

## Transitioning from Collegiate to Educator

### Thoughts on Philosophy & Pre-Service Prep of Music Teachers

Presented by Paul K. Fox

November 6, 2017

Westminster College PCMEA

paulkfox.usc@gmail.com

<https://paulkfoxusc.wordpress.com/becoming-a-music-educator/>

## About “the Fox”



- BFA in Music & MFA in Music Education from Carnegie-Mellon Univ.

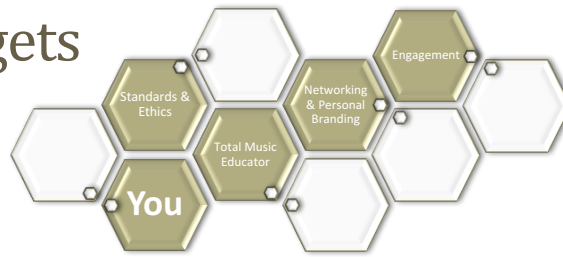
### **Currently:**

- Coordinator of PMEA State Retired Members
- Chair of PMEA State Council for Teacher Training, Recruitment, and Retention
- Founding Director of the South Hills Junior Orchestra
- Steering Committee/School District Representative of the quarterly **UPPER ST. CLAIR TODAY** magazine
- Staff Announcer/Band Assistant for the USCHS Marching Band
- Trustee for the Community Foundation of Upper St. Clair

### **Retired:**

- Performing Arts Curriculum Leader and music teacher from the Upper St. Clair School District, Director/Producer of 30 Spring Musicals and 29 Fall Plays, Secretary/Treasurer of PMEA District 1 & PA Association of Student Chapters/MENC

## Targets



### Pieces of the puzzle...

1. Standards of professionalism and ethics
2. Unified philosophy in music education and becoming a well-rounded "total music educator" not a specialist
3. Tips on personal marketing, branding, and networking
4. Engagement

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**How do you become a successful music educator?**

Just like music – practice, practice, practice!

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Chapter 1

## VALUE: ARE YOU A PROFESSIONAL?

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### Workshop Activity #1 – Do you have what it takes?

Sharing: Attributes of a **professional** and focus on the trait YOU model!

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## Definition

### **pro•fes•sion**

*(Webster's New World Dictionary)*

a vocation or occupation requiring advanced education and training, and involving intellectual skills

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## Qualities of a Professional

- Succeeded in and continues to embrace “higher education”
- Updates self with “constant education” and retooling
- Seeks change and finding better ways of doing something
- Like lawyers/doctors, “practices” the job; uses different techniques for different situations
- Accepts criticism (always trying to self-improve)
- Proposes new things “for the good of the order”
- Can work unlimited hours (24 hours a day, 7 days per week)
- Is salaried (does not think in terms of hourly compensation, nor expects pay for everything)

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## Qualities of a Professional

- Is responsible for self and many others
- Allows others to reap benefits and receive credit for something he/she does
- Has obligations for communications, attending meetings, and fulfilling deadlines
- Values accountability, teamwork, compromise, group goals, vision, support, creativity, perseverance, honesty/integrity, fairness, and timeliness/promptness
- Accepts and models a very high standard of behavior, etiquette, appearance, language, and ethics.

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## Effective Teachers Score High On

- |                          |                              |
|--------------------------|------------------------------|
| • Accepting              | • Knowledge of subject       |
| • Adult involvement      | • Monitoring learning        |
| • Attending              | • Optimism                   |
| • Consistency of message | • Pacing                     |
| • Conviviality           | • Promoting self-sufficiency |
| • Cooperation            | • Spontaneity                |
| • Student engagement     | • Structuring                |

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## Effective Teachers Score Low On

- Abruptness
- Belittling
- Student defiance
- Counting hours or “clock punching”
- Illogical statements
- Mood swings
- Oneness (treats whole group as “one”)
- Recognition-seeking

Source: “The California BTES –  
Overview of the Ethnographic Study”  
by David Berliner and William Tikunoff

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## “Moral Professionalism”

- Coming to work regularly and on time
- Being well informed about their student-matter
- Planning and conducting classes with care
- Regularly reviewing and updating instructional practices
- Cooperating with, or if necessary, confronting parents of underachieving students
- Cooperating with colleagues and observing school policies so the whole institution works effectively
- Tactfully but firmly criticizing unsatisfactory school policies and proposing constructive improvement

Source: Wynne, E.A. (1995). The moral dimension of teaching. In A.C. Ornstein (Ed.) Teaching: Theory into practice. (pp. 190-202). Boston: Allyn and Bacon

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## Ethics



- “Moral principles that govern a person's **behavior** or the conducting of an activity.”
- “The **moral correctness** of specified conduct.”
- Synonyms: moral code, morals, morality, values, rights and wrongs, principles, ideals, standards (of behavior), value system, virtues, dictates of conscience
- “Ethical behavior is doing the right thing when **no one else is watching**, even when doing the wrong thing is legal.” – Aldo Leopold



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## Fiduciary



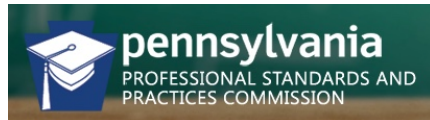
- A person or organization that owes to another the duties of good faith and trust. **The highest legal duty of one party to another, it also involves being bound ethically to act in the other's best interests.**
- What five groups of people are both “professionals” and “fiduciaries...” – have a legal responsibility to serve the best interests of their “clients?”  
Doctors, Lawyers, Mental Health Counselors, the Clergy, and **Teachers.**

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## PA Teacher's Code of Ethics

How many of you have ever visited the website of...



<http://www.pspc.education.pa.gov/Pages/default.aspx>

Or seen the document  
***Pennsylvania Code of Professional Practices and Conduct?***

## Model Code of Ethics for Educators

[http://www.nasdtdec.net/?page=MCEE\\_Doc](http://www.nasdtdec.net/?page=MCEE_Doc)

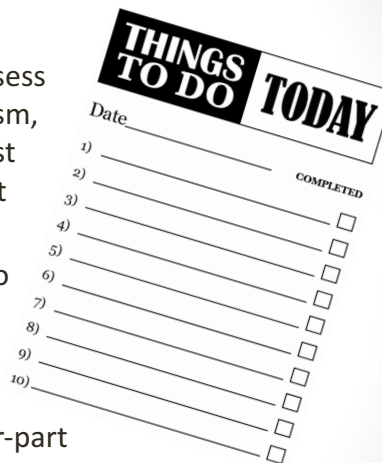
- National Association of State Directors of Teacher Education and Certification
- Principles
  - Responsibility to the **Profession**
  - Responsibility for **Professional Competence**
  - Responsibility to **Students**
  - Responsibility to the **School Community**
  - Responsible and Ethical Use of **Technology**



## Homework

1. Review slides #7-11, self-assess your habits of professionalism, and identify goals for at least two “personal improvement projects.”
2. Read cover-to-cover the two handouts *Educator Code of Professional Practices and Conduct* and the MCEE.
3. Extra credit: Peruse the four-part blog-series *Ethics for Music Educators*.

<https://paulkfoxusc.wordpress.com/category/ethics/>



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Chapter 2

ATTITUDE: GENERAL VS. SPECIALIZATION

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### Workshop Activity #2: Where do you want to end up?

Mock Job Offer – New “State-of-the-Art Magnet School of the Arts”

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## Your Teaching Philosophy

### Popular interview questions:

- What is your personal mission? Why?
- What is the role of music in a child's education?
- **Are we creating performers, theorists, teachers... or lifelong music lovers?**



YOU'RE NOT "a choral director!"



NOR "an instrumental teacher!"

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## The Essential Need for Unity

- Embrace the concept and needs of **“The Whole Child.”**
- All course offerings are **equal in importance.**
- PDE is not focused solely on **Orff, Kodaly, Dalcroze, or Suzuki.**
- Avoid being labeled in a **specific subject area or grade level.**
- Multiple certifications and skills are **helpful to land a job,** although later they may become liabilities.
- Utilize your college resources now to “broaden your training” and **lessen your insecurities.**
- Figure out your worse area – **work on it now!** (Get lessons, join ensembles, ask help from your peers, etc.)
- Develop resources – **people and programs** to get and keep your job!

Marketing Your Professionalism  
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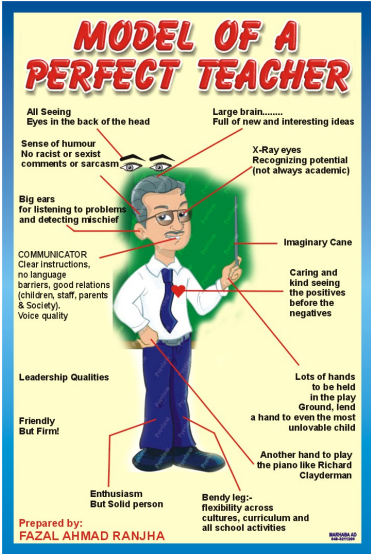
## United We Stand, Divided We Fall

### The Story of Two Music Staff Non-Team Members and Proposed “Minimal Music Program Cuts”

- Band Director:  
“Cut that nonessential Madrigal Choir”
- Choir Director:  
“We don’t really need that Jazz Ensemble”
- To help “balance” the budget, what did the Principal do?  
**He removed both the Jazz Ensemble and the Madrigal Choir from the Program of Studies**

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Marketing Your Professionalism  
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Workshop Activity #3 – What are they looking for?

Reflection: Can you tell a story of a success in music or education?

# Rubric – Core Teaching Standards

Upper St. Clair School District  
Professional Applicant Rating Form

Name: \_\_\_\_\_ Interview Date and Time: \_\_\_\_\_

Certification(s): \_\_\_\_\_ Position: \_\_\_\_\_

	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					

Comments: \_\_\_\_\_ Signature of Rater: \_\_\_\_\_ Date: \_\_\_\_\_

prof rating form 7/2011 Rev 10/16

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## Criteria for Prospective Teachers

- **Instructional**
  - Educational Philosophy
  - Knowledge/Experience
  - Classroom Management
  - Technology
  - Oral Expression
  - Written Communications
- **Personal**
  - Problem Solving
  - Planning & Organizing
  - Innovation
  - Initiative
  - Dependability
  - Adaptability
  - Self-Insight and Development
  - Energy and Enthusiasm
  - Appearance
- **Professional**
  - Leadership
  - Teamwork
  - Judgment

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## Homework

1. Write out five stories or anecdotes on how you solved a problem or were successful in new goal in music or education.
2. Identify your weakest skill:
  - Piano playing
  - Public speaking
  - Jazz improvisation
  - Singing
  - Folk dancing
  - String performance
  - Band instrument playing
 and get help on it NOW.

<https://paulkfoxusc.wordpress.com/becoming-a-music-educator/>

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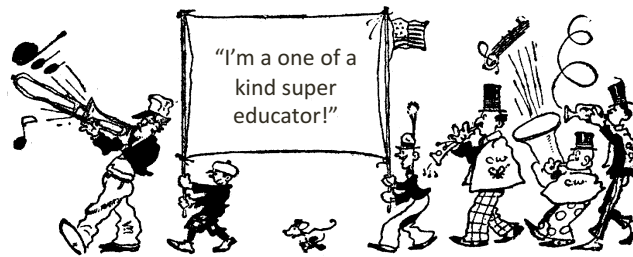


Chapter 3

## INTROSPECTION: WHO ARE YOU?

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### Workshop Activity #4 – Selling yourself to the employer.

Reflection: Quick... Describe yourself in just three words!

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www.glasbergen.com




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**"Both job candidates are equally educated,  
equally experienced and equally qualified,  
but one can play *Layla* on his armpit!"**

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**"I want my résumé to be the one you remember. It's also  
available as a music video, interpretive dance, and a haiku."**

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## These Preparations Done?

- ✓ Develop and practice sharing a balanced/unified (non-specialist) comprehensive philosophy of music education, your mission, and goals
- ✓ Complete self-assessment and gather artifacts for the development of the “perfect portfolio”
- ✓ Compile and review an extensive list of personal examples (anecdotes) showing that you have been modeling the standards of professionalism
- ✓ Set-up a comprehensive system of personal and professional organization: *contacts*, *concerts*, *conferences*, and *course notes* (the four C’s)

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## The “Perfect Portfolio”

- References
- Student Teaching Evaluations
- Sample programs of recitals and concerts
- Updated copy of résumé
- Personal philosophy of music education
- Copy of transcripts
- Certificates/letters of awards/scholarships
- Informal congratulatory notes on teaching (student, substitute or private), shows, clinics...

<https://paulkfoxusc.wordpress.com/2015/11/15/planning-the-perfect-professional-portfolio/>

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## Printed and Digital Examples

- Demonstrations of elementary, secondary, general music, choral and instrumental classes
- Senior solo recital and chamber music recitals
- Student teaching experiences of your conducting and piano accompanying performances
- Summer music camp and/or private teaching/coaching experiences
- Public speaking at workshops or PCMEA meetings

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## Make Your Own Website

- Warehouse your portfolio and all of your artifacts in a **professional website**.
- If your college does not provide you one, research the numerous **free offers...**  
[www.web.com](http://www.web.com)   [www.weebly.com](http://www.weebly.com)   [www.wix.com](http://www.wix.com)   [www.wordpress.com](http://www.wordpress.com)
- Many free-site builders will incorporate your **gmail's account name**, avoiding the cost of purchasing a domain name, for example [www.paulkfoxusc.wordpress.com](http://www.paulkfoxusc.wordpress.com)
- Choose a design, a free or custom domain, and plan the pages/features you need. Need help? It is worth asking a friend or **college buddy to help you set it up**.
- Include pictures/videos of your **teaching experiences!**

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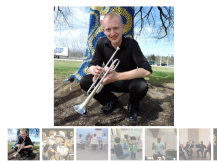
# The “Perfect” Website Sample?

[www.daviddockan.com](http://www.daviddockan.com)

Contact Me: [f](#) [in](#) [e](#)

DAVID DOCKAN  
MUSIC EDUCATOR

[HOME](#) [TEACHING](#) [MUSICIANSHIP](#) [RESUME](#) [CONTACT](#) [PHILOSOPHY](#)



Hello! My name is David Dockan, and this is my ePortfolio. On this website you will find pictures, videos, and more artifacts from my undergraduate career at West Virginia University. During my time at WVU I participated in many ensembles, activities and organizations.

While I played trumpet in Marching Band, Wind Symphony and Orchestra, I also participated in many ensembles not performing on my primary instrument such as Mountaineer Chorus, Steel Pan, African Music and Dance Ensemble, and the Brazilian Ensemble.

During my undergraduate career, I had the opportunity to teach African Drum to 5-10 year old musicians at Kathy's Music in Mt. Lebanon, PA. I also had the opportunity to teach private brass lessons in Horn, Trumpet, and Trombone. Also while pursuing my degree, I worked at Upper St. Clair High School (PA) in the summers as an Assistant to the Band Director.

Currently during my Spring 2016 semester I am student teaching under Lisa Reese at Big Elm Elementary School teaching General Music, Beginning Band, and Beginning Choir. I will also be placed at Clay-Battle High School with Thomas Moore teaching Middle/High School Band, Choir, and General Music.

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## Business Card Basics

### Person to person networking...

- Include name, mailing address, cell phone, email, and very important – **a link to your professional website** (plus the password).
- It is handy and always **ready to pass out**.
- It provides **prospects a way to contact you**.
- It gives others a taste of your work, style, and personality... **what makes you unique**.
- It can be reused, passed from person to person, giving the **same message** to each individual who comes in contact with it.

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## Business Card Basics

Make it good...

<https://paulkfoxusc.wordpress.com/2016/04/04/networking-niceties/>

Your personal brand on a piece of cardboard

- Your card should **look professional** and project your image.
- Do not use clip art.
- Consider printing a **QR code** with direct access to your webpage.
- Resist a **cluttered** business card layout.
- Do not try to save money and buy **cheap** business cards.

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## Résumé Pointers

<https://paulkfoxusc.wordpress.com/2016/01/12/music-teacher-resumes-revisited/>

The walking document of “everything you always wanted to know about you and your personal brand” is your professional résumé.

1. Keep it short and simple! (Publish it on one or two sides/one page only).
2. The format, style, and overall design should be clean and foster clarity/readability.
3. A PreK-12 music teacher résumé is no place to broadcast a limited vision or capacity of your skills and experiences.
4. Consider the difference between a **traditional résumé** (mostly a record of subjects, titles, or positions using nouns) versus a **qualifications brief** (verbs or action words that truly describe what you have done).

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# Résumé Pointers

<https://paulkfoxusc.wordpress.com/2016/01/12/music-teacher-resumes-revisited/>

- 5. Go online and study samples of résumés.
- 6. Prepare the draft – gather and rank the importance of all your data. This could mean prioritizing and peering down from that extensive list of your strengths, accomplishments, education, and experiences.
- 7. Consider customizing your résumé for a particular opening. Look over the job posting and use similar wording as the work description to highlight what you have accomplished in previous employment/education.
- 8. Include an “objective statement” which summarizes your goals to being employed at the school district.
- 9. Proofread, proofread, proofread... typos, misspellings, and poorly aligned or spaced text damages the professional image you are trying to project.

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# Homework

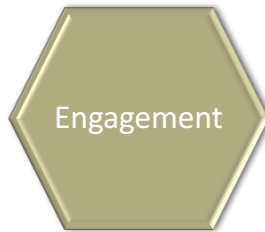
- 1. Update info in your professional contact data base (just use your smartphone’s address book?)
- 2. This one is expected... carefully prepare one of each:
  - Digital portfolio
  - Professional website
  - Business card
  - Résumé
- 3. Review slide #31.. All done?



<https://paulkfoxusc.wordpress.com/becoming-a-music-educator/>

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Finale – Chapter 4

## ARE YOU PROFESSIONALLY ACTIVE?

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## Engage



### Definition:

“occupy, attract, or involve” (someone's interest or attention)

### Synonyms:

capture, catch, arrest, grab, snag, draw, attract, gain, win, hold, grip, captivate, engross, absorb, occupy

### In terms of becoming a music teacher:

Participate, enroll, join, be active, volunteer, seek experience, and **“make a difference!”**

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## Associate

Are you a member of your professional groups?

- NafME National Association for Music Education
- PCMEA Pennsylvania Collegiate Music Educators Association
- PMEA Pennsylvania Music Educators Association (**first year discounted dues**)
- ACDA American Choral Directors Association
- ASTA American String Teachers Association
- NBA National Band Association



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## Confer

- “Grow” your professional network and your opportunities for future collaboration.
- Build your knowledge base.
- Hear about potential job openings.
- Stay current in the field.
- Discover mentors.
- Learn about new thinking, technology, music literature, classroom materials and curriculum initiatives, research, and unique approaches to problem-solving.
- See “state-of-the-art” student & professional performances.



Attend the PMEA 2018 Conference in Lancaster

<https://majoringinmusic.com/music-conferences/>

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## Confer



Attend your regional and state conferences *every* year!

- NAFME National In-Service Conference, November 12-15, 2017 in Gaylord, TX <http://nationalconference.nafme.org/>
- American Choral Directors Association Eastern Division Conference, March 7-10, 2018 in Pittsburgh <http://acdaeast.org/pittsburgh-2018/>
- 2018 Biennial Music Research and Teacher Education National Conference, March 22-24, 2018 at Atlanta, GA <https://research.nafme.org/>
- **PMEA 2018 Spring In-Service Conference, April 19-21, 2018 in Lancaster, PA** <https://www.pmea.net/pmea-annual-in-service-conference/>
- PMEA 2019 Spring In-Service and NAFME Eastern Division Conference, April 3-7, 2019 in Pittsburgh, PA

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## Network



1. **Don't be shy!** Conferences and workshops are no places to be timid or afraid to start up a discussion with more experienced professionals.
2. **Circulate** and introduce yourself. Be your "charming self."
3. **Attend** all general sessions. These usually feature the keynote speakers, association officers, and a special performance or award presentation.
4. **Don't be the first person to leave a session.** Leaving early can be seen as disruptive and rude, and doesn't let you to get the "whole picture" of the presentation or hear or participate in the Q&A, which may be as valuable as the presentation itself.
5. **Look for special sessions** on interviewing and landing a job.

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## Network



6. **Don't remain in your "comfort zone"** by sitting exclusively with your friends and colleagues at every session and concert. For the sake of networking opportunities, get to know other professionals, possible job screeners or collaborators, etc.
7. **Instead of going to sessions/concerts only in your specialty or most proficient areas**, attend some that are not directly related to your major field. You may be surprised at the connections you discover or the new interests that arise.
8. **Take notes about your experience** during the conference and right after. Decide what you need and want to **follow-up** on. If possible, reconnect with anyone you met who may be able to help you move forward in your education or career.

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## Where to go for more?

I'm glad you asked! Here is some additional help!


- My WordPress blogs on getting a music teaching job:  
<https://paulkfoxusc.wordpress.com/category/marketing-professionalism/>
- "Ghost Teacher Pages" about interviewing posted on Upper St. Clair School District website (may be active):  
<http://www.uscsd.k12.pa.us/Page/6361>
- **Questions? Want additional materials?**  
**Please contact me at [paulkfox.usc@gmail.com](mailto:paulkfox.usc@gmail.com)**

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# More Resources...



## The Do's and Don'ts of Interviewing

© OCTOBER 11, 2015    [LEAVE A COMMENT](#)

What I Have Learned from My Dogs... in Retirement


Blueprint for Success – Preparing for the Job Interview


52 Creative Tips to "Supercharge" the School Musical

Retirement + Reflection + Renewal + Altruism

### RECENT COMMENTS

 Maddy at Home on What I Have Learned from My Do...

 paulkfox on What I Have Learned from My Do...

 sauna Roth on What I Have Learned from My Do...

### ARCHIVES

[October 2015](#)

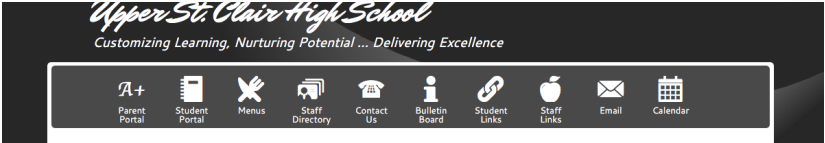
[September 2015](#)

[August 2015](#)

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# More Resources...



search...

Fox, Mr. P.

» Welcome!

» Music Teacher Interview Tips

» Mr. Fox's Last Teacher Page

Home » Teacher Pages » Fox, Mr. P.

Pennsylvania Music Educators Association  
2013 Annual In-Service Conference

**Ready to Hire: Interview Strategies for Music Educators**  
Friday, April 19, 2013 at 2:15 p.m. in Room 170a at the Bayfront Convention Center, Erie, PA  
Panelists: Scott Sheehan (moderator), Susan Basalik, Howard Baxter, Paul Fox, and Susan Metelsky

Session Handouts: Checklist for Intelligent Interviews by Paul Fox

Professionalism in Job Hunting (notes by Paul Fox for prospective music educators)

Sample Music Teacher Interview Questions

How Administrators Think by Susan Metelsky

Music Interviews by J. Howard Baxter

Possibilities for Interviews by Scott Sheenan


Get Ready, Get Set, Get a Job by Susan Basalik

Interview Strategies by Dr. Jill M. Sullivan (Arizona Music Educators 2007):  
PowerPoint Presentation  
Session Handouts

Dr. Sullivan grants permission to peruse all of her files @ [http://jillsullivan.faculty.asu.edu/?page\\_id=62](http://jillsullivan.faculty.asu.edu/?page_id=62)

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The image shows an iceberg floating in dark blue water. The small tip of the iceberg above the water line is labeled "The Show". The much larger, submerged portion of the iceberg is labeled "The Rehearsal".

**Now, It Is Up to *You!***

Plan, Prepare, Practice, and Engage – “From student to teacher!”

Transitioning from Collegiate to Educator  
11/6/17  
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