




Marketing Your Professionalism

Tips and Strategies to Prepare and Present Yourself for Interviewing and Landing That First Music Teacher Job

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How do you improve your interviewing skills?

Just like music – practice, practice, practice... prepare, prepare, prepare!

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Getting started

What is your **teaching philosophy**?

This leads us to Jim Frankel's favorite "guiding questions" at the introduction of his music technology workshops:

- 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?**

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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 keep your job!

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Jargon, Trends, and Issues

- The “Whole Child” initiatives
- The Common Core
- PDE’s SAS Portal
- Customization and Differentiation of Instruction
- The Four Cs – 21st Century Learning Skills
- The P21 Group
- Flipped Classrooms and Blended Schools
- Multiple Intelligences
- Depth of Knowledge and Bloom’s Taxonomy
- STEM or STEAM programs
- Essential Questions, Enduring Understandings, and Understanding By Design (UBD) Curriculum

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Jargon, Trends, and Issues

- Formative, Summative & Authentic Assessments
- Left/Right Brain Dominant Hemisphere Research
- Madeline Hunter’s “ITIP” Model for Direct Instruction
- Response to Intervention (RTI)
- IEPs, Behavior Plans, and Service Agreements
- ADD/ADHD and other hyperactivity disorders
- Autism
- Special Needs (Challenges) and Gifted
- Habits of Mind Philosophy
- Rubrics, Portfolios, and other Student Feedback
- Problem-Based and Project-Based Learning

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Danielson Framework

The Framework for Teaching is written by Charlotte Danielson, an internationally-recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that, while ensuring teacher quality, also promote professional learning.

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Danielson Framework

- Domain 1: Planning and Preparation
 - 1a Demonstrating Knowledge of Content & Pedagogy
 - 1b Demonstrating Knowledge of Students
 - 1c Setting Instructional Objectives
 - 1d Demonstrating Knowledge of Resources
 - 1e Designing Coherent Instruction
 - 1f Designing Student Assessments

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Danielson Framework

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
 - 2a Creating an Environment of Respect and Rapport
 - 2b Establishing a Culture for Learning
 - 2c Managing Classroom Procedures
 - 2d Managing Student Behavior
 - 2e Organizing Physical Space

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Danielson Framework

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
 - 3a Communicating with Students
 - 3b Using Questioning and Discussion Techniques
 - 3c Engaging Students in Learning
 - 3d Using Assessment in Instruction
 - 3e Demonstrating Flexibility and Responsiveness

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Danielson Framework

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities
 - 4a Reflecting on Teaching
 - 4b Maintaining Accurate Records
 - 4c Communicating with Families
 - 4d Participating in a Professional Community
 - 4e Growing and Developing Professionally
 - 4f Showing Professionalism

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Sample Criteria for Teachers

<ul style="list-style-type: none">• Instructional<ul style="list-style-type: none">Educational PhilosophyKnowledge/ExperienceClassroom ManagementTechnologyOral ExpressionWritten Communications• Professional<ul style="list-style-type: none">LeadershipTeamworkJudgment	<ul style="list-style-type: none">Problem SolvingPlanning & OrganizingInnovation• Personal<ul style="list-style-type: none">InitiativeDependabilityAdaptabilitySelf-Insight and DevelopmentEnergy and EnthusiasmAppearance
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Rubric – Core Teaching Standards

Upper St. Clair School District
Professional Applicant Rating Form

Overall Rating (Circle One)
1 Unsatisfactory 3 Good
2 Satisfactory 4 Superior

Name: _____ Interview Date and Time: _____
Certification(s): _____ Position: _____

	Unsatisfactory	Satisfactory	Good	Superior	Remarks:
Instructional:					
A. Educational Philosophy					
B. Knowledge/Education					
C. Classroom Management					
D. Technology					
E. Oral Expression					
F. Written Communication					
Professional:					
G. Leadership					
H. Teamwork					
I. Judgment					
J. Problem Solving/Decision Making					
K. Planning and Organizing					
L. Innovation					
Personal:					
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 1000.1Rev 10/04

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Core Teaching Standards

Group I: Instructional

Educational Philosophy

- Demonstrates a student-centered orientation
- Supports inclusion and diversity
- Is an advocate for children

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Sample Questions

Educational Philosophy

1. Describe your educational philosophy.
2. How have you incorporated multicultural information into classroom ideas?
3. What is your view of your role in the classroom?
4. What should schools do for children?
5. What is the role of homework?
6. Define a superior teacher.
7. What do you think is the greatest advantage or disadvantage to public education?

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Core Teaching Standards

Group I: Instructional

Educational Philosophy

Knowledge/Experience

- Possesses and applies the required knowledge (instruction/evaluation/motivation)
- Stays current with new developments

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Sample Questions

Knowledge/Experience

1. What techniques do you use to motivate students?
2. Describe the instructional strategies you would use to address the needs of students with widely divergent learning capabilities.
3. What steps would you take to determine the capabilities of a special-needs student?
4. What is the most exciting thing happening in education today?
5. Describe the physical appearance of your classroom
6. What is your system for evaluating students?
7. Describe a lesson plan that you have developed.

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Core Teaching Standards

Group I: Instructional

Educational Philosophy

Knowledge/Experience

Classroom Management

- Utilizes appropriate reinforcement and behavior management skills
- Resolves problems objectively
- Responds to stressful situations in a calm and rational manner

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Sample Questions

Classroom Management

1. How do you handle disruptions in the classroom?
2. What is your approach to discipline?
3. What techniques do you use to encourage desired behaviors?
4. How do you deal with a student who has gotten off task?
5. How would you handle a student who is a consistent behavior problems in your class?

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Core Teaching Standards

Group I: Instructional

Educational Philosophy

Knowledge/Experience

Classroom Management

Technology

- Demonstrates proficiency in the use of technology
- Is able to integrate technology into the classroom

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Sample Questions

Technology

1. Give an example of how you would integrate technology into a daily lesson.
2. How have you utilized technology to assist you in instructional preparation?
3. Summarize a list of software programs and other technology you have mastered.

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Core Teaching Standards

Group I: Instructional

Educational Philosophy

Knowledge/Experience

Classroom Management

Technology

Oral Expression

- Oral expression is correct and persuasive
- Listening and nonverbal communication skills are effective

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Sample Questions

Oral Expression

1. Discuss your strengths in oral communications and public relations.
2. How would you disseminate information to the students in support of your daily lesson targets?
3. Give an example of the announcements you would make at a public performance or open house presentation.

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Core Teaching Standards

Group I: Instructional

Educational Philosophy
Knowledge/Experience
Classroom Management
Technology
Oral Expression

Written Expression

- Written expression is clear and well organized
(Evaluate writing samples & other written material)

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Sample Questions

Written Expression

1. Discuss your strengths in writing and/or written communications.
2. What role does reading or writing have in the music curriculum?
3. Describe your last or favorite college essay on music or curriculum.

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Core Teaching Standards

Group II: Professional

Leadership

- Demonstrates commitment
- Effectively guides others to goals

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Sample Questions

Leadership

1. Review (résumé/application) organization officer positions.
2. What actions would you take to get a group of peers refocused on the task at hand?
3. Describe your leadership style.
4. Describe your role in a group project or assignment.

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Core Teaching Standards

Group II: Professional

Leadership

Teamwork

- Supports and promotes cooperative behavior and team efforts
- Welcomes parents as partners in the educational process.

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Sample Questions

Teamwork

1. How would you involve parents in your music program?
2. What kinds of partnerships or collaborations would you encourage with your peers?
3. Describe a project in which you participated that demonstrated teamwork.

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Core Teaching Standards

Group II: Professional

Leadership

Teamwork

Judgment

- Demonstrates personal integrity through ethical behavior and professionalism
- Assumes appropriate demeanor with students

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Sample Questions

Judgment

1. How would your musical peers describe you?
2. What type of relationship should a teacher have with students?
3. What role model should a student see revealed through the teacher?
4. What behaviors should a teacher display to reflect the professionalism attributed to the occupation?
5. How do you model professionalism and judgment in dealing with conflict?

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Core Teaching Standards

Group II: Professional

Leadership

Teamwork

Judgment

Problem Solving/Decision Making

- Evaluates information critically
- Draws logical inferences
- Makes objective decisions and takes actions

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Sample Questions

Problem Solving/Decision Making

1. Describe your technique for developing a lesson incorporating new curriculum material.
2. How do you handle the different ability levels in your music classes?
3. How do you accommodate for inclusion?
4. Describe a difficult decision you have had to make and how you arrived at your decision.
5. How do you feel about students wanting to be in both music and sports? How will you handle schedule conflicts?

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Core Teaching Standards

Group II: Professional

Leadership

Teamwork

Judgment

Problem Solving/Decision Making

Planning and Organization

- Effectively prioritizes and utilizes resources & time
- Handles multiple tasks & responds to interruptions in a productive manner

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Sample Questions

Planning and Organization

1. What tools do you use to plan your daily/weekly activities?
2. How do you ensure long range plans are met?
3. Describe a situation where you are responsible for meeting deadlines. How did you handle interruptions?
4. Describe the planning for a typical musical production, concert, or marching band schedule.

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Core Teaching Standards

Group II: Professional

Leadership

Teamwork

Judgment

Problem Solving/Decision Making

Planning and Organization

Innovation

- Offers ideas and initiates new activities

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Sample Questions

Innovation

1. Describe an innovative teaching technique you have used.
2. How would you structure a classroom (or school) of the future?
3. What do you see as significant external issues or influences on education and how would you address them?

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Core Teaching Standards

Group III: Personal

Initiative

- Is a self-starter
- Applies the effort required to accomplish more than the minimum

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Sample Questions

Initiative

1. When do you consider a task/project complete?
2. How do you determine how much effort you put into an assigned task?
3. Describe a project you initiated in your teaching or extra-curricular activity.
4. What motivates you to try new things?
5. How much time outside the school day should a music teacher be willing to work?

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Core Teaching Standards

Group III: Personal

Initiative

Dependability

- Is reliable and committed
- Accepts responsibility

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Sample Questions

Dependability

1. What motivates you for successful work performance?
2. Describe a situation where you made a mistake in performance/judgment & your subsequent actions.
3. With what after-school activities do you plan to become involved?
4. Describe your level of involvement in an outside organization, group, or professional society.
5. How would you define professional commitment in terms of music education?

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Core Teaching Standards

Group III: Personal

Initiative

Dependability

Adaptability

- Adjusts well to changing conditions
- Flexible in handling unexpected events
- Effectively handles pressure

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Sample Questions

Adaptability

1. How do you cope with stress?
2. Describe a situation when you had to overcome an unexpected problem or obstacle to achieve your objective.
3. What one aspect of your personality would you change to get along better with people?
4. How have you reacted when your ideas have been strongly opposed by others?
5. How do you manage shifting priorities or changing deadlines?

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Core Teaching Standards

Group III: Personal

Initiative

Dependability

Adaptability

Self-Insight and Development

- Is aware of personal strengths and weaknesses
- Take action for self-improvement

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Sample Questions

Self-Insight and Development

1. Why did you choose to become a music teacher?
2. Describe a situation where you were disappointed with the outcome and what you did about it.
3. What plan do you have to stay current/enhance your skills?
4. In your own music-making or music teaching, of which are you most proud?
5. If you could write a book, what would the title be?

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Core Teaching Standards

Group III: Personal

Initiative

Dependability

Adaptability

Self-Insight and Development

Energy and Enthusiasm

- Displays a high energy and interest level (visual survey)

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Sample Questions

Energy and Enthusiasm

1. What do you do for recreation in your free time?
2. In what extra-curricular activities did you participate at the HS and college level?
3. What are your hobbies that may influence activities, programs, or projects you may do?

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Core Teaching Standards

Group III: Personal

Initiative

Dependability

Adaptability

Self-Insight and Development

Energy and Enthusiasm

Appearance

- Gives proper attention to personal hygiene and is professionally attired (visual survey)

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Other Popular Questions

- 1. Who had the greatest influence on you becoming a music teacher and why?
- 2. What are the most important qualities of an outstanding educator?
- 3. What is your personal philosophy of student discipline?
- 4. How would you assess the learning in your classroom/rehearsal?
- 5. What purpose does music education serve in the public schools?
- 6. Describe the importance of continuing professional development and how you plan to incorporate it throughout your career.
- 7. What are your personal goals? Where do you see yourself in ten years?

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Prepare for Interviews

Drill on Questions

Now that you have the interview questions...

PREPPING FOR THE INTERVIEW

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Build Your “C” Files Now

Effective **professionals** develop a comprehensive system of personal organization:

- Contacts
- Courses and notes
- Concerts
- Conferences

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Long Term Interview Prep

- ✓ Develop and practice sharing a balanced/unified (non-specialist) comprehensive philosophy of music education, your mission, and goals
- ✓ Compile and review an extensive list of personal examples (anecdotes) showing that you have been modeling the standards of professionalism
These “stories” about positive interaction with children, colleagues, and music programs will become meaningful answers to potential interview questions, so have your views/experiences ready!
- ✓ Drill yourself (and peers in mock interview sessions) on responding to possible employment questions

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Self-Assessment

Make a private list of your strengths, weaknesses, and qualities you do and do not wish to convey to a prospective employer

1. Education
2. Student Teaching, Observations, and Other Field Experiences
3. Community Service
4. Personal Accomplishments
5. Skills
6. Hobbies

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Self-Assessment

Make a private list of your strengths, weaknesses, and qualities you do and do not wish to convey to a prospective employer

This compilation of your positive attributes and personal achievements will become the basis for completion of a detailed résumé and/or portfolio

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Archive Your Activities

The precursor of résumés and portfolios:

- The “Me” File of Bulleted Accomplishments
- Assessments and transcripts (updated QPA)
- All experiences in education
- Sample programs of recitals and concerts
- Sample lesson plans, original compositions, and student assessments
- Congratulatory notes and letters of reference
- Scholarships and other awards
- Philosophy of music education

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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...

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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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Research

- Prepare a list of well-researched questions to ask the interviewer(s)
- Find someone who works in the district; ask him/her about...
 1. The job opening and responsibilities
 2. General info about the music program
 3. School district's mission statement and administrative support of the arts
 4. Work climate
 5. Community support

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Research

1. What do you know about this school district?
2. What music classes & extra-curricular activities are offered?
3. How many periods (not counting lunch) are scheduled?
4. Are any specialties emphasized e.g. Kodaly, Orff, Dalcroze?
5. What is the average make-up of the community (education and socioeconomics)?
6. What educational, cultural, and sport/leisure activities are available in and around the community?
7. What position(s) is(are) open and what duties are required?
8. What avenues of professional development exist?
9. What percentage of students are in the music program?

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Research

10. What percentage of the students own instruments, take lessons, seek outside ensembles, etc.?
11. What indicators of cooperative parental and community support exist (concert attendance, private teachers, booster groups, community arts organizations, etc.)?
12. What resources are budgeted (sheet music, music technology, field trips, piano tuning, instruments and instrumental repair, teacher in-service, festivals, etc.)
13. How often is curriculum updated?
14. What is the school district grading scale and music grading policy/practice?

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Plan Ahead – Interview & Site

- Learn name, title, and level of responsibility of the administrator(s) and/or interviewers
- Know where you are going. (Make a trial run.)
- Arrive early (at least 15 minutes)
- Dress to project an image of confidence and success (wear a suit)
- Bring additional materials (transcript, portfolio, updated résumé, etc.)

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Positive First Impression

- Promote a positive and cheerful attitude
- Share a warm greeting and firm handshake
- Build rapport & demonstrate an attitude of openness & sensitivity to the interviewer's style
- Show a feeling of mutual responsibility for creating a comfortable atmosphere and establishing common ground

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Tips for Better Interviews

- Treat the interview as an exchange of information between two individuals
- **Be yourself** and demonstrate relaxed speech, posture, and body language
- Angle your position so as not to sit directly in front of the interviewer – if possible, select the chair *beside* not *across* the desk (avoid barriers)
- Use the person's name when talking – it's the best way to get/keep his/her attention
- Be calm, concise, and congenial

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Positive Nonverbal Cues

- Respond to interviewer with an occasional affirmative nodding of the head
- Sit erect in chair with hands, feet, and arms unfolded, leaning forward
- Offer good eye contact and smile appropriately
- Maintain a pleasant facial expression
- Look interested in and *listen* to the interviewer

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Avoid These Bad Habits

1. Repeated verbal pauses, or exclamations of “Umm” or “Ahhh” or “Like...”
2. Unsubstantiated or unsupported statements
3. Use of “weak words” that suggest a lack of conviction (“kind of” or “sort of” or “I feel like”)
4. Failure to look directly at the interviewer(s)
5. Verbal clutter (too many long run-on statements)
6. Any form of fidgeting (tapping your foot, spinning a pen between your fingers, wiggling in your seat, etc.)
7. Fast talking or dropping the ends of your words
8. Answers that are too casual, personal, or informal, or “flip” conversation

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Avoid These Bad Habits

9. “Bird walking,” changing of the subject, irrelevant or unclear responses to a question
10. Touching of your hair, clothes, nose, mouth, or anywhere else on your body
11. Responses that go overboard and/or volunteer too much
12. Forceful, dominating, one-sided, opinionated views or arrogant attitudes
13. Nonverbal cues that reflect nerves, insecurity or lack of confidence (slouching or poor posture, looking down, failure to smile, clenching or keeping hands in lap)
14. Hollow, insincere, or disingenuous conversation

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More Tips

- Avoid “Tough Topics” and “Oversharing”
- Provide thoughtful, professional, and firm answers to the interviewer’s questions
 - Back up statements with specific examples
 - Share the outcome or solution to a specific problem
 - Summarize to emphasize your strengths
- If you don’t know the answer to question, be honest and admit it – inexperience is not a crime
- Say what you mean – if you get the job, you may be “stuck” with your words

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Post Interview

- Debrief yourself – write down everything you feel you handled right and wrong
- Note information you need to include in future correspondence/follow-ups
- Write a personalized thank-you letter (set yourself apart from the other applicants)
- Follow-up your visit by making phone calls, sending requested materials, etc., but do not become a NAG!

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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 part of the iceberg below the water line is labeled "The Rehearsal".

Now It Is Up to You!
Plan, Prepare, and Rehearse – Become a “Master Interviewee”

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