

# Bookends –

## The Life Cycle of a Successful & Happy Music Educator

Paul K. Fox, Chair

PMEA Council for Teacher Training,  
Recruitment, and Retention

October 17, 2023

Seton Hill University



# About “the Fox”



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

## *Currently:*

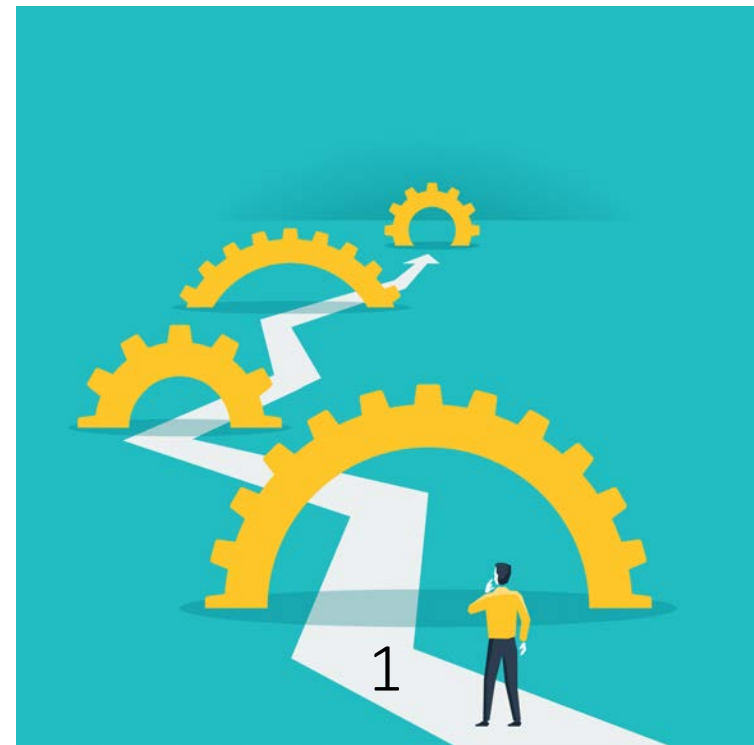
- Five decades involvement in the field of music education
- State Coordinator of PMEA Retired Members (9+ years)
- Chair of PMEA State Council for Teacher Training, Recruitment, and Retention (8+ years)
- Founding Director of the South Hills Junior Orchestra (40+ years)
- Steering Committee/School District Representative of the quarterly **UPPER ST. CLAIR TODAY** magazine (30+ years)
- Staff Announcer/Admin. for the USCHS Marching Band (38+ years)
- Trustee/Arts Chair/Communications Director for the Community Foundation of Upper St. Clair (14+ years)

## *Retired:*

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

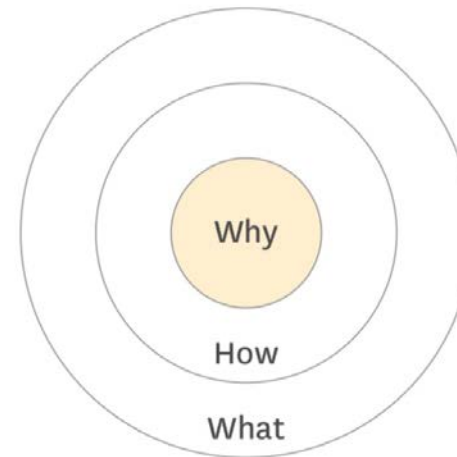


# I. Preservice/Training Years



# Starting out with the “WHY”

- Who inspired you to become a music teacher?
- What is the definition of a “master teacher?”
- What is the purpose of music education in the public schools?
- What is your teaching philosophy?  
WHY are you going into this career?



## Why - Your Purpose

*What is your cause? What do you believe?*

## How - Your Process

*Specific actions taken to realise your Why.*

## What - Your Process

*What do you do? The result of Why. Proof.*

<https://simonsinek.com/>



# Who Inspired You?

- Close your eyes. Imagine the face of your favorite (music?) teacher, one you idolized.
- What were his/her most outstanding qualities (list three adjectives). Share.
- Any of these words come up?  
Caring – Charismatic – Creative – Dedicated –  
Dynamic – Exciting – Motivating – Musical –  
Problem-Solving – Sensitive - Tireless – Visionary



# 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)

## **pro•fes•sion**

*(Webster’s New World Dictionary)*

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



# 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, & 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.



# Who Are You? Developing a “Brand...”

- Describe yourself in three words, the ones that matter most. Share.
- Are any of these duplicates of the traits of your model teacher?
- What do you suppose a prospective employer (school district) would be looking for in a music teacher?





# Effective Teachers – Raising the Bar Further

## Score HIGH on...

- Cooperation
- Student engagement
- Monitoring learning
- Optimism
- Pacing
- Promoting self-sufficiency
- Spontaneity
- Structuring

## Score LOW on...

- Abruptness
- Belittling
- Counting hours (“clock punching”)
- Defiance
- Illogical statements
- Mood swings
- Oneness (treating group as “one”)
- Recognition-seeking

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



# Effective Teachers – Raising the Bar Further



# Criteria for Hiring Educators

## • 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/Enthusiasm
- Appearance



**Upper St. Clair School District  
Professional Applicant Rating Form**

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

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: \_\_\_\_\_

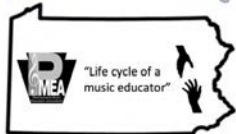
Date: \_\_\_\_\_

# Who Are You? Developing a “Brand...”

- Do you plan to “sell” yourself as a “specialist” or a “generalist?”
- Complete a full self-assessment.
- Learn the essential skill of storytelling.
- Practice the art of interviewing.
- Create a marketing plan: resume, website, (e-)portfolio, business card.



Council for Teacher Training

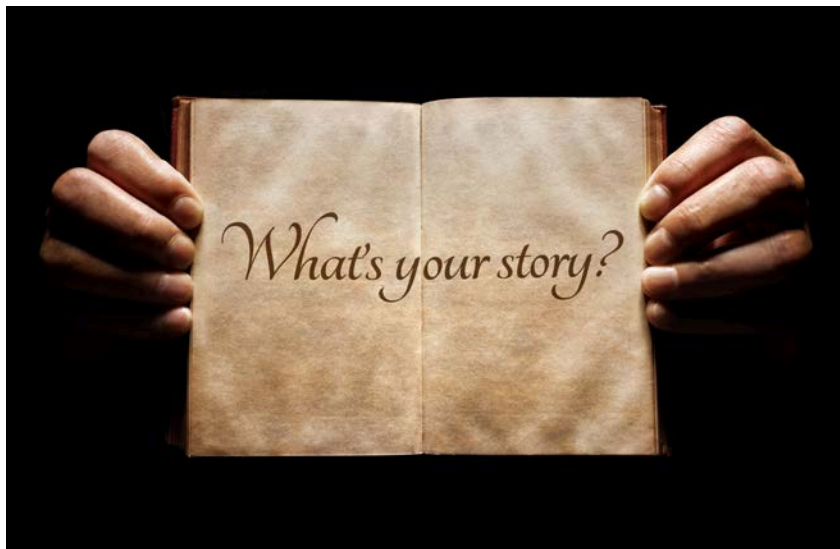


Recruitment and Retention

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# Strategic Storytelling 101



- Number one skill to land a job: “SHOW, don’t TELL!”
- Share personal examples of positive interactions with children, colleagues, and music programs.
- Relate meaningful *true* anecdotes of your teaching & problem-solving.



“Stories are up to 22 times more effective than facts alone.”

“We are wired to remember stories much more than data, facts, and figures.”

<https://leanin.org/education/harnessing-the-power-of-stories>



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# Strategic Storytelling 101



- Identify key impressions you want to convey.
- Pick interview stories that will “sell” the right message.
- Map out the plot of each story – even past struggles or “Plan B’s.”
- Practice your stories, out loud and in front of others.



# The 13 Biggies – Interview Questions

1. Tell us something about your strengths, challenges, and goals for the future.
2. Who had the greatest influence on you becoming a music teacher and why?
3. What are the most important qualities of an outstanding music educator?
4. Describe your classroom management procedures? How do you discipline your students?
5. Describe a successful lesson plan developed by you and how did you assess the learning?
6. How will you accommodate students with special needs or varied interests in your classes?
7. How would you recruit students and “grow” interest in your music program participation?
8. Why is it important for students to be actively engaged in the arts?
9. What qualities do you possess that would make you an effective leader... team member?
10. Give some examples of materials you would use to build a diverse repertoire.
11. Discuss your process for developing the fundamentals a singing voice or steady beat.
12. Discuss your approach for teaching improvisation for the first time.
13. How do you select soloists, leadership positions, or rank seating in your ensembles?





# Practice Rubric– Mock Evaluation

Quality	Traits	Good?	Bad?
<b>Attitude</b>	<ul style="list-style-type: none"> <li>a. Calm appearance, steady nerves</li> <li>b. Enthusiasm, positive and helpful mood</li> <li>c. Self-confidence/poise but no arrogance</li> <li>d. Sincerity</li> <li>e. Respect</li> <li>f. Attributes of a team player (collaboration)</li> <li>g. Attributes of a leader and innovator</li> </ul>		
<b>Speech</b>	<ul style="list-style-type: none"> <li>h. Vocal tone and volume</li> <li>i. Diction and clarity</li> <li>j. Speed</li> <li>k. Expressivity</li> <li>l. Pacing</li> </ul>		
<b>Language</b>	<ul style="list-style-type: none"> <li>m. Use of professional terminology and vocabulary</li> <li>n. Avoidance of “weak” words (“like,” “sort of”)</li> <li>o. Avoidance of verbal clutter (“ahhh” or “umm”)</li> </ul>		

Quality	Traits	Good?	Bad?
<b>“On Topic”</b>	<ul style="list-style-type: none"> <li>p. Focus, relevance, avoidance of “bird walking”</li> <li>q. Careful listening/response to the interviewer</li> <li>r. Avoidance of unsubstantiated claims</li> </ul>		
<b>Body</b>	<ul style="list-style-type: none"> <li>s. Posture</li> <li>t. Eye contact</li> <li>u. Facial expressions, smiling</li> <li>v. Avoidance of fidgeting/touching face/hair or other body parts</li> </ul>		
<b>Preparation</b>	<ul style="list-style-type: none"> <li>w. Knowledge of content</li> <li>x. Organization (distribution of resume/portfolio)</li> <li>y. Anecdotes/evidence of strengths/challenges</li> <li>z. Research of district &amp; questioning interviewer</li> </ul>		



# Homework – Developing “A Plan”

- **Standards:** Define your personal mission, goals, and philosophy for teaching music, modeling the highest ideals of professionalism, and becoming the “total music educator.”
- **Marketing:** Design and distribute “state-of-the-art” résumé, e-portfolio, website, & business card.
- **Skills:** Compile a list of anecdotes and true stories of you overcoming challenges, solving problems, and demonstrating “best practices” of professionalism and self-improvement.
- **Assessment:** Practice, record, and evaluate yourself answering job interview questions.



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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/overview-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

**H. 21<sup>st</sup> Century employment search strategies** <https://paulfox.blog/2016/08/14/21st-century-job-search-techniques/>

1. Membership in PCMEA/PMEA and other professional associations
2. “Have resume will travel”
3. E-portfolio and professional website
4. Electronic business cards
5. Hiring agency sites and job bulletin boards

**I. Interview rubric (record your “performance” and you and your peers should view and evaluate it)**

1. Attitude
  - a. Calm appearance, steady nerves
  - b. Enthusiasm, positive and helpful mood
  - c. Self-confidence/poise but no arrogance
  - d. Sincerity
  - e. Respect

# The Ultimate Interview Primer for Pre-Service Music Teachers

**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-your-k-12-music-certification/>
4. Personality traits, social skills, and habits of “professionalism” <https://paulfox.blog/2015/07/01/the-meaning-of-ppm/> and <https://paulfox.blog/2015/08/09/criteria-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/2016/02/27/interview-questions-revisited/>
3. <https://paulfox.blog/2016/06/04/those-tricky-interview-questions/>
4. <https://paulfox.blog/2020/01/26/more-on-teacher-interviews/>
5. <https://paulfox.blog/2020/05/11/questions-for-the-3-phases-of-interviews/>

**G. The “ABCs” 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/2017/07/22/dress-for-success-at-teacher-interviews/>
4. e-Portfolio <https://paulfox.blog/2015/11/15/planning-the-perfect-professional-portfolio/>
5. Networking <https://paulfox.blog/2016/04/04/networking-niceties/>
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. Story-telling <https://paulfox.blog/2015/08/02/when-it-comes-to-getting-a-job-a-is-for-successful-storytelling/>

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**J. Additional interview assessments**

- s. Posture
  - l. Eye contact
  - u. Facial expressions, smiling
  - v. Avoidance of fidgeting/touching face/hair
6. Preparation
- w. Knowledge of content
  - x. Organization (distribution of resume/portfolio)
  - y. Anecdotes/evidence of strengths/challenges
  - z. Research of district/questioning interviewer
7. Comments (professional attire, grooming, tidiness, written communications, “on time = late”)

**K. Other websites to peruse**

1. Majoring in Music: <https://majoringinmusic.com/music-teacher-job-interviews/>, <https://majoringinmusic.com/essays-personal-statements-and-resumes-for-music-students/>, <https://majoringinmusic.com/7-things-music-education-majors-can-do-make-themselves-more-employable-2/>, and <https://majoringinmusic.com/finding-first-music-teaching-job/>
2. NAME: <https://name.org/interviewing-skills-the-rules-of-the-road/> and <https://name.org/checklist-intelligent-interviews/>
3. Edutopia: <https://www.edutopia.org/blog/rock-teaching-job-interview-heather-wolpert-gawron>
4. We Are Teachers: <https://www.wearteachers.com/most-common-teacher-interview-questions/>
5. Michigan State University: <https://www.music.msu.edu/assets/SampleMusicInterviewQuestions.pdf>
6. Indeed: <https://www.indeed.com/career-advice/interviewing/teacher-interview-questions> and <https://youtu.be/rm1fWw-wfE>

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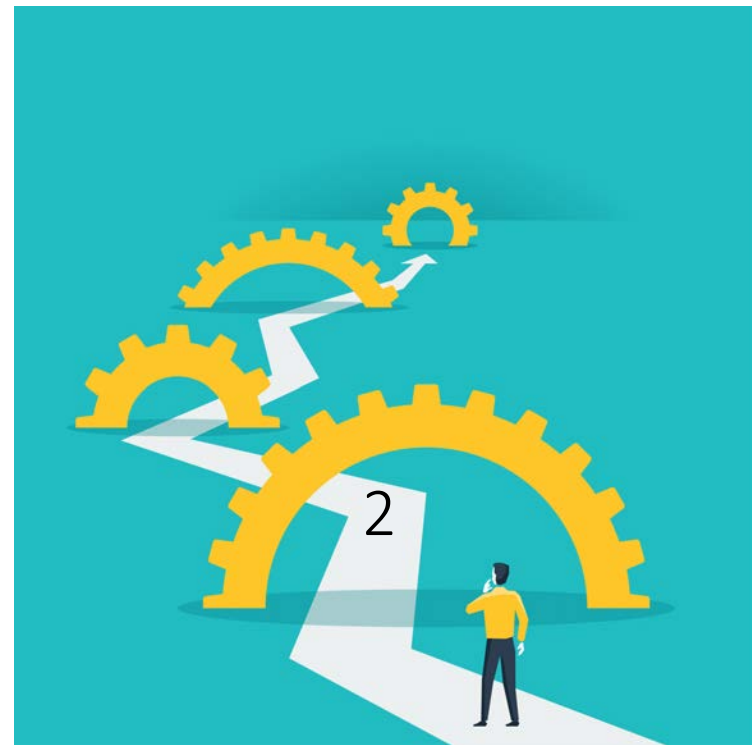
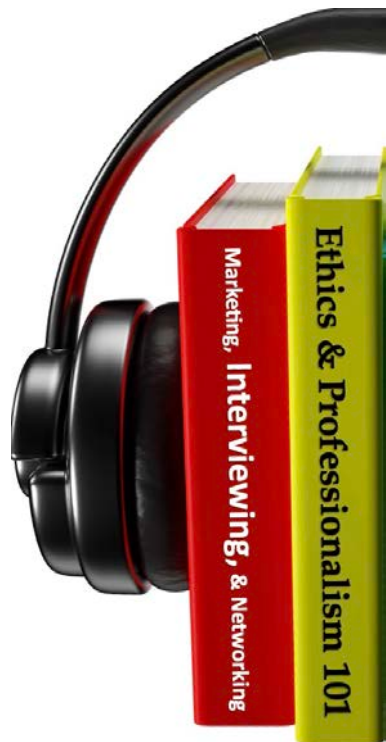


<https://paulfoxusc.files.wordpress.com/2023/04/nafme-pmea-interview-clinic-s041523.pdf>

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## II. Rookie/Practicing Years



# Definitions – “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.**

- Name at least five careers of professionals who are “fiduciaries...” – have a legal responsibility to serve the best interests of their “clients?”



- Medical Professionals
- Lawyers
- Counselors (all types)
- the Clergy, and...
- **Teachers.**



# Definitions –“Ethical Equilibrium”



Foundations of what’s “right or wrong”

- Personal **Morality**: “Personal values and beliefs derived from one’s life experiences... subjective and may or may not align with community mores.”
- Regulations of **Law**: “Policies, statues, and judicial activity that articulate conduct absolutes.”
- Professional **Ethics**: “Professional ethical standards that assist practitioners within situation and systemic contexts in choosing the best course-of-action.”
- Professional **Dispositions**: “Agreed upon professional attitudes, values and beliefs to be held by educational practitioners.”



<https://vimeo.com/126979216>



# Definitions – “Moral Professionalism”

- Coming to work regularly and on time
- Being well informed about their students and 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



# Which Standard Is It? – “Moral” vs. “Ethical”

## 1. Morality =

- Principles to judge right and wrong
- Often used to define personal character
- More abstract, subjective, more personal, may or may not be religious

A teacher decides not to drink a beer when he sees a student enter the same restaurant?



## 2. Ethical =

- Behavior expected by the group or profession
- Practical, shared principles promoting fairness & expectations



Iowa Board of  
Educational Examiners

<http://www.sai-iowa.org/Educator%20Ethics%20Facilitator%20Handbook%202017.pdf>



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# Which Standard Is It? – “Moral” vs. “Ethical”

## 1. Morality =

- Principles to judge right and wrong
- Often used to define personal character
- More abstract, subjective, more personal, may or may not be religious

A teacher calls in sick to extend her vacation.

?



## 2. Ethical =

- Behavior expected by the group or profession
- Practical, shared principles promoting fairness & expectations



Iowa Board of  
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<http://www.sai-iowa.org/Educator%20Ethics%20Facilitator%20Handbook%202017.pdf>



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# Which Standard Is It? – “Moral” vs. “Ethical”

## 1. Morality =

- Principles to judge right and wrong
- Often used to define personal character
- More abstract, subjective, more personal, may or may not be religious

A coach posts pictures of herself online wearing only a bikini while on a beach vacation?



## 2. Ethical =

- Behavior expected by the group or profession
- Practical, shared principles promoting fairness & expectations



Iowa Board of Educational Examiners

<http://www.sai-iowa.org/Educator%20Ethics%20Facilitator%20Handbook%202017.pdf>



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# Code of Conduct vs. Code of Ethics

- **Similarities:** Self-regulation and guidance of (un)acceptable behaviors
- **Code of Conduct** outlines specific behaviors that are required or prohibited and govern **actions**
- **Code of Ethics** outlines a set of principles that influence **decision making**



<http://smallbusiness.chron.com/difference-between-code-ethics-conduct-2724.html>

<https://www.whistleblowersecurity.com/code-of-ethics-and-code-of-conduct-whats-the-difference/>



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# Code of Conduct vs. Code of Ethics

#	Violations of IA Teachers Code of Conduct	#	NY State Teachers Code of Ethics
1	Crimes, sexual or other immoral; conduct with or toward a student.	1	Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.
2	Misrepresentation, falsification of information.	2	Educators create, support, and maintain challenging learning environments for all.
3	Misuse of public funds and property.	3	Educators commit to their own learning in order to develop their practice.
4	Violations of contractual obligations.	4	Educators collaborate with colleagues and other professionals in the interest of student learning.
5	Unethical practice toward other members of the profession, parents, students, and the community.	5	Educators collaborate with parents and community, building trust and respecting confidentiality.
6	Incompetence.	6	Educators advance the intellectual and ethical foundation of the learning community.

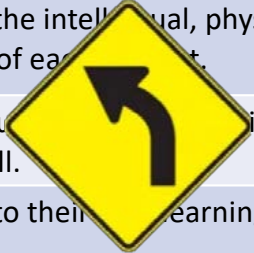


Mark, Michael L. and Madura, Patrice: *Music Education in Your Hands* (Routledge 2010)



# Code of Conduct vs. Code of Ethics

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2	Misrepresentation of information.	2	Educators create, sustain, and improve challenging learning environments for all.
3	Misuse of public funds or property.	3	Educators commit to their own learning in order to develop their practice.
4	Violations of the Code of Professional Practice and Conduct for Educators	4	Educators cooperate with other professionals in the interest of the learning community
5	Unethical professional conduct of the community.	5	Educators cooperate with the community, building trust and respect
6	Incompetence.	6	Educators advance the intellectual and ethical foundation of the learning community.



Mark, Michael L. and Madura, Patrice: *Music Education in Your Hands* (Routledge 2010)



**PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS**

**§ 235.1. Mission.**

The Professional Standards and Practices Commission (PSPC) is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

**§ 235.2. Introduction.**

- a. Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the duty to adopt and maintain a code for professional practice and conduct that shall be applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10)).
- b. In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.

- c. Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.

- d. Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiously-affiliated school in which that educator is employed.

**§ 235.3a. Definitions.**

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

*Act*—The Educator Discipline Act (act) (24 P.S. §§ 2070.1a—2070.18c).

*Boundaries*—The verbal, physical, emotional and social distances between an educator and a student.

*Educator*—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

*Electronic communication*—A communication transmitted by means of an electronic device such as a telephone, cellular telephone, computer, computer network, personal data

assistant or pager, including e-mails, text messages, instant messages and communications made by means of an Internet web site, such as social media and social networking web sites, or mobile device applications.

*Harm*—The impairment of learning or any physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.

*School entity*—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

*Sexual misconduct*—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

*Unauthorized drugs*—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

**§ 235.5a. Commitment to students.**

- a. The primary professional obligation of educators is to the students they serve.
- b. In fulfillment of the commitment to students, educators:
  - 1. Shall exercise their rights and powers in good faith and for the benefit of the student.
  - 2. Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.
  - 3. Shall not sexually harass students or engage in sexual misconduct.
  - 4. Shall exert reasonable effort to protect students from harm.
  - 5. Shall not intentionally expose a student to disparagement.

- 6. Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.
- 7. Shall not interfere with a student's exercise of political or civil rights and responsibilities.
- 8. Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.
- 9. Shall not knowingly or intentionally misrepresent subject matter or curriculum.
- 10. Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.
- 11. Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.
- 12. Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.

# Our PA Code of Conduct

page 1



13. Shall refrain from inappropriate communication with a student or minor, including, inappropriate communication achieved by electronic communication. Inappropriate communication includes communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:

- i. the nature, purpose, timing and amount/extent of the communication;
- ii. the subject matter of the communication; and
- iii. whether the communication was made openly or the educator attempted to conceal the communication.

**§ 235.5b. Commitment to colleagues.**

In fulfillment of the commitment to colleagues, educators:

1. Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
2. Shall not knowingly and intentionally distort evaluations of colleagues.
3. Shall not sexually harass a colleague.
4. Shall not unlawfully discriminate against colleagues.
5. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
6. Shall not use coercive means or promise special treatment to influence professional decisions of colleagues.
7. Shall not threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.
8. Shall respect a colleague's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning confidential health or personnel information.

**§ 235.5c. Commitment to the profession.**

In fulfillment of the commitment to the profession, educators:

1. Shall comply with all Federal, State, and local laws and regulations and with written school entity policies.
2. Shall apply for, accept or assign a position or a responsibility on the basis of professional qualifications and abilities.
3. Shall not knowingly assist entry into or continuance in the education profession of an unqualified person or recommend for employment a person who is not certificated appropriately for the position.
4. Shall not intentionally or knowingly falsify a document or intentionally or knowingly make a misrepresentation on a matter related to education, criminal history, certification, employment, employment evaluation or professional duties.
5. Shall not falsify records or direct or coerce others to do so.
6. Shall accurately report all information required by the local school board or governing board, State education agency, Federal agency or State or Federal law.
7. Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.

8. Shall comply with all local, State or Federal procedures related to the security of standardized tests, test supplies or resources. Educators shall not intentionally or knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, providing unauthorized assistance to students, unauthorized alteration of test responses, results or data, and violating local school board or State directions for the use of tests.
9. Shall not accept or offer gratuities, gifts or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
10. Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.
11. Shall use school funds, property, facilities, and resources only in accordance with local policies and local, State and Federal laws.

# Our PA Code of Conduct

page 2



The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.5c.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.



# A Code of Ethics Is...

**Not** defined in exact terms of **law or policies**

**Not** a focus of family **morals or values** on which you were raised

**Not** about issues of right/wrong or **black/white**, but shades of **grey**

More **open-ended**: a selection from a set of possible choices

Reflects on decision-making depended on the **circumstances of the situation**





# Model Code of Ethics for Educators



- National Association of State Directors of Teacher Education and Certification
  - ▶ First draft unveiled in 2015  
Updated in 2021
- Principles
  - ▶ 5 Principles
  - ▶ 18 Sections
  - ▶ 86 Standards
  - I. Responsibility to the Profession
  - II. Responsibility for Professional Competence
  - III. Responsibility to Students
  - IV. Responsibility to the School Community
  - V. Responsible and Ethical Use of Technology



# Model Code of Ethics for Educators



- National Association of State Directors of Teacher Education and Certification
- Principles
  - I. Responsibility to the Profession
  - II. Responsibility for Professional Competence
  - III. Responsibility to Students
  - IV. Responsibility to the School Community
  - V. Responsible and Ethical Use of Technology

## Development Partners

- ▶ American Association of Colleges of Teacher Education
- ▶ American Federation of Teachers
- ▶ Association of Teacher Educators
- ▶ Council for Accreditation of Educator Preparation
- ▶ Council of Chief State School Officers
- ▶ National Association of Elementary School Principals
- ▶ National Association of Secondary School Principals
- ▶ National Board of Professional Teaching Standards
- ▶ National Education Association
- ▶ National Network of State Teachers of the Year



PA Board of Education endorsed MCEE in January 2017.  
It was fully adopted by PDE in 2021.

<https://www.pspc.education.pa.gov/Documents/Statutes%20Regs%20Forms/Model%20Code%20of%20Ethics%20for%20Educators.pdf>



# Applying “the Codes” to (Music) Education

## I. Pedagogy

- A. What to teach
- B. How to teach
- C. How to assess



CPPC MCEE

## II. Enforcement

- A. Activities – association, district, school, or union policies
- B. Copyright issues
- C. Teaching licensure and credentials
- D. Students who break the law

## III. Resource Allocation

- A. Equity issues
- B. Fiscal authority and Influence
- C. Budgets

## IV. Relationships

- A. Conflicts with colleagues, administrators, or parents
- B. Professional boundaries with students
- C. Confidentiality
- D. Honesty

## V. Diversity

Lien, Joelle L. 2012. Ethical dilemmas of in-service music educators. *Action, Criticism, and Theory for Music Education*  
[http://act.maydaygroup.org/articles/Lien11\\_1.pdf](http://act.maydaygroup.org/articles/Lien11_1.pdf)



# Applying “the Codes” to (Music) Education

## I. Pedagogy

- A. Christmas Concert?
- B.
- C.



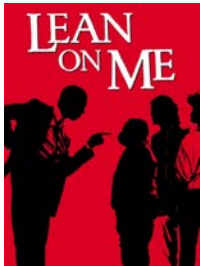
CPPC MCEE

## III. Resource Allocation

- A. Promote Competition?
- B. Accept or Give Gifts?
- C.

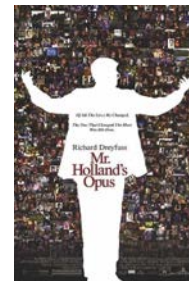
## II. Enforcement

- A. LEAN ON ME – association, district, school, policies
- B. issues
- C. licensure and credentials
- D. who break the law



## IV. Relationships

- A. with colleagues, administrators, or
- B. boundaries with students
- C. liability
- D.



## V. Diversity

Lien, Joelle L. 2012. Ethical dilemmas of in-service music educators. *Action, Criticism, and Theory for Music Education*  
[http://act.maydaygroup.org/articles/Lien11\\_1.pdf](http://act.maydaygroup.org/articles/Lien11_1.pdf)



# "My students are my friends!" III. A. 7.



## PRINCIPLE III

### RESPONSIBILITY TO STUDENTS

The professional educator has a primary obligation to promote the health, safety and well being of all students. The professional educator treats students with dignity and respect, and establishes and maintains appropriate verbal, physical, emotional and social boundaries.

#### A. The professional educator respects the rights and dignity of all students by:

1. Respecting students by taking into account their individual characteristics, including but not limited to age, gender, culture, setting, ability and socioeconomic context.
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implications of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits students and continually keeps their health, safety and well-being in mind;
7. Avoiding multiple relationships with students that might impair objectivity and increase the risk of harm to their well-being or decrease educator effectiveness;

8. Acknowledging there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception and the possible impact on the educator's career. The professional educator ensures the adult relationship was not started while the former student was in school

#### B. The professional educator demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal and social needs as well as their values, beliefs and cultural background;
2. Respecting the dignity, worth and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, sexual orientation, civil status, family status, religion, age, disability, race, ethnicity, socioeconomic context and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical and sexual safety of all students.

#### C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements, to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.



# The Teacher-Student Relationship



- **Trust** has evolved into the operative foundation of the relationship of students with their teachers.
- The duty of teachers is to act as a **fiduciary** in their **students' best interest** and to create and maintain a **safe environment** for their students.
- When a teacher enters into an inappropriate relationship with a student (e.g., “confidant” or “friend”), the teacher violates the recognized **student-teacher “boundary.”**
- Teachers must also ensure that their **colleagues** conform to the appropriate standard of ethical practice as well.



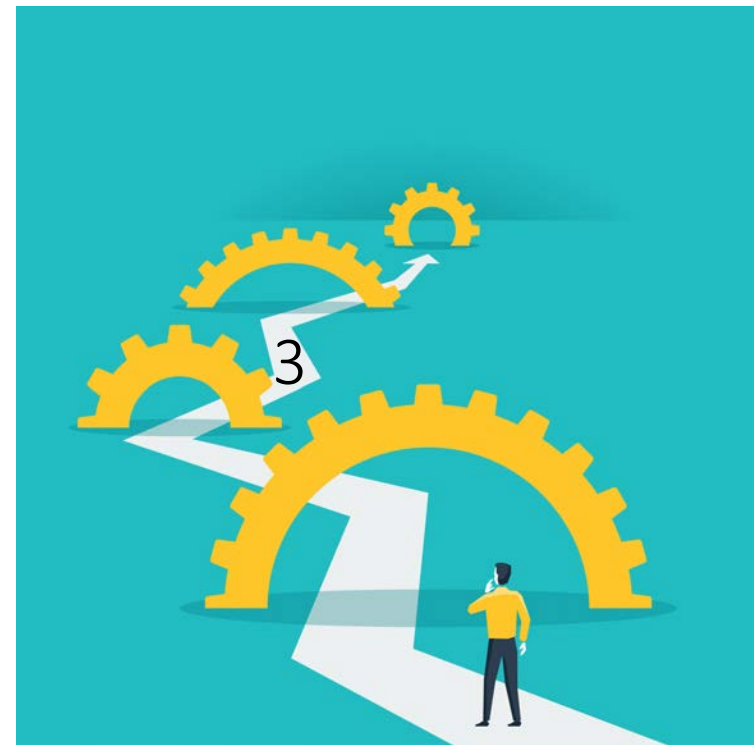
# Vulnerabilities – Ambiguous Relationships



1. Teachers who are experiencing difficulties in their personal lives or are socially or emotionally immature may be particularly susceptible to the **“slippery slope.”**  
Examples: viewing students as peers or lack of personal crisis skills
2. Dangers to rookie or new educators:
  - Inexperience
  - Near students’ ages – looking like one of them
  - Sharing common interests and music preferences
  - Overlapping circle of friends
3. “Cool” factor (looked up to, “fad, mod, stylish...”)



# III. Inservice/Growing Years

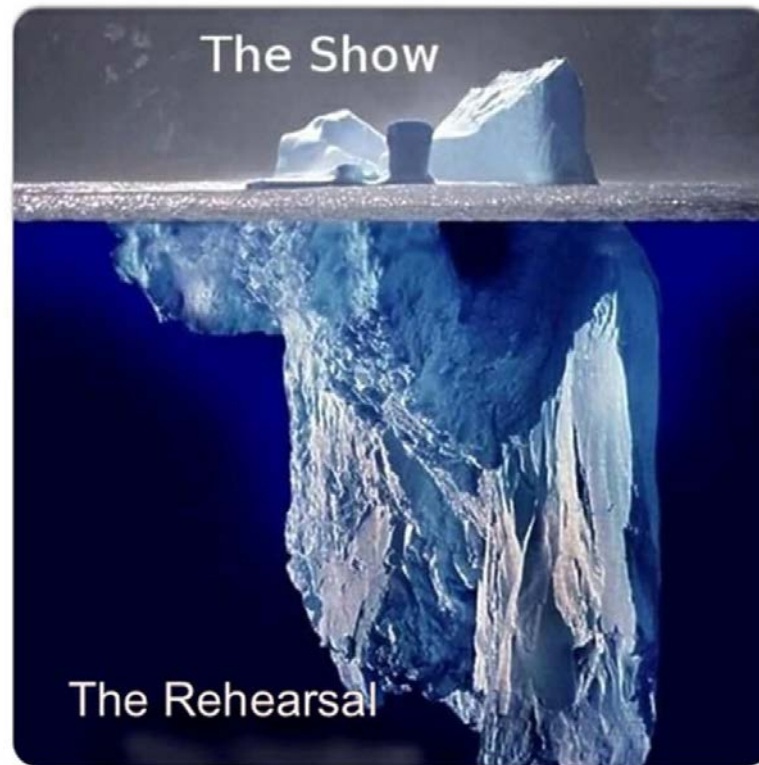




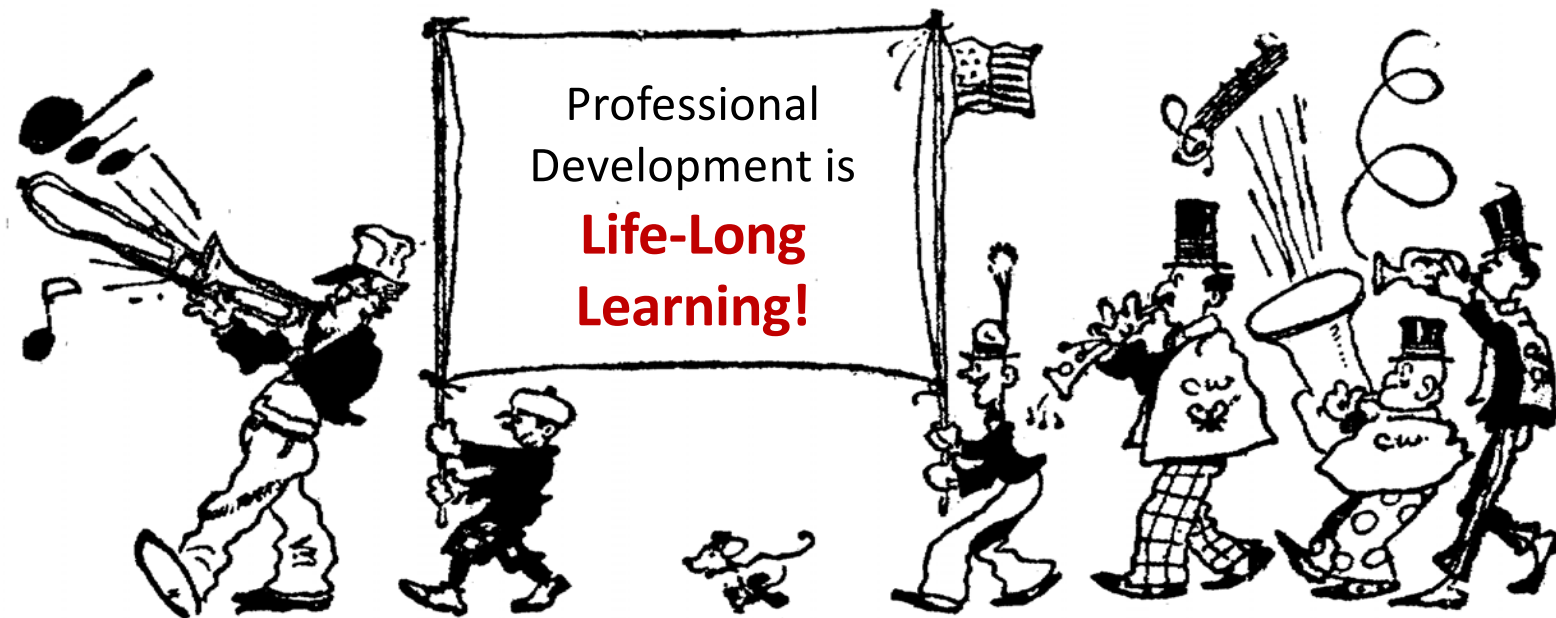
# Now You're an Experienced Teacher!

All Done?

Fully Trained  
for the  
Remainder  
of Your  
Career?



# Now You're an Experienced Teacher!



# More Definitions – “Engagement”

## Definition of “Engage”

“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

## Become a “growing” teacher:

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



**Thriving...** not just Surviving



# More Definitions – “Association”

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, etc.



# Conferences

“Grow” your professional network and opportunities for future collaboration.



- Build your knowledge base.
- Stay current in the field.
- Discover new mentors/contacts.
- Hear about potential job openings.
- See “state-of-the-art” student & professional performances/exhibits.
- Learn about new thinking, technology, music literature, classroom materials and curriculum initiatives, research, and unique approaches to problem-solving.
- Have FUN!



# Conferences



Attend them *every* year!

- **America Orff-Schulwerk Association Professional Development Conference,** November 1-4, 2023, in Albuquerque, NM
- **American Bandmasters Association National Convention,** March 6-10, 2024, in Washington, DC
- **Organization of American Kodaly Educators National Conference,** March 14-17, 2024, in Chicago, IL
- **American String Teachers Association National Conference,** March 20-23, 2024, in Louisville, KY
- **PMEA Annual In-Service Conference,** April 17-20, 2024, at the Bayfront Convention Center in Erie, PA
- **PMEA Summer In-Service Conference,** July 15-17, 2024, Reading, PA
- **NAfME Biennial Music Research & Teacher Education Conference,** September 25-28, 2024, in Atlanta, Georgia



# More Definitions – “Networking”

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** in the areas of your special need or advancement.



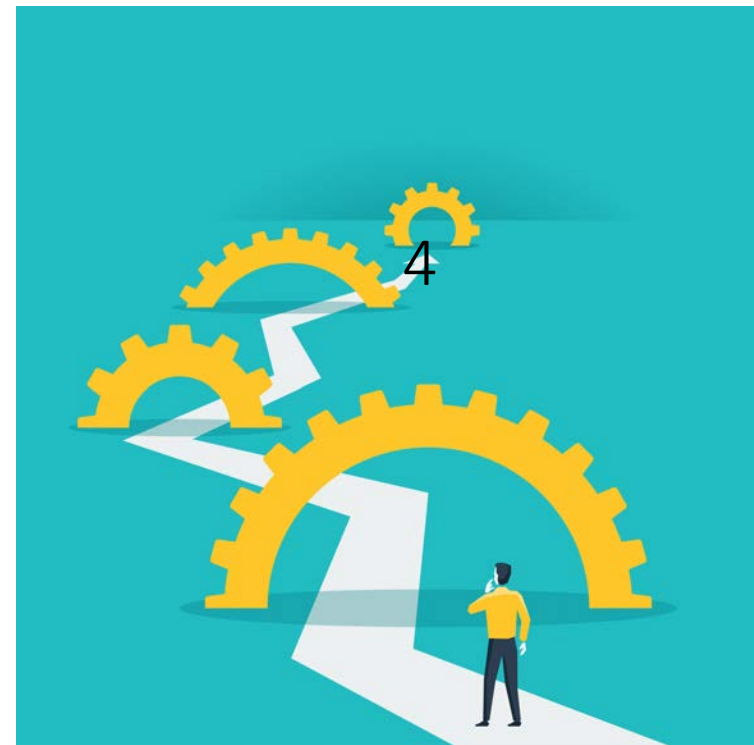
# More Definitions – “Networking”

- 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 the other professionals, possible collaborators or future job screeners, etc.
- 7. Instead of going to sessions/concerts only in your specialty or your most proficient areas,** attend some that are not directly related to your major field. You may be surprised at the connections or new interests you discover.
- 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 career.



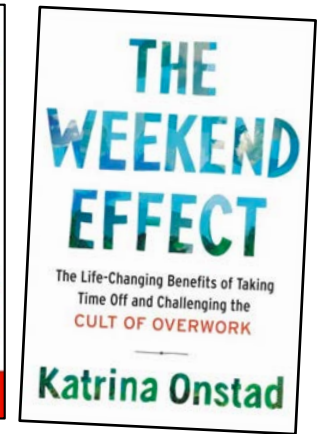
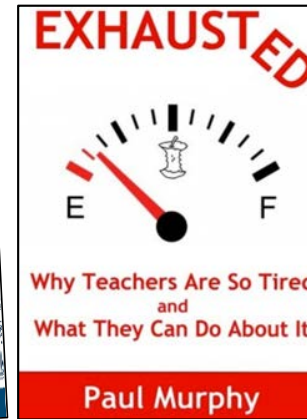
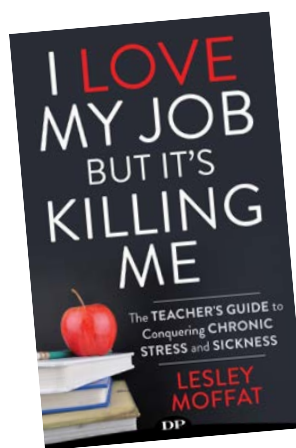


# IV. Veteran/Sustaining Years



# Teacher Self-Care

- Health & Wellness
- Stress & Burnout
- Time Management
- Self-Care Plan



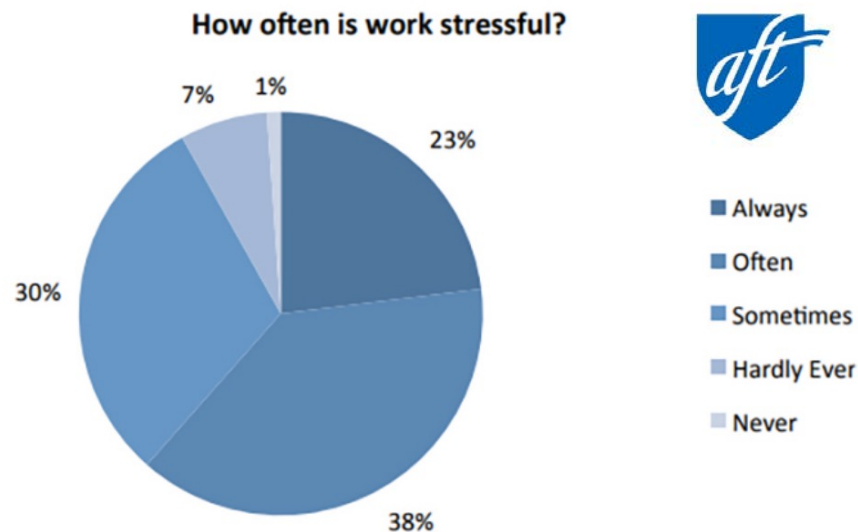
“Health and Wellness for In-Service and Future Music Teachers” by Christa Kuebel  
*Music Educators Journal*, June 2019



“Sustaining the Flame” by Karen Salvador in *Music Educators Journal* December 2019



# Are Many Teachers Stressed Out?



- ✓ **61%** of educators say their work is always or often stressful
- ✓ **50%** say they don't have the same enthusiasm as when they started teaching.

<https://www.thegraidenetwork.com/blog-all/2018/8/1/crayons-and-cortisol-the-epidemic-of-teacher-stress>



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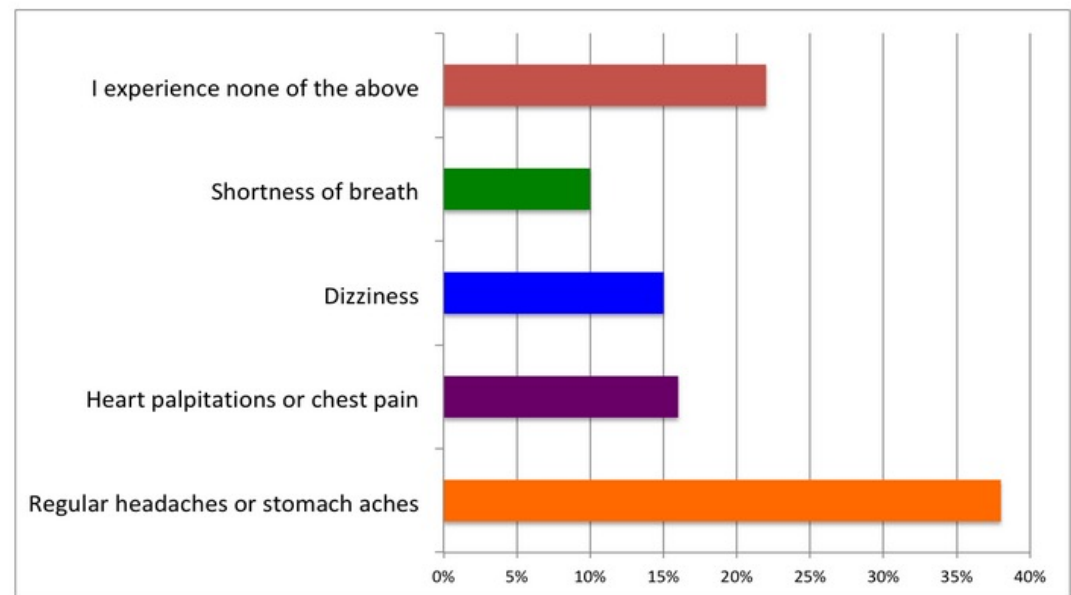


# Are Teachers Stressed Out?

“This is a worrying sign that pressure and workload of many teaching jobs is having a very real physical impact on many teachers.”

“7 Conclusions from the World’s Largest Teacher Burnout Survey”  
by James Anthony

<https://notwaitingforsuperman.org/teacher-burnout-statistics/>



Over 75% of teachers who responded to the survey complained of the health problems above, which are often associated with a failure to deal with stress.



# Stressed Out Teachers – WHY?

- ✓ Overwhelming workload, long hours, and challenging classroom situations
- ✓ Lack of administrative or social supports
- ✓ Feeling a lack of respect, loss of job autonomy, or not being valued or appreciated in the organization or assignment
- ✓ Dysfunctional or hostile work environment
- ✓ Inconsistent hydration and consumption of a balanced diet and healthy quantities (length, depth, and frequency) of rest and sleep
- ✓ Irregular amounts of daily aerobic physical exercise
- ✓ Misuse of the voice at work and inadequate hearing conservation and protection from over-exposure to sound
- ✓ Deficient scheduling of opportunities for mindfulness, meditation, and/or reflection
- ✓ Deprivation of personal outlets for creative self-expression (not related to job) and the lack of time to explore hobbies, interests, and socialization with family, friends, and loved ones
- ✓ Infrequent use of sick days or vacations as needed for restorative health



— Paul Murphy, among others

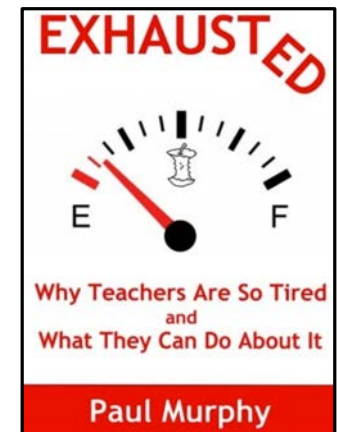
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# Stress Caused By Teacher Exhaustion

“Teachers use a lot of willpower... often exercise some form of self-control 14 or more times before students even enter their class.”

“Diminished willpower means lowered blood sugar, which means physical fatigue, reduced impulse control, bingeing behavior, and other poor decision-making.”



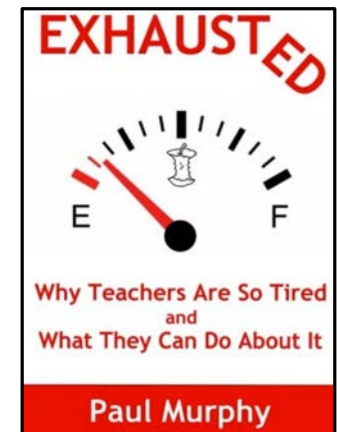
— Paul Murphy, as quoted in *Exhausted – Why Teachers Are So Tired and What They Can Do About It*

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# Remedies for *Less* Teacher Exhaustion

- ✓ Work less/fewer hours
- ✓ Time before school is worth more than twice as much as time after school
- ✓ Use class time to check work
- ✓ Leverage technology
- ✓ Don't grade everything
- ✓ Stop assigning things



# Hints for Health/Wellness & Life Balance



- ✓ Promote a nutritious, healthy diet, and hydrate often.
- ✓ Get enough sleep.
- ✓ Exercise.
- ✓ Follow-up with medical care.
- ✓ Use relaxation exercises and/or practice meditation.



<https://psychcentral.com/blog/what-self-care-is-and-what-it-isnt-2/>



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# Hints for Health/Wellness & Life Balance



- ✓ Spend enough time with loved ones.
- ✓ Do at least one relaxing activity every day, whether it's taking a walk or spending 30 minutes unwinding.
- ✓ Do at least one pleasurable activity every day, from going to the cinema, cooking, or meeting with friends.
- ✓ Find opportunities to laugh.

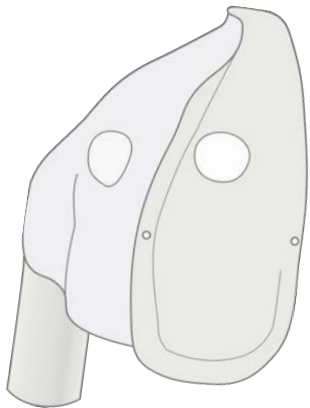


<https://psychcentral.com/blog/what-self-care-is-and-what-it-isnt-2/>

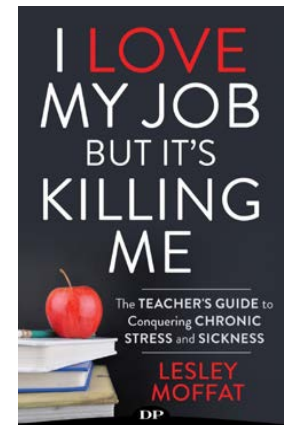


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# Taking Care of Yourself *First*



*This is the hardest lesson of all, yet it is so important. Chances are you got where you are because you ran yourself ragged taking care of other people's needs. I bet you never said no to requests to be on one more committee, drive carpool, watch a friend's kids, and every other favor someone made of you, yet I'd also bet there's a good chance you never take the time to take care of your own needs. When was the last time you read a book for fun? Or went to a movie you wanted to see? Or pursued a creative endeavor that made you happy? Or any one of a million things you want to do? I bet it's been a long time. — Lesley Moffat*



# Time Management – *Priorities!*



*The solution is NOT to manage your time better or work more efficiently. Or at least – that’s not the place to start when you’re overwhelmed.*

*The most important step is **getting clarity**: figuring out what matters most so you can do fewer things better.*

— Angela Watson



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# Time Management – *Priorities!*



1. Identify your **non-flexibles**
2. List your **top priorities** that you want to uncover more time for
3. Specify what life would look like if you prioritized these things
4. Add top priorities to the unallocated time in your schedule
5. Identify/schedule the **in-betweens**

— Angela Watson



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# Time Management – *Priorities!*

## All about TIME... and the Four D's

- ✓ **Do It!**
- ✓ **Date It!**
- ✓ **Delegate It!**
- ✓ **Dump It!**



### The Four D's of Productivity

#### Do.

If a task arrives on your plate and is both important and can only be done by you, deal with it immediately.

#### Delegate.

In the event a task pops up that can be or should be dealt with by one of your team members or colleagues, delegate it.

#### Delete.

Delete any and all tasks you deem unimportant.

#### Delay.

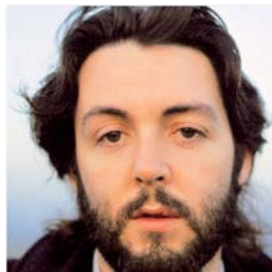
If you're unable to do one of the first three suggestions, set a reminder for yourself to revisit the task at a later time.

<http://www.prioritymanagement.com/>  
<https://blog.hubspot.com/sales/4-ds-of-productivity>



# Coping & Learning Acceptance

“ I think I was getting, like, a little bit over the top with [the party fashion] – getting pretty tired and pretty wasted. And I went to bed one night and had a kind of restless night. But I had a dream where my mother, who had been dead at that point for about 10 years, came to me in the dream and it was as if she could see that I was troubled. And she sort of said to me, she said, ‘Let it be.’ And I remember quite clearly her saying, ‘Let it be,’ and ‘It’s going to be OK. Don’t worry.’ You know, ‘Let it be.’ I woke up and I remembered the dream, and I thought, ‘Well, that’s a great idea.’ And I then sat down and wrote the song using the feeling from that dream and of my mum coming to me in the dream. **Sir James Paul McCartney**”

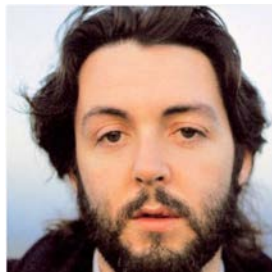


What is the Beatles song “Let it Be” about?

<https://beatlesdaily.com/2016/10/29/what-is-the-beatles-song-let-it-be-about/>



# It's Not Your Sandbox!



What is the Beatles song "Let it Be" about?

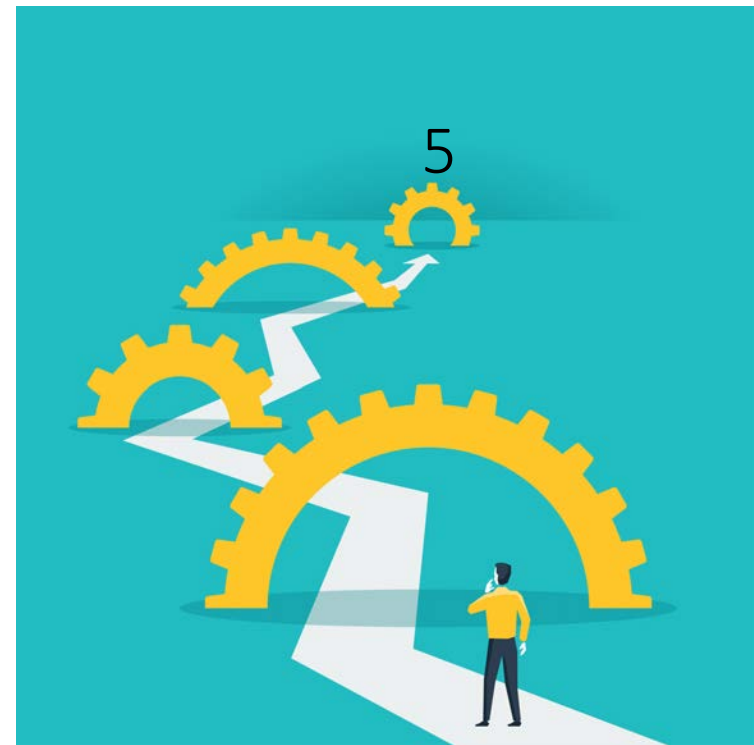
<https://beatlesdaily.com/2016/10/29/what-is-the-beatles-song-let-it-be-about/>



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# V. Next Chapter/“Living the Dream”





# Definition of “Retirement”

## OLD

- “Seclusion from the world, privacy, withdrawal, the act of going away, retreating, or disappearing.”
- Webster and other online dictionaries

## NEW

- “**Reinventing yourself** for the life you’ve always wanted.”
  - Steven Price, *How to Survive Retirement*, Skyhorse Publishing, 2015
- “**...renewment, aspiement, financial independence, reirement, rest-of-life, second beginnings, financial freedom, and new chapter.**”
  - <http://www.cbsnews.com/news/how-do-you-define-retirement/>



# Definition of “Retirement”

## MYTHS

- You retire FROM something.
- It’s an easy transition.
- It takes little time to prepare.
- It’s completely different from anything you’re doing now.
- The decision is based almost entirely about the money.



## NEW

- “**Reinventing yourself** for the life you’ve always wanted.”  
– Steven Price, *How to Survive Retirement*, Skyhorse Publishing, 2015
- “**...renewment, aspiement, financial independence, reirement, rest-of-life, second beginnings, financial freedom, and new chapter.**”  
– <http://www.cbsnews.com/news/how-do-you-define-retirement/>



# Stages of Retirement



The first three stages provide opportunities to rethink, recharge, reinvent, and retool new ways to redefine one's life-purpose and meaning, become productive, and begin that new chapter in their lives.

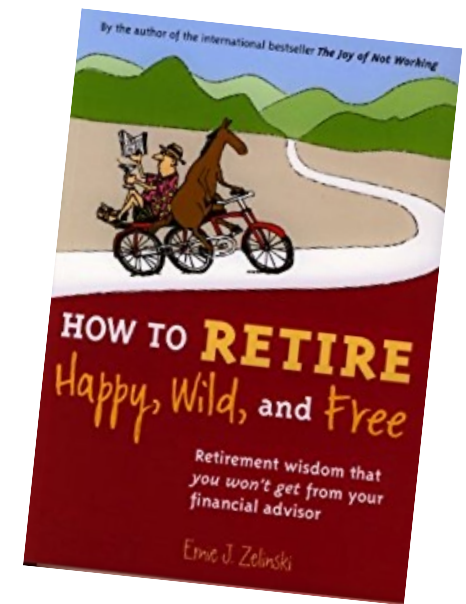
1. **Imagination** (5 to 15 years before retirement)
2. **Anticipation** (1 to 5 years before retirement)
3. **Liberation** (first year of retirement)
4. Re-engagement (1 to 15 years after retirement)
5. Reconciliation (ages late 70s and early 80s)



# “The Basics” – Three Essential Needs

## Search for “Purpose” and “Mattering”

- To make a difference in people’s lives
- To make a contribution to... (family/community/society)
- To find creative expression
- To take part in discovery
- To help preserve the environment
- To accomplish or achieve a challenging task
- To improve health and well-being



# A Retiree's Short List of Things-To-Do!

## Encore Careers

1. **Higher Education** (music education methods, supervision of student teachers, etc.)
2. **Music Industry** (instrumental rental, repairs, merchandizing, etc.)
3. **Travel** (tour leader, festival organizer, vacation planner, etc.)
4. **Music Performance** (gigging, private teaching, guest conducting, accompanying, etc.)



## Volunteering in...

5. **Music Education** (mentoring students or new teachers, coaching, directing community groups, serving professional associations/PMEA, etc.)
6. **Non-Profits** (escorting at hospitals, assisting animal shelters, food banks, libraries, hospice organizations, etc.)
7. **Community Service** (enlisting as special advocate for abused or neglected children, giving guided tours as a docent in museums, etc.)



# Revisiting Your Own Creative Roots



## Sing

Community chorus  
Church choir  
Solo vocalist  
Folk, rock, jazz groups



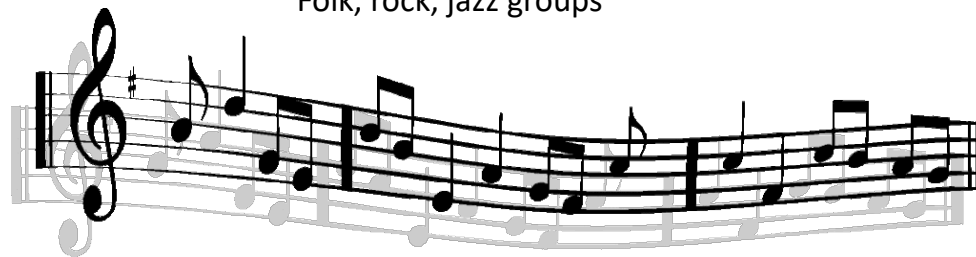
## Play an instrument

Community band or orchestra  
Pit orchestra  
Solo or chamber music groups  
Folk, rock, jazz groups



## Do theater

Acting  
Dancing  
Scenery/make-up  
Stage tech



# CODA:

# Fox's Final Thoughts

## 1. Learn About “What’s New” Acronyms & Terminology

- **DEIB** (diversity, equity, inclusion, and belonging)
- **CRSE** (culturally-relevant and sustaining education)
- **SEL** (social & emotional learning)
- **MCEE & CPPC** (you should know these from today’s workshop)

## 2. Get to Know Your Workplace

- **School Staff** (secretaries, principal, supervisor, custodians, colleagues, etc.)
- **Expectations** (job assignment, duties, communications, curriculum, board policies)
- **Technology** (all kinds of “new” programs, everything from Canvas and Focus to the district website)

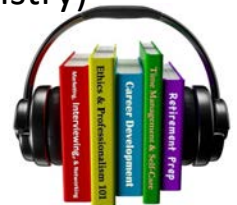
## 3. Find & Cultivate Mentors

(music teachers in your building/district, PMEA/Mentors, Retiree Resource Registry)



Terms puzzle at <https://paulfox.blog/2015/07/18/the-alphabet-soup-of-educational-acronyms/>  
Interactions with administrators: <https://paulfox.blog/2019/03/19/the-care-and-feeding-of-your-principal/>

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# Take Advantage of These Resources



<https://www.pmea.net/>



<https://www.pmea.net/pcmea/>



<https://paulfox.blog/>

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