

## *Networking & Branding & Jobs, Oh My!* Marketing Yourself for Employment


The essential *pieces of the puzzle* to promoting positive PR, “acing” teacher job interviews, storytelling your positive attributes, and creating a compelling e-portfolio and other media to catch the attention of potential employers.

Presented by Paul K. Fox  
PMEA Summer Conference - *Rejuvenate*  
<https://paulfox.blog/becoming-a-music-educator/>

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## About “the Fox”



- Bachelor of Fine Arts in Music (Viola) & Master of Fine Arts in Music Education from Carnegie-Mellon University

**Currently:**


- Five decades involvement in the field of music education
- State Coordinator of PMEA State Retired Members
- Chair of PMEA State Council for Teacher Training, Recruitment, & Retention
- Founding Director of the South Hills Junior Orchestra (38+ years)
- Steering Committee/School District Representative of the quarterly **UPPER ST. CLAIR TODAY** magazine (28+ years)
- Staff Announcer/Band Assistant for the USCHS Marching Band (35+ years)
- Trustee/Communications for the Community Foundation of Upper St. Clair

**Retired:**

- Performing Arts Curriculum Leader (7 years USCSO) and music teacher for the Upper St. Clair School District (33 years) & Edgewood School District (2 years), Director/Producer of 29 Fall Plays, 30 Spring Musicals, & 5 Holiday Musicals, USCSO publications writer/editor/photographer (25 years), and Secretary/Treasurer for PMEA District 1 (20 years)

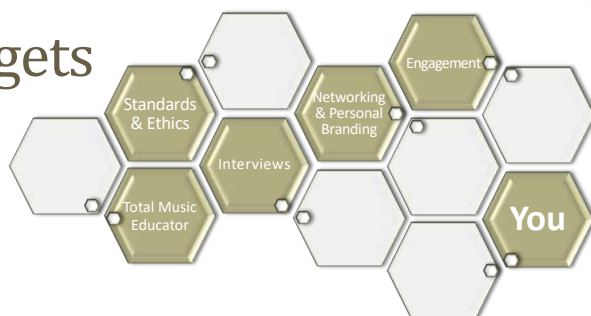
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## Targets



Pieces of the puzzle... **Macro:** What administrators are looking for...

1. Standards of professionalism and ethics
2. Unified philosophy in music education and becoming a well-rounded “total music educator” – not a specialist
3. Interviews
4. Tips on personal marketing, branding, and networking
5. Career-long habits of professional engagement

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

Just like music – practice, practice, practice!

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Standards  
& Ethics


Essential Puzzle Piece #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 students and the subject-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?”  
Medical Professionals, Lawyers, Counselors (all types), the Clergy, and **Teachers.**



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## PA Educators “Code”

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?*



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## 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**

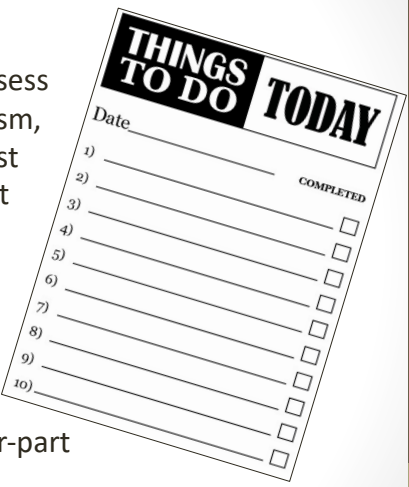


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## Virtual Homework

1. Review slides #7-12, self-assess your habits of professionalism, and identify goals for at least two “personal improvement projects.”
2. Read cover-to-cover these two handouts: *PA Code of Professional Practices and Conduct* and the *MCEE*.
3. Extra credit: Peruse the four-part blog-series *Ethics for Music Educators*.  
<https://paulfox.blog/category/ethics/>



THINGS TO DO TODAY

Date \_\_\_\_\_

1) \_\_\_\_\_ ☐ COMPLETED

2) \_\_\_\_\_ ☐

3) \_\_\_\_\_ ☐

4) \_\_\_\_\_ ☐

5) \_\_\_\_\_ ☐

6) \_\_\_\_\_ ☐

7) \_\_\_\_\_ ☐


8) \_\_\_\_\_ ☐

9) \_\_\_\_\_ ☐

10) \_\_\_\_\_ ☐

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Total  
Music  
Educator

Essential Puzzle Piece #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!

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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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## Virtual Homework


1. Identify your weakest skills:
  - Piano playing
  - Public speaking
  - Jazz improvisation
  - Singing
  - Folk dancing
  - String performance
  - Band instrument playing
2. Get help on it NOW.

<https://paulfox.blog/becoming-a-music-educator/>




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Interviews

Essential Puzzle Piece #3

## THE FIT: SQUARE PEG IN A ROUND HOLE?

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## Types of Interviews

- Online
- Informal
- Structured
- Unstructured
- Sequential
- Panel or Group
- Audition/Performance (on major and minor instrument, singing, piano accompaniment)
- Lesson Demonstration

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## Purpose of Interview Questions

Employers will ask things to try to gauge your...

- Overall competence
- Knowledge of the subject and teaching in general
- Experience
- Skill set (number of tools in your toolbox)
- Personality
- Creativity, critical thinking, and problem solving
- Whether you would be suitable for a particular job opening and the school district as a whole


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# How Will You Be Evaluated?




Quality	Traits	Good	Bad
Attitude	a. Calm appearance, steady nerves b. Enthusiasm, positive and helpful mood c. Self-confidence/poise but no arrogance d. Sincerity e. Respect f. Attributes of a team player (collaboration) g. Attributes of a leader and innovator		
Speech	h. Vocal tone and volume i. Diction and clarity j. Speed k. Expressivity l. Pacing		
Language	m. Use of professional terminology & vocabulary n. Avoidance of "weak" words ("like," "sort of") o. Avoidance of verbal clutter ("ahh" or "umm")		
"On Topic"	p. Focus, relevance, avoidance of "bird walking" q. Careful listening/response to the interviewer r. Avoidance of unsubstantiated claims		
Body	s. Posture t. Eye contact u. Facial expressions, smiling v. Avoidance of fidgeting/touching face/hair		
Preparation	w. Knowledge of content x. Organization (distribution of resume/portfolio) y. Anecdotes/evidence of strengths/challenges z. Research of district and questioning interviewer		
Comments			

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# How Will You Be Evaluated?



How You Did:
<b>YOU'RE HIRED!!!</b> <ul style="list-style-type: none"><li>- stellar resume</li><li>- great poise, professional dress, great eye-contact</li><li>- very confident</li><li>- detailed and specific answers to questions</li><li>- sells skills and references previous experience</li><li>- appears to have many leadership qualities</li><li>- appears very honest and easy to work with</li><li>- interviewee is professional when responding</li><li>- very clear and concise manner of speaking</li><li>- above-average maturity</li></ul>
<b>WE'RE CONSIDERING YOU...</b> <ul style="list-style-type: none"><li>- thorough resume</li><li>- decent poise, professional dress, good eye-contact</li><li>- somewhat confident</li><li>- specific answers to questions</li><li>- sells some skills</li><li>- appears to have some leadership potential</li><li>- appears honest and non-conflict prone</li><li>- interviewee is usually professional when responding</li><li>- clear manner of speaking</li><li>- noticeable maturity</li></ul>
<b>WE MIGHT HAVE HIRED YOU, BUT ...</b> <ul style="list-style-type: none"><li>- resume is organized, but shows little experience</li><li>- not enough poise, semi-professional dress, some eye-contact</li><li>- confidence is not convincing</li><li>- specific answers to some questions, others too general</li><li>- comes off as a little too inexperienced</li><li>- appears to be a hard-worker, but not necessarily a leader</li><li>- appears to have some communication problems</li><li>- interviewee attempts to be professional when responding</li><li>- manner of speaking is comprehensible, but sometimes a bit unclear</li><li>- some maturity evident</li></ul>
<b>DON'T CALL US, WE'LL CALL YOU...</b> <ul style="list-style-type: none"><li>- resume feels incomplete or has many errors</li><li>- no poise, dress too casual or inappropriate, poor eye-contact</li><li>- lack of confidence</li><li>- answers to questions are not convincing, relevant, or sufficient</li><li>- inexperience is obvious</li><li>- does not appear to possess leadership skills</li><li>- does not come across as a dependable employee</li><li>- interviewee is not professional when responding</li><li>- manner of speaking is unclear, jumbled or poorly worded</li><li>- interviewee needs more experience and maturity</li></ul>

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# How Will You Be Evaluated?

- Comments: *Looking for these “good” things*
- a. Motivation and sincerity: “a good fit,” true desire for the job, and “doing what it takes”
  - b. Empathy, sensitivity, rapport with the interviewer
  - c. Goals: well-thought vision/mission/philosophy, and “professional development for life”
  - d. Child-centered focus
  - e. Depth of understanding, knowledge of pedagogy, use of educational terminology
  - f. Modeling of the four C’s: be calm, concise, congenial, and caring throughout the interview
  - g. Storytelling of successes – specific anecdotes
  - h. Flexibility, versatility, adaptability, “landing on your feet,” good problem solving
- Hopefully not seeing too many of these “not-so-good things”*
- i. Lack of organization, preparedness, documentation (if this was a real interview, did you bring your resume, portfolio, and business card with access to your professional website?)
  - j. Showing of nerves, talking too fast, fidgeting, “ahh” – “uh” – “Like...”
  - k. “Bird walking,” verbal clutter, lack of clarity in answers
  - l. Unsubstantiated, unsupported, slanted or “opinionated” statements
  - m. Going overboard (offering too much information)

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# 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: \_\_\_\_\_

print using form 7000.1 Rev 10/04

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## Criteria for Prospective Teachers

- **Instructional**
  - Educational Philosophy
  - Knowledge/Experience
  - Classroom Management
  - Technology
  - Oral Expression
  - Written Communications
- **Professional**
  - Leadership
  - Teamwork
  - Judgment

- Problem Solving
- Planning & Organizing
- Innovation

- **Personal**
  - Initiative
  - Dependability
  - Adaptability
  - Self-Insight and Development
  - Energy and Enthusiasm
  - Appearance

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## Long Term Preparations

- ✓ **Develop and practice sharing a balanced/unified (non-specialist) comprehensive philosophy of music education, your mission, and goals**

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# Long Term Preparations

- ✓ 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**

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## Workshop Activity #3 – What are they looking for?

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

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## Long Term Preparations

- ✓ 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

Time Management	Teamwork	Energy/Enthusiasm
Stress Management	Judgment	Self-Insight
Technology	Problem Solving	Prof. Development
Oral Communication	Planning/Organizing	Dependability
Written Communication	Innovation/Creativity	Adaptability
Leadership	Personal Initiative	Appearance

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## Long Term Preparations

- ✓ 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!

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## Long Term Preparations

- ✓ 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
- ✓ **Drill yourself (and peers in mock interview sessions) on responding to possible employment questions**

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## 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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## Popular Questions

8. Describe a successful lesson plan you have developed and how did you assess the learning?

9. How will you accommodate students with special needs or varied interests in your music program?

10. Discuss the process you use in developing the singing voice... or introduce the concept and performance of improvisation.

11. How would you recruit/encourage students and “grow” interest and participation in the music program?

12. Give some examples of materials you would use to build a diverse repertoire.

13. Name 3 vital emphases in your teaching. What is most important to you: content, outcome, or process?

14. How would your students describe you? How would your friends and/or colleagues?

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## Super List of Interview Questions

## 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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## 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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# Virtual Homework

1. Collect a series of anecdotes from teaching successes (Slide #34).
2. Practice answering interview questions (Slides #38-40).
3. Record yourself in a mock interview, rewind, & assess your strengths & weaknesses.
4. Get together with your friends or peers and repeat the process filling out the Slide #27 rubrics with on your “performance.”
5. Repeat #4 at PCMEA meetings.

<https://paulfox.blog/becoming-a-music-educator/>

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Networking  
& Personal  
Branding

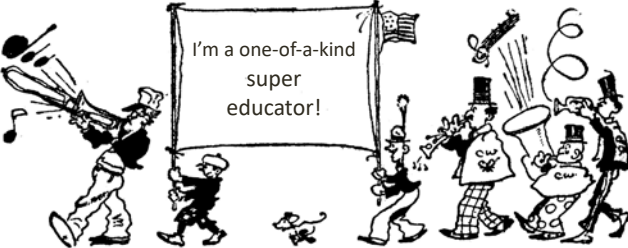
Essential Puzzle Piece #4

BACK STORY: WHO ARE YOU?

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I'm a one-of-a-kind  
super  
educator!

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Workshop Activity #4 – **Selling yourself to the employer.**  
Reflection: Quick... Describe yourself in just three words!

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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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www.glasbergen.com



GLASBERGEN

**"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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## The “Perfect Portfolio”

- References <https://paulfox.blog/2015/11/15/planning-the-perfect-professional-portfolio/>
- 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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# 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!**

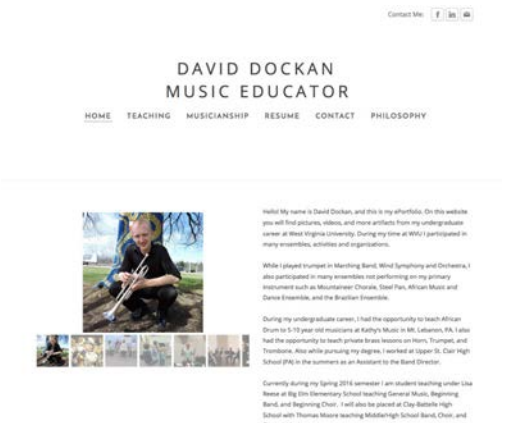
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# The “Perfect” Website Sample?

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



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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://paulfox.blog/2016/04/04/networking-niceties/>

### Your personal brand on a piece of cardboard

- Your card should **look professional** and project your positive 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://paulfox.blog/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://paulfox.blog/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 paring 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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# 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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# Virtual 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 #65. All done?




<https://paulfox.blog/becoming-a-music-educator/>

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Engagement

Finale – Essential Puzzle Piece #5


## DO YOU MODEL PROFESSIONALISM?

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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 2022  
Conference in the Poconos

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

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# Confer

Attend your state & national conferences *every* year!

- **America Orff-Schulwerk Association Professional Development Conference,**  
November 3-6, 2021, in North Charleston, SC
- **American Bandmasters Association National Convention,**  
March 2-6, 2022, in Indianapolis, Indiana
- **Organization of American Kodaly Educators National Conference,**  
March 3-6, 2022, in Pittsburgh, Pennsylvania
- **American String Teachers Association National Conference,**  
March 16-19, 2022, in Atlanta, Georgia
- **PMEA Annual In-Service Conference,**  
April 19-21, 2022, at the Kalahari Resorts in the Poconos
- **PMEA Summer In-Service Conference,** July 19-20, 2022 (TBA)
- **NAfME National In-Service Conference (Music Research & Teacher Education),**  
November 3-6, 2022, at the Gaylord National Harbor Hotel near Washington D.C.



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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!

- Pages on **paulfox.blog**: “marketing professionalism” (articles in reverse chronological order)  
<https://paulfox.blog/category/marketing-professionalism/> - OR - “training/jobs” index  
<https://paulfox.blog/becoming-a-music-educator/>

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# paulfox.blog



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 “Superscharge” the School Musical

Retirement = Reflection + Renewal + Altruism

RECENT COMMENTS

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

paulfox 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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<https://paulfox.blog/becoming-a-music-educator/>
- “**Ultimate Interview Primer**” download:  
<https://paulfoxusc.files.wordpress.com/2021/03/pcmea-interview-primer-2021.pdf>



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## More Resources...

Get Ready for the Employment Screenings... by Paul K. Fox  
**The Ultimate Interview Primer for Pre-Service Music Teachers**

**A. Overall marketing skills – “the science” of finding a job**  
<https://paulfox.blog/2015/07/08/interview-strategies-for-landing-a-music-teacher-job/>  
 1. “But you got to know the territory...” (The Music Man)  
 2. Making connections  
 3. Branding yourself  
 4. Storytelling about the challenges and triumphs you faced in life  
 5. Proving that you have “what it takes” and your skills/experiences would be a “good fit” to the needs, goals, and values of the institution, employer, and position to which you are applying  
 6. Being persistent and well-organized

**B. Lesson Demonstration**

**E. Types of interview questions**  
 1. Music and music education content and methods  
 2. General education terminology and concepts (see “B” above)  
 3. Past experience and education (avoid an emphasis on a specialty) and personal philosophy and goals <https://paulfox.blog/2015/07/04/marketing-yourself-and-career-3-12-music-certification/>  
 4. Personality traits, social skills, and habits of “professionalism” <https://paulfox.blog/2015/07/01/the-science-of-yes/> and <https://paulfox.blog/2015/08/09/scenarios-for-selection-of-the-ideal-teacher-candidate/>

**F. Interview questions**  
 1. <https://paulfox.blog/2015/09/01/a-blueprint-for-success-preparing-for-the-job-interview/>  
 2. <https://paulfox.blog/2014/05/27/interview-questions-to-ask/>  
 3. <https://paulfox.blog/2014/09/04/three-rocky-interview-questions/>  
 4. <https://paulfox.blog/2020/01/26/more-on-9-rocky-interview-questions/>  
 5. <https://paulfox.blog/2020/05/11/questions-for-the-3-phases-of-interviews/>

**G. The “ABC’s” of additional resources**  
 1. Branding <https://paulfox.blog/2015/12/16/tips-on-personal-branding/>  
 2. Body language <https://paulfox.blog/2017/01/27/body-language-interviewing-for-a-job/>  
 3. Dress <https://paulfox.blog/2017/07/20/dress-for-success-at-teacher-interviews/>  
 4. e-Portfolio <https://paulfox.blog/2015/11/15/creating-the-perfect-professional-portfolio/>  
 5. Networking <https://paulfox.blog/2016/04/04/networking-essentials/>  
 6. Professional website <https://paulfox.blog/2018/01/14/the-professional-website/>  
 7. Resume <https://paulfox.blog/2016/01/12/music-teacher-resumes-revisited/>  
 8. Storytelling <https://paulfox.blog/2015/06/02/when-it-comes-to-writing-a-job-a-1e-for-successful-storytelling/>

**H. 21<sup>st</sup> Century employment search strategies** <https://paulfox.blog/2016/08/14/21st-century-job-search-strategies/>  
 1. Membership in PCMEA/PMEA and other professional associations  
 2. “There resume will travel”  
 3. E-portfolio and professional website  
 4. Electronic business cards  
 5. Hiring agency sites and job bulletin boards  
 6. Interview rubric (record your “performance” and you and your peers should view and evaluate it)  
 7. Attitude  
 a. Calm appearance, steady nerves  
 b. Enthusiasm, positive and helpful mood  
 c. Self-confidence/positive but no arrogance  
 d. Sincerity  
 e. Respect

**I. Additional interview assessments** <https://paulfox.blog/2019/05/14/job-interview-rubric/>  
 1. Mapping in Music: <https://musicteacherresources.com/music-teacher-job-interviews/>, <https://musicteacherresources.com/receive-personal-statements-and-resumes-for-music-students/>, <https://musicteacherresources.com/7-things-music-education-majors-can-do-to-make-themselves-more-employable-2/>, and <https://musicteacherresources.com/finding-a-first-music-teaching-job/>  
 2. NAME: <https://teacher.org/interviewing-skills-the-rules-of-the-road-2nd/>  
 3. Edupress: <https://www.edupress.org/blog/rock-steady-job-interview-teacher-resume-quest-garmin/>  
 4. We Are Teachers: <https://www.wat.org/resources/most-common-teacher-interview-questions/>  
 5. Michigan State University: <https://www.msu.edu/education/teacher-education/teacher-interview-questions.pdf>  
 6. Indeed: <https://www.indeed.com/career-advice/first-steps/interviewing-teacher-interview-questions-and-answers-how-to-succeed/>

**J. Other websites to peruse**  
 1. Mapping in Music: <https://musicteacherresources.com/music-teacher-job-interviews/>, <https://musicteacherresources.com/receive-personal-statements-and-resumes-for-music-students/>, <https://musicteacherresources.com/7-things-music-education-majors-can-do-to-make-themselves-more-employable-2/>, and <https://musicteacherresources.com/finding-a-first-music-teaching-job/>  
 2. NAME: <https://teacher.org/interviewing-skills-the-rules-of-the-road-2nd/>  
 3. Edupress: <https://www.edupress.org/blog/rock-steady-job-interview-teacher-resume-quest-garmin/>  
 4. We Are Teachers: <https://www.wat.org/resources/most-common-teacher-interview-questions/>  
 5. Michigan State University: <https://www.msu.edu/education/teacher-education/teacher-interview-questions.pdf>  
 6. Indeed: <https://www.indeed.com/career-advice/first-steps/interviewing-teacher-interview-questions-and-answers-how-to-succeed/>

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<https://paulfox.blog/becoming-a-music-educator/>
- “**Ultimate Interview Primer**” download:  
<https://paulkfoxusc.files.wordpress.com/2021/03/pcmea-interview-primer-2021.pdf>
- **Questions? Want additional materials?**  
Please contact me at [paulkfox.usc@gmail.com](mailto:paulkfox.usc@gmail.com)



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

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



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