

“The Buzz” – Spring 2019

- MUSIC FOR ALL!!! **Inclusion, Diversity, Access, & Equity**
- ESSA Law (Every Student Succeeds Act) – replaced No Child Left Behind
- Advocacy!!
 - Lynn Brinkmeyer – *Advocate for Music!*
 - John Benham – *Music Advocacy: Moving from Survival to Vision*
 - NAFME – nafme.org
 - NEW – Public Policy Hub <http://www.nafme.org/advocacy/public-policy/>
 - <http://www.nafme.org/advocacy/broader-minded/>
 - 2017 NAFME Collegiate Advocacy Summit (June 27 – July 1 in Washington D.C.)
- Teacher Effectiveness or Teacher Evaluation
 - SLO’s (Student Learning Objectives)
 - Charlotte Danielson’s - Framework for Teaching (4 Domains)
 - NAFME Workbooks for Teachers Evaluation – online version available!
- Standards
 - PDE’s Standards Aligned System – www.pdesas.org
 - 2014 National Standards - <http://www.nafme.org/my-classroom/standards/core-music-standards/>
 - Standards Books by Wendy Barden – Kjos publications
 - *Musicianship Focused Curriculum and Assessment* by Colleen Conway – GIA publication
- Assessment
 - Authentic Assessment
 - Differentiated Assessment
 - Common Assessment
- STEM vs. STEAM – keep the Arts in the conversation
- PMEA’s Model Curriculum Framework
- Enhancing the Traditional Music Curriculum - Emerging Ensembles & Chamber Music – Rock Band, Modern Band, Mariachi, Renaissance Consort, Flute Choir, Sax Quartet, Brass Choir, Laptop Ensemble, etc.
- Differentiated Instruction & Supervision
- Writing across the curriculum – Collins Writing
- Understanding by Design (Wiggins)
- Data Driven Decision Making
- 21st Century Skills
 - www.p21.org
 - 4 C’s – Creativity, Collaboration, Critical Thinking, Communication
- Music Technology – more than just Finale or Seblus!
 - YouTube, iTunes, Facebook, Twitter, Prezi, flat.io, etc.
 - Google Classroom, One-to-One, Live-Streaming, Podcasts, 3D Printing, etc.
 - Safe use of today’s digital world!

Tips for an Effective Resume

- Clear Organization/Format
- Easy to Follow Headings
- Concise, but substantial
- Correct spelling and grammar – 100% error free
- Consistency
- Relevant Information
 - Music and Education Specific
 - College
- Buzz Words
- Creativity/Personalization
- Revise, Revise, Revise
- Get Critiques
- Update often!

Be sure to include:

- Contact Info
- Education – G.P.A., College, Major, etc.
- Professional Experience
- Related Experience
- Awards & Recognition
- Service – Community, Campus, Professional
- Professional Affiliations
- Activities
- References

Connect your resume with a personal website, social media, etc.

Possibilities for Interviews

- Who you might see
 - Administrators
 - Department Chair
 - Music Teachers
 - School Board Member(s)
 - Booster(s) or Parent(s)
 - Student(s)

- Process
 - 1st Round – Typical Interview Questions, Performance, Essay
 - 2nd Round – Teaching scenarios, more in-depth questions (usually only a few), compensation package, etc.

- General Knowledge Questions
 - The Big Five
 1. Communication
 2. Classroom Management
 3. Technology
 4. Current Trends in Education – Standards, ESEA – Race to the Top, etc.
 5. Background
 - Scenarios
 - What have you done? – speak from experience
 - What would others say about you?
 - Why should we hire you? Why are you the best candidate?

- Music Specific Questions
 - Music Theory and/or History
 - Teaching Techniques/Strategies
 - Vocal/Instrumental/General specific information
 - Working with Boosters, Fundraising, Trips, etc.
 - Marching Band – Competitive or Not?
 - Current Trends
 - Scenarios

- Writing Prompt
 - Philosophical Statement
 - Scenario

- Live Teaching Scenario – have a lesson plan
 - Real Student(s) – lesson or ensemble (you choose/they choose)
 - Empty Classroom
 - Someone from the interview committee

- Performance
 - Primary instrument
 - Secondary instrument (you choose/they choose)
 - Piano Skills
 - Sight reading skills

CHORAL MUSIC INTERVIEW PROCESS

General Knowledge Questions:

1. Tell us a little about your background and experiences working in the field of music.
2. If we were to go into your building and ask students to describe you, what would they say? What would the administration say?
3. What approach or theory related to classroom management will you use?
4. What is the latest technology that music educators have available to them to prepare students in the 21st Century?
5. Scenario: A student comes to you and tells you that they have been repeatedly bullied during school. What do you do?
6. In what ways will you communicate or be accessible to parents? Share some of your experiences.
7. In what ways will you continue your education or training? What goals do you have for five years from now?
8. What have you done recently to keep yourself current in the teaching of choral music?
9. Discuss your philosophy of choral tone?
10. As a choral conductor how do you combine the roles of being a musician and an educator?
11. How do you assess students in choral music?
12. Name one standard composer of quality choral literature from each historical period: Renaissance, Baroque, Classical, Romantic, 20th Century, Multi-Cultural. What is your favorite piece of choral music and why?
13. What is your experience with recruiting students for choir? What can be done to retain students through the elementary years and into Jr. High and then to Sr. High?
14. What are your ideas for extra-curricular vocal ensembles at the Jr. High and Sr. High levels?
15. What are your experiences with musical theatre?
16. Scenario: Auditions were just completed for the Spring Musical and a parent is very upset because her daughter did not receive a part even though she had been in the musical for the two previous years. How do you handle this situation?

Follow up: Tell us anything else that you want that will strengthen your candidacy for this position.

Teaching Scenario:

You will be given 12 minutes to conduct/rehearse the Chamber Choir.

Piece: Who Shall Have My Lady Fair by Robert Pearsall

Note: Student worked on this piece for a short time last fall. This group is an auditioned group usually made up of 18 members. However, due to summer vacations and work schedules, please be aware that not everyone may be present. You can make arrangements to pick up a copy at the high school or a copy could be faxed to you if necessary.

Writing Prompt:

What are the overall goals for an educationally sound music program K -1 2? Also, assuming that you will have students in choir for six years, what is the one most important thing that all of your students should take from their choir experience?

Performance:

Please prepare a brief selection of your choice to show your vocal abilities. An accompanist will be available.

**Choral Director Candidate
Conducting/Rehearsal Evaluation Form - STUDENTS**

	Strongly Agree	Agree	Disagree	Strongly Disagree
The candidate was prepared & knowledgeable.				
The candidate's conducting was clear and easy to follow.				
The candidate effectively communicated the intent of the music (style, dynamics, tempo, etc.)				
The candidate was enthusiastic and maintained a high energy level.				
The candidate provided constructive feedback relevant to the group's performance.				
The candidate demonstrated control of the classroom environment while maintaining a positive atmosphere.				

You may write additional comments on the back of this form.

Twenty Five Survival Tips for Your First Year

1. **You can't beat experience** – that's why you're there!
2. Get to know the kids and their parents right away – establish a good rapport that is healthy and professional.
3. **Be Firm, Fair, and Consistent at all times!**
4. Don't procrastinate - Be on time with paperwork and for meetings, etc.
5. **Paradigm shift - It's not about you! It's about the students.**
6. Get to know the basic procedures – lesson planning, how to place orders and pay bills, discipline, homeroom, cafeteria duty, etc.
7. **Don't try to change everything all at once.**
8. It takes time to organize things (schedules, libraries, room, resources, etc.) to fit your style and expectations.
9. Be involved with the school as an educational institution – don't hide out in "music land" all of the time.
10. Find out the School Districts' initiatives and priorities.
11. Get to know the secretaries and janitors well!
12. Be involved in the scheduling process.
13. Read the curriculum. If there isn't any – write it.
14. Keep discussion about your predecessor to a minimum – good or bad.
15. Be humble and listen. Don't be arrogant.
16. Talk to your mentor as much as you can.
17. **Don't play favorites.**
18. **PLAN, PLAN, PLAN** – study scores, review lesson plans, practice, etc.
19. Food is the best reward and motivation.
20. Students like structure – although they don't like to admit it.
21. Remember that they are your students and their parents' children.
22. Sometimes you are educating parents too!
23. Remember that you represent the school now – Ethics.
24. **Make time for yourself and your family.**
25. **IT'S ALL ABOUT COMMUNICATION!**

Being a teacher is a lifetime of learning!

There are no secrets or easy ways out. Experience makes us who we are and allows us to share our knowledge and music with others.

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MUSIC EDUCATION:

Things that you find out after class...

1. It's not a job, **IT'S A WAY OF LIFE**.
 - Teacher, Conductor, Musician
 - Administrator, Guidance Counselor, Custodian, Nurse
 - Accountant, Marketing & Advertising Specialist, Advocate
 - Philosopher, Cheerleader, Role Model, Friend
 - Visionary
2. What you already **DO** know is not important. It's what you **DON'T** know that is important.
 - Self-awareness!!
 - You need to be a life-long learner
 - Get involved in community music organizations (PMEA, etc.)
 - Quality repertoire is essential for a quality program at any level!
3. Having a personal **Philosophy** of music education is very important.
 - What is important to teach and why is it important?
 - You must believe in what you do, or the students won't either!
 - Go to their level and bring them up!
4. Know your students' **Abilities and Background!**
 - What are their math and reading levels?
 - What are the economics of the area? What is home life like for them? What are the community and cultural values?
 - Skills are more important than talent to build a successful program.
 - Diagnose what the specific problem may be – posture, air support, embouchure, fingerings, etc. (You have to know them first!)
 - You can't **MAKE** great music until they understand musical concepts (steady beat, singing voice, reading notation, etc.)
5. Have a plan for **Classroom Management**
 - Clear & concise rules that have immediate consequences
 - Adhere to the old saying "Don't smile until Thanksgiving" – It's better to be much stricter in the beginning, than trying to take back control that you've already lost.
 - Keep a fast pace and be overly prepared
6. Perception is **Reality!**
 - How students perceive a situation is what they will believe to be true (right or wrong)
 - Make sure that everyone knows your expectations and intentions for everything. Don't let anything open for guessing or assumptions.
7. It's all about **COMMUNICATION**
 - No one is an island – don't be afraid to ask for help!
 - Everyone likes to be "in the loop"
 - Be an excellent writer and orator
 - Do the students understand what you want them to do?
 - Make friends with the secretaries & custodians

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