hydrated, wash your hands at all times, and sleep well.



Helping to steer our "future music teachers" towards preparing the pre-requisites in academics, music performance, personality traits, goal-setting and leadership skills, teaching and observation experience, and overall knowledge of the profession, Council TTRR has listed numerous resources on its website for secondary school teachers, students, parents, and counselors: <https://www.pmea.net/council-for-ttrr/>.

Let's Make Better Presentations

by Jennifer Gonzalez in *Cult of Pedagogy* at <https://www.cultofpedagogy.com/slideshows/>

Collegiates: Are you an expert creator of PowerPoint slides? Here are some suggestions from a lead educational blogger. At some point in your "career," you will be chosen to present a session "at the front of your class" using the back-up of a digital display, and perhaps you have already witnessed first-hand (and want to avoid) the numerous mistakes our teachers-in-tech "forefathers" have modeled:

- Failing to put it in "presentation mode"
- Use of too much text ("the slides themselves shouldn't BE the presentation")
- Boring artwork and fonts
- Lack of previews and signposts
- Over-use of animations
- Inconsistent styles, (fonts, colors, other design elements)



You should get to know Jennifer's website... lots of good material, free stuff, and fresh perspectives.

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These Might Interest You... from NAFME *Update*: *Applications of Research in Music Education*

Check out these articles in the June 2019 edition:

- "Music Educators' Understanding and Opinions of U.S. Copyright Law" by John Okley Egger and D. Gregory Springer
<https://journals.sagepub.com/doi/full/10.1177/8755123318801064>
- "Music and the Social and Emotional Challenges of Undergraduate Instrumental Music Students" by Scott Edgar
<https://journals.sagepub.com/doi/full/10.1177/875512331982067>
- "The Need for Remedial Pedagogy in Undergraduate Violin Instruction: A Case Study of Postsecondary Instructors' Perceptions" by Vanessa Andrea Mio
<https://journals.sagepub.com/doi/full/10.1177/8755123319826243>
- "Peer-Interaction Strategies: Fostering Positive Experiences for Students With Severe Disabilities in Inclusive Music Classes" by Ellary A. Draper, Laura S. Brown, and Judith A. Jellison
<https://journals.sagepub.com/doi/full/10.1177/8755123318820401>
- "A Measurement of Self-Efficacy Among Oklahoma Secondary Band Directors in Concert, Marching, and Jazz Ensemble Pedagogy" by Bradley J. Regier
<https://journals.sagepub.com/doi/full/10.1177/8755123318808246>
- "First Steps in Developing Band Director Self-Efficacy in a Jazz Setting" by Alejandro Fraile
<https://journals.sagepub.com/doi/full/10.1177/8755123318822433>



Moments of Musing from NAFME *Music in a Minuet*

Summertime and the welcome break from academia inspired several excellent new blogposts. Now would be a good time to "catch-up" with your colleagues, "re-program" your mind (aspirations), and perhaps adopt a few new personal targets in 2019-2020.

"No Teacher Is an Island – Tools for Survival in Today's Climate" by Dr. Jenny L. Neff, whose session will be presented as part of the *Amplify: Community* strand at the NAFME National Conference in Orlando, Florida on November 9, 2019
<https://nafme.org/tools-survival-todays-climate/>

"The Benefits of Communal Interactions" by Debbie Rohwer, adapted from the June 2019 *Update: Applications of Research in Music Education*
<https://nafme.org/benefits-communal-interactions/>

"Everyday Networking – Forget the Rules and Just Be You" by Lori Schwartz Reichl
<https://nafme.org/everyday-networking/>

"Five Things to Do in Your First Five Years" by Audrey Carballo
<https://nafme.org/five-things-to-do-in-your-first-five-years-of-teaching/>

"Professionalism in Teaching – Treating the Pursuit of Excellence as a Daily Habit" by Lori Schwartz Reichl, originally published in the January 2019 teacher edition of *in Tune Magazine*
<https://nafme.org/professionalism-teaching/>



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Opinion: "Why It's Important to Say There Is No Teacher Shortage"

by Peter Greene in *Curmudgucation* at <https://curmudgucation.blogspot.com/2019/04/why-its-important-to-say-there-is-no.html?m=1>.

Note: The author added this response to my email for the citation of his work.

You've got my permission to reprint in full or in part, as long as I'm credited. It will be a treat for me. A thousand years ago, I was a high school trombone player traveling to PMEA district band festivals. I can still sing "Salute to PMEA March" complete with those confusing repeats in the final strain.

I've been saying it. (<https://curmudgucation.blogspot.com/2019/01/there-is-no-teacher-shortage.html>) Tim Slekar has been saying it. (<https://bustedpencils.com/2019/04/the-xodus-files/>) Other people who aren't even directly tied to teaching have been saying it. (<https://www.currentaffairs.org/2018/05/there-is-no-teacher-shortage>)

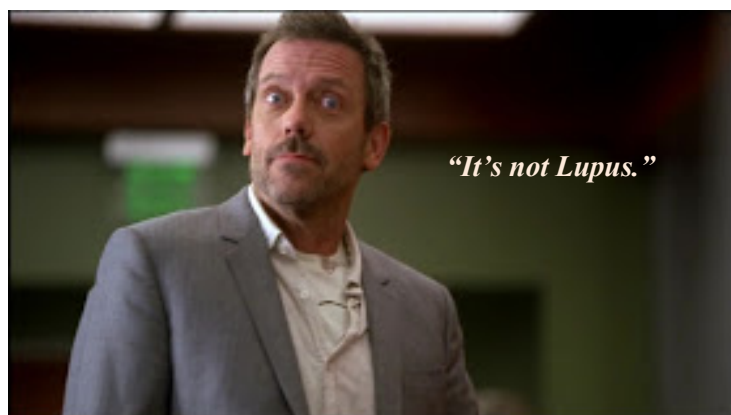
There is no teacher shortage.

There's a slow-motion walkout, a one-by-one exodus, a piecemeal rejection of the terms of employment for educators in 2019.

Why is it important to keep saying this? Why keep harping on this point?

Because if you don't correctly identify the problem, you will not correctly identify a solution (see also every episode of *House*).

"We've got a teacher shortage," leads us in the wrong direction. It assumes that, for some reason, there just aren't enough teachers out there in the world, like arguing there aren't enough blue-eyed people or enough people with six toes. It assumes that "teacher" is some sort of solid genetic state that either exists or does not, and if there aren't enough of them, well, shrug, "Whatcha gonna do?"



"We've got a teacher shortage," argues that we've had the meat widget equivalent of a crop failure. The drought and the dust storms were just so bad this year that we didn't get a full harvest of teachers. And when the harvest is slow, what can we do except look for substitutes?

That's where teacher shortage talk takes us – to a search for teacher substitutes. Maybe we can just lower the bar. Only require a college degree in anything at all. Louisiana is just the most recent state to decide to lower the bar (https://www.theadvocate.com/baton_rouge/news/politics/legislature/article_d90f71c2-6835-11e9-a1f7-671707e24896.html) – maybe we can just let anyone who had lousy college grades but still got a job doing something, well, maybe we can make that person a teacher.

Or maybe we can substitute computers for teachers. A few hundred students with a "mentor" and a computer would be just as good as one of those teachers that we're short of, anyway, right?



We need to stop talking about a "teacher shortage" because that kind of talk takes our eyes off the real problem. Teaching has become such unattractive work that few people want to do it.

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This is actually good news, because it means that we can actually do something about it. The resistance to doing so is certainly very human – if we convince ourselves that a problem in our lives is something that just happened to us, then it's not our fault. Unfortunately, that also means we have no power. Stan Lee told us that with great power comes great responsibility, but the converse is also true-- with great responsibility comes great power, so when we accept the responsibility, we get some power that comes with it.

Anyway. The most obvious answer folks land on is "Offer them more money," and that is certainly an Economics 101 answer. If you have a job that people don't want to do, offer more money to do it. If teaching paid \$500,000 a year, there wouldn't be an unfilled job in the country. But as the #RedForEd walkouts remind us, money isn't the whole issue.

Respect. Support. The tools necessary to do a great job. Autonomy. Treating people like actual functioning adults. These are all things that would make teaching jobs far more appealing. I've often wondered how much job satisfaction you could add by giving teachers actual personal offices, some space of their own. These are all things that any school district could add, on their own, almost immediately (well, maybe not the offices).



There are other factors that make the job less attractive. The incessant focus on testing. The constant stream of new policies crafted by people who couldn't do a teacher's job for fifteen minutes. The huge workload, including a constant mountainous river of stupid paperwork (is there any wonder why special ed positions are among the hardest to fill). The moves to de-professionalize the work. The national scale drumbeat of criticism and complaint and repetitively insisting that schools suck, teachers suck, it all sucks.

The continued pretense that there is some sort of deep mystery about why teaching jobs are hard to fill, as if it's just a mystery wrapped in an enigma covered with puzzle sauce. Shrugging and saying, "Well, there's just a teacher shortage," is a way for everyone responsible, from the building administrators who do a lousy job of taking care of their people, all the way up through legislators who continue to beat down public education, to pretend innocence, to say innocently, "Well, it's not like there's anything I can do about it."

And, we should note, this all piles on top of more specific problems, like the dire need to get Brown and Black teachers in the classroom. Again, folks just shrug and say, "Well, you know, there just aren't that many teachers of color" as if that's because of some act of God.

We know exactly why so many teaching jobs are hard to fill. But the folks with power would rather not bother exerting the effort to actually fix the problem. After all, it would be hard, and expensive, and anyway, why go to so much trouble over a bunch of whiny women. Even after being dragged to some level of understanding by teachers, many legislators have turned away and gone back to denial.

<https://curmudgucation.blogspot.com/2019/01/vv-legislative-extortion.html>.

"We have a teacher shortage," is a fig leaf with which we are trying to cover the Grand Canyon, but many folks are only too happy to play along rather than rock the boat. Because "disruption" is only good for some folks.

So, don't say "We have a teacher shortage." Say, "We can't convince qualified people to take this job" or "We won't try to make these jobs attractive enough to draw in qualified people." Stop pretending this is some act of God; even the dust bowl turned out to be the result of bad human choices and not nature's crankiness. If we start talking about what and who is really responsible, perhaps we can fix the problem – but only if we start with the correct diagnosis.

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2019-2020 Goals of the PMEA Council TTRR

Training

Ethics

PMEA Model

Curriculum

Framework Lesson Exemplars

PDE CEW Standards

Personal Leadership/Goal Setting

NAfME Society
for Music Teacher

Education (SMTE)



Recruitment

Careers in Music Teaching

Job Shadowing

Collegiate Communique

Future Music

Educator Honor

Symposium

TRI-M

Urban Music

Leadership Conf.



Retention

Mentor programs

Retiree Resource Registry

Retired Member Network eNEWS

Stress in the workplace, teacher
burnout remediation, and other health
and wellness sessions

"What I Wish I Had Known..."

sessions and other career development
resources



Representing "the life cycle of a music educator," including pre-college, pre-service and in-service teachers, and retirees, the following 2019-2020 goals will be addressed by the PMEA Council TTRR:

1. Expansion of Council TTRR print, online, and social media presence and publicity
2. Marketing of Council TTRR flier on "Prepping HS Students for a Music Education Major" and other TTRR printed materials, and distribution of the PCMEA public service video
3. In support of the PMEA C/I Council, development of sample exemplary lesson plans and other materials for the PMEA Model Curriculum Framework and resources for the PDE career education work standards
4. In support of the PMEA PD Council, recommendations for workshop/conference sessions and clinicians on career development, including (but not limited to) topics such as burn-out, career growth and choices, ethics, first year/new teacher/transfer orientation and assistance, health and wellness, internships, mentoring, personal leadership, retirement, student teaching, and "what I wish I had known"
5. Proposal of strategies for improved recruitment, retention, and engagement of urban, rural, minority, disadvantaged, and more diverse music teachers and students
6. Endorsement of the National Association of State Directors of Teacher Education and Certification (NASDTEC) "Model Code of Ethics for Educators" (MCEE)
7. Expansion and improved visibility and effectiveness of the PMEA INFO booth next to the registration desks at the Spring Conference
8. Continuation in the sharing of news, information, and research with regular releases of the e-publications "Collegiate Communique," "Retired Member Network eNEWS," and "For the Good of the Order"
9. Review of recent concerns expressed by higher education representatives:
 - Costs absorbed by collegiates renewing professional clearances every year
 - Costs associated with taking and retaking basic skills tests
 - Mileage reimbursement assistance for student teachers?
 - Annuitant issues, restrictions and lack of equity/equal access for hiring retirees to observe field placements/student teaching, etc.

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