

Bookends –

The (Partial) Life Cycle of a Successful & Happy Music Educator

Paul K. Fox

PMEA Council for Teacher Training,
Recruitment, and Retention
January 29, 2025 (virtually)
Seton Hill University Music Students



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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 Retired Members (10+ years)
- Member (Past State Chair) of the PMEA State Council for Teacher Training, Recruitment, and Retention (9+ years)
- Founding Director of the South Hills Junior Orchestra (42+ years)
- Steering Committee/School District Representative of the quarterly **UPPER ST. CLAIR TODAY** magazine (31+ years)
- Staff Announcer for the USCHS Marching Band (39+ years)
- Trustee/Arts Chair/Communications Director for the Community Foundation of Upper St. Clair (15+ years)



Paul K. Fox



Retired:

- Performing Arts Curriculum Leader (7 years) & teacher in 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 (30+ years)
- Secretary/Treasurer for PMEA District One (20 years)



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I. Preservice/Training Years

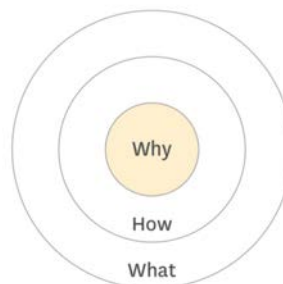


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Starting out with the “WHY”

- 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/>



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Targets (the “WHAT”)

- A focus on preservice training, ethics, philosophy, and definitions
- Some tips on interviewing, branding, marketing, and seeking employment
- Sharing of resources for the other “stages” of your teaching career (less emphasis on self-care, time management, and retirement transitioning - visit paulfox.blog)



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Who Inspired You?



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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



Professional?



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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)

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

- 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.



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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?



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Effective Teachers – Raising the Bar Further

Score HIGH on...

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



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

Score LOW on...

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



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Effective Teachers – Raising the Bar Further



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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



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Upper St. Clair School District
Professional Applicant Rating Form

Overall Rating (Circle One)

1 Unsatisfactory 3 Good
2 Satisfactory 4 Superior

Name: _____ Interview Date and Time: _____

Certification(s): _____ Position: _____

	Unsatisfactory	Satisfactory	Good	Superior	Remarks:
Instructional:					
A. Educational/Philosophy					
B. Knowledge/Education					
C. Classroom Management					
D. Technology					
E. Oral Expression					
F. Written Communication					
Professional:					
G. Leadership					
H. Teamwork					
I. Judgment					
J. Problem Solving/Decision Making					
K. Planning and Organizing					
L. Innovation					
Personal:					
M. Initiative					
N. Dependability					
O. Adaptability					
P. Self-insight and Development					
Q. Energy and Enthusiasm					
R. Appearance					

Comments: _____

Signature of Rater: _____

Date: _____

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.



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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.



<https://bbcostorytelling.com/blog/how-to-effectively-use-storytelling-in-interviews/>

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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?



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Practice Rubric– Mock Evaluation

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 and vocabulary n. Avoidance of “weak” words (“like” or “sort of”) o. Avoidance of verbal clutter (“ahhh” or “umm”)		

Quality	Traits	Good?	Bad?
“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 or other body parts		
Preparation	w. Knowledge of content x. Organization (distribution of resume/portfolio) y. Anecdotes/evidence of strengths/challenges z. Research of district & questioning interviewer		





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Practice Rubric– Mock Evaluation

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	b	
Speech	h. Vocal tone and volume i. Diction and clarity j. Speed k. Expressivity l. Pacing	h	k l
Language	m. Use of professional terminology and vocabulary n. Avoidance of “weak” words (“like” or “sort of”) o. Avoidance of verbal clutter (“ahhh” or “umm”)	m	n o

Quality	Traits	Good?	Bad?
“On Topic”	p. Focus, relevance, avoidance of “bird walking” q. Careful listening/response to the interviewer r. Avoidance of unsubstantiated claims		p
Body	s. Posture t. Eye contact u. Facial expressions, smiling v. Avoidance of fidgeting/touching face/hair or other body parts	s t	
Preparation	w. Knowledge of content x. Organization (distribution of resume/portfolio) y. Anecdotes/evidence of strengths/challenges z. Research of district & questioning interviewer	w	y z



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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/overall-strategies-for-finding-a-music-teacher-job/>

1. That you get to know the territory... (“The Music Map”)
2. Making connections
3. Branding yourself
4. Surviving about the challenges and triumphs you faced in life
5. Proving that you have “what it takes” and your skills/experience 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

C. Types of interview questions

1. Music and music education content and methods
2. General education technology and concepts (see “B” above)
3. Past experience and education (avoid an emphasis on a specialty) and personal philosophy and goals <https://paulfox.blog/2015/07/08/overall-strategies-for-finding-a-music-teacher-job/>
4. Personality traits, social skills, and habits of “professionalism” <https://paulfox.blog/2015/07/08/overall-strategies-for-finding-a-music-teacher-job/>

D. Interview questions

1. <https://paulfox.blog/2015/09/01/a-blog-post-for-the-ultimate-interview-primer-for-the-job-interview/>
2. <https://paulfox.blog/2016/02/21/interview-questions-answered/>
3. <https://paulfox.blog/2016/05/04/three-steps-to-interview-questions/>
4. <https://paulfox.blog/2016/05/04/three-steps-to-interview-questions/>
5. <https://paulfox.blog/2016/05/04/three-steps-to-interview-questions/>

E. The “ABCs” of additional resources

1. Branding <https://paulfox.blog/2015/12/16/branding-on-personal-branding/>
2. Body language <https://paulfox.blog/2015/12/16/body-language-on-personal-branding/>
3. Dress <https://paulfox.blog/2015/12/16/dress-for-the-music-teacher-interview/>
4. e-Portfolio <https://paulfox.blog/2015/12/16/e-portfolio-for-the-music-teacher-interview/>
5. Networking <https://paulfox.blog/2015/12/16/networking-on-personal-branding/>
6. Professional website <https://paulfox.blog/2015/12/16/the-professional-website/>
7. Resume <https://paulfox.blog/2015/12/16/the-teacher-resume-extended/>
8. Story-telling <https://paulfox.blog/2015/12/16/when-it-comes-to-portfolio-a-job-a-is-for-successful-achievements/>

H. 21st 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. “Have resume will travel”
3. e-portfolio and professional website
4. Electronic business cards
5. Strong 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/positive but no arrogance
 - d. Sincerity
 - e. Respect
2. Body
 - a. Posture
 - b. Eye contact
 - c. Facial expressions, smiling
 - d. Avoidance of fidgeting/touching teacher
3. Preparation
 - a. Knowledge of content
 - b. Organization (distribution of resume/portfolio)
 - c. Assurance/evidence of strengths/challenges
 - d. Research of district/questioning interviewer
4. Comments (professional attire, grooming, tidiness, written communications, “on time – late”)

J. Additional interview assessments <https://paulfox.blog/2016/05/14/job-interview-rubric/>

K. Other websites to peruse

1. Majoring in Music: <https://majoringinmusic.com/music-teacher-job-interview/>
2. <https://majoringinmusic.com/majoring-in-music-teacher-job-interview/>
3. <https://majoringinmusic.com/majoring-in-music-teacher-job-interview/>
4. <https://majoringinmusic.com/majoring-in-music-teacher-job-interview/>
5. <https://majoringinmusic.com/majoring-in-music-teacher-job-interview/>
6. <https://majoringinmusic.com/majoring-in-music-teacher-job-interview/>
7. <https://majoringinmusic.com/majoring-in-music-teacher-job-interview/>
8. <https://majoringinmusic.com/majoring-in-music-teacher-job-interview/>
9. <https://majoringinmusic.com/majoring-in-music-teacher-job-interview/>
10. <https://majoringinmusic.com/majoring-in-music-teacher-job-interview/>

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

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II. Rookie/Practicing Years



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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.**



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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, statutes, 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>



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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



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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 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
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 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>



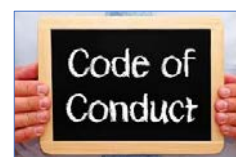
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Code of Conduct vs. Code of Ethics

- 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



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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 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 law.	4	Educators cooperate with other professionals in the interest of the student.
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)

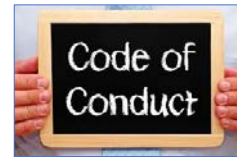
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A Code of Conduct...

- Is written and enforced by a **LICENSING AGENCY**
- Has **COMMON VALUES** required of members in the profession/group
- Spells out **REQUIRED & FORBIDDEN CONDUCT**
- Sets-up a COMPLAINT PROCESS with a
- TRIER OF FACT
- Violations of which may impose **SANCTIONS** upon the member's license



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PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Licensing Agency

§ 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.


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Sanctions ("the teeth")

§ 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:

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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 discouragement

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

Common Values

§ 235.1. Mission.

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13. Shall not use any electronic communication to harass, threaten, intimidate, or otherwise harm a student or a member of the school community.



14. Shall not use any electronic communication to disclose confidential information of a student or a member of the school community.

15. Shall not use any electronic communication to engage in any activity that is prohibited by the act.

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PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

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CPPC
FDA



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Scenario: “Counseling Sessions”

Reflections:

- A. What possible issues/concerns might this scenario raise?
- B. How could this situation become a violation of the law, the “Code” or other school/district policies?
- C. In this situation, what are some potential negative consequences for the teacher and the student?

JURY: What is your judgement?

How do you find?



Mrs. K is a high school teacher whose husband recently divorced her. During a lesson one day, Mrs. K breaks down emotionally in front of her class. To calm everybody, she explains her emotional state to her students and discusses the end of her marriage. After school that day, a male student visits Mrs. K to see if she has recovered. The student explains that his parents are also divorcing, and he understands her feelings. The student begins stopping in to see Mrs. K more frequently and the pair begins spending more time outside of class supporting each other. Her colleagues become suspicious of her relationship with the student and report the teacher’s actions to their principal.

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**Ethics Violation –
JOB LOSS?**

CPPC: 235.5a (b) 2 “boundaries”

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Scenario: "Contest Winner... or Loser"

Reflections:

- A. What possible issues/concerns might this scenario raise?
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JURY: What is your judgement?

How do you find?



Jane S. was a first-year second-grade teacher who took a sick day to compete in a bikini contest on the Howard Stern show. In addition to appearing in a bikini on the show, Mrs. S. also discussed her sexual relationship with her husband.

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**Ethics Violation –
JOB LOSS!**

CPPC: 235.5a (b) 13 and violation of contract

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Scenario: "Off-Duty Infraction"

Reflections:

- What possible issues/concerns might this scenario raise?
- How could this situation become a violation of the law, the "Code" or other school/district policies?
- In this situation, what are some potential negative consequences for the teacher and the student?

JURY: What is your judgement?

How do you find?



James C. is a middle school teacher who was arrested for drunk driving. He goes to court and is found guilty of the offense. When the district moves to have him fired for his second-time DUI conviction, Mr. C argues that this offense has no influence over his ability to instruct his students. Also, the violation happened during the weekend on his private time.

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Scenario: "Off-Duty Infraction"

"If the report of criminal history record information or a form submitted by an employee under subsection (j) indicates the person has been convicted more than once for an offense under [75 Pa.C.S. § 3802\(a\)](#), [\(b\)](#), [\(c\)](#) or [\(d\)](#) (relating to driving under influence of alcohol or controlled substance) and the offense is graded as a misdemeanor of the first degree under [75 Pa.C.S. § 3803](#) (relating to grading), the person shall be eligible for current or prospective employment only if a period of three years has elapsed from the date of expiration of the sentence for the most recent offense."

— Public School Code of 1949



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**Ethics Violation &
Criminal Penalties –
JOB LOSS!**

PA CPPC Section 235.5c , 1 and

Public School Code of 1949, Section 111, e, 2.

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Scenario: “Musical Relations”

Reflections:

- A. What possible issues/concerns might this scenario raise?
- B. How could this situation become a violation of the law, the “Code” or other school/district policies?
- C. In this situation, what are some potential negative consequences for the teacher and the student?

JURY: What is your judgement?

How do you find?



Melissa S. was a 23-year-old high school music teacher who also supervised the production of the school musical. After months of practices, Miss S. became very close to several seniors including David, the male lead in the musical. She and David began sharing emails and texts with one another. Most of the communication was playfully flirtatious but not overtly sexual. Immediately after graduation, however, Miss S. and David began dating and became sexually intimate. After discovering the relationship, David’s parents filed a complaint with the district superintendent.

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47

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**Ethics Violation –
JOB LOSS!**

CPPC: 235.5a (b) 13

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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.



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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...”)



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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**



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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.nspc.education.pa.gov/Documents/Statutes%20Rees%20Forms/Model%20Code%20of%20Ethics%20for%20Educators.pdf>



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Model Code of Ethics for Educators

“I didn’t know it was wrong...” I. A. 7.

PRINCIPLE I

RESPONSIBILITY TO THE PROFESSION

The professional educator knows that trust in the profession depends upon a level of professional responsibility that may be higher than the minimal standard of policy and law. This responsibility entails holding oneself and other educators to the same ethical standards.

A. The professional educator demonstrates responsibility to oneself and the profession by:

1. Holding oneself responsible to Model Code of Ethics for Educators (MCEE) and other recognized professional ethics standards;
2. Knowing and upholding the procedures, policies and laws relevant to professional practice regardless of personal views;
3. Monitoring and maintaining sound mental, physical and emotional health necessary to perform duties and services of any professional assignment and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
4. Refraining from professional or personal activity that may lead to reducing one’s effectiveness within the school community;
5. Refraining from using one’s position for personal gain and avoiding the appearance of impropriety;
6. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others; and
7. Recognizing a lack of knowledge or understanding of the MCEE is not, in itself, a defense of unprofessional conduct

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:


1. Identifying and taking reasonable steps to resolve conflicts between the MCEE and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the MCEE by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Refraining from discriminating or retaliating against a person on the basis of having made an ethics complaint;
4. Refraining from filing or encouraging frivolous ethics complaints solely to harm or retaliate; and
5. Cooperating fully and honestly during investigations and proceedings.

C. The professional educator promotes and advances the profession within and beyond the school community by:

1. Engaging in respectful discourse regarding issues that impact the profession;
2. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
3. Staying current with ethics guidelines and decisions from professional organizations and other relevant sources;
4. Engaging with the greater educational community through professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all members within the learning community

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Model Code of Ethics for Educators

“I just teach [subject]...”

PRINCIPLE II

RESPONSIBILITY FOR PROFESSIONAL COMPETENCE

The professional educator is committed to the highest levels of professional and ethical practice.

A. The professional educator demonstrates commitment to high standards of practice through:

1. Using the MCEE and other ethics codes unique to one’s discipline to guide and frame educational decision-making;
2. Incorporating into one’s practice state and national standards, including those specific to one’s discipline;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure and/or training of one’s position;
5. Reflecting upon and assessing one’s professional skills, knowledge and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. The professional educator demonstrates responsible use of data, materials, research, and assessment by:

1. Recognizing others’ work by appropriately citing data or materials from published, unpublished or electronic sources when disseminating information;
2. Using appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one’s research and practice, in accordance with, but not limited to, official guidance, policy and laws; and
6. Using data, data sources, or findings accurately, reliably and ethically.

C. The professional educator demonstrates competence by acting in the best interest of all students by:

1. Increasing students’ access to the curriculum, activities and resources in order to provide a quality and equitable educational experience;
2. Working to engage the school community to close achievement, opportunity and attainment gaps; and
3. Protecting students from any practice that harms or has the reasonable potential to harm.

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Model Code of Ethics for Educators

“My students are my friends!”



§ 235.5a. Commitment to students.

- The primary professional obligation of educators is to the students they serve.
- In fulfillment of the commitment to students, educators:
 - Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.




Recruitment and Retention



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Model Code of Ethics for Educators

“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:


- Respecting students by taking into account their individual characteristics, including but not limited to age, gender, culture, setting, ability and socioeconomic context.
- Interacting with students with transparency and in appropriate settings;
- Communicating with students in a clear, respectful and culturally sensitive manner;
- Taking into account how appearance and dress can affect one's interactions and relationships with students;
- Considering the implications of accepting gifts from or giving gifts to students;
- 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;
- Avoiding multiple relationships with students that might impair objectivity and increase the risk of harm to their well-being or decrease educator effectiveness;

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


- Seeking to understand students' educational, academic, personal and social needs as well as their values, beliefs and cultural background;
- 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
- 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:

- 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;
- 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
- Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.




Recruitment and Retention



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Model Code of Ethics for Educators

"Did you hear what happened in class today?" III. C. 1.

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Council for Teacher Training


"Life cycle of a music educator"

Recruitment and Retention



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Model Code of Ethics for Educators

"Don't ask for permission. Beg for forgiveness!" IV. C. 1. and...

PRINCIPLE IV

RESPONSIBILITY TO THE SCHOOL COMMUNITY

The professional educator promotes appropriate relationships and effective interactions with members of the school community.

A. The professional educator promotes appropriate and effective relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely, respectful and culturally sensitive manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, diversity and inclusion with parents/guardians;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law

B. The professional educator promotes appropriate and effective relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with policy;

C. The professional educator promotes appropriate and effective relationships with the community and other stakeholders by:

1. Maintaining the highest professional standards of accuracy, honesty and appropriate disclosure of information when representing the school or district within the community and in public communications;
2. Advocating for policies and laws benefiting students and families within the school community; and
3. Collaborating with community agencies, organizations and individuals in order to advance students' best interests.

Working to ensure a workplace environment that is free from harassment;

Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;

Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;

Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;

Ensuring educators who participate as mentors for new educators, cooperating teachers and leadership positions are prepared and supervised to assume these roles; and

Demonstrating a commitment that educators are assigned to positions in accordance with their educational credentials, preparation and/or training to maximize students' opportunities and achievement.

Council for Teacher Training


"Life cycle of a music educator"

Recruitment and Retention




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“Don’t ask for permission. Beg for forgiveness!”

IV. D. 1-2.



PRINCIPLE IV cont.

RESPONSIBILITY TO THE SCHOOL COMMUNITY


The professional educator promotes appropriate relationships and effective interactions with members of the school community.

D. The professional educator promotes appropriate and effective relationships with employers by:


1. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community and profession;
2. Using property, facilities, materials and resources in accordance with local policies and state and federal laws;
3. Respecting intellectual property rights (e.g., original lesson plans, district level curricula, syllabi, gradebooks) when sharing materials; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.


E. The professional educator recognizes the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity, increase the likelihood of harm to students’ learning and well-being, or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has a current or past personal relationship;
3. Considering the implications and possible ramifications of engaging in a personal relationship with parents/guardians, student teachers, colleagues and supervisors; and
4. Ensuring professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning and well-being.



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“Isn’t the use of social media forbidden?” v. A. 1.

PRINCIPLE V

RESPONSIBLE AND ETHICAL USE OF TECHNOLOGY

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries associated with role, time and place are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

1. Using social media transparently and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology with one’s interactions with students, colleagues and the general public;
2. Staying current with trends and uses of school technology;
3. Evaluating information obtained electronically for reliability and bias;
4. Respecting intellectual property rights, copyright and fair use when accessing, using and documenting proprietary materials;
5. Understanding and abiding by policy and procedures on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws;
7. Considering the implications of sharing legally protected or other sensitive information electronically either via professional or personal devices/accounts; and
8. Exercising vigilance in maintaining separate and professional virtual profiles and keeping personal and professional lives distinct.

B. The professional educator ensures students’ safety and well-being when using technology by:


1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local school, district, state and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students’ presence on social media unless there is possible risk of harm to the student or others; and
3. Being attentive to (and appropriately reporting) information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality with the use of technology by:


1. Taking appropriate and reasonable measures to maintain confidentiality of privileged information and stored or transmitted educational records;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing student records electronically;
3. Ensuring the rights of third parties, including the right of privacy, are not violated via the use of technology; and
4. Protecting information from being shared with unintended third parties through technology.


D. The professional educator promotes the appropriate use of technology in educational settings by:

1. Advocating for equal and equitable access to technology for all students;
2. Promoting the benefits and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents and community members;
3. Promoting technological applications that assist and enhance the teaching and learning process; and
4. Practicing and advocating for cybersecurity to protect oneself, others and the integrity of the network.



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Or curated your old social media posts?" v. A. 8.

PRINCIPLE V

**RESPONSIBLE AND ETHICAL
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Applying “the Codes” to (Music) Education

I. Pedagogy

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

II. Enforcement

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



CPPC MCEE

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


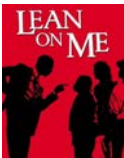



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Applying “the Codes” to (Music) Education

- | | | |
|---|---|---|
| <p>I. Pedagogy</p> <p>A. Xmas Concert? Auditions</p> <p>B.</p> <p>C.</p> |  <p>CPPC MCEE</p> | <p>III. Resource Allocation</p> <p>A. Promote Competition? Accept or Give Gifts?</p> <p>B.</p> <p>C.</p> |
| <p>II. Enforcement</p> <p>A.  — association, district, school, policies</p> <p>B. issues</p> <p>C. licensure and credentials</p> <p>D. who break the law</p> | <p>IV. Relationships</p> <p>A.  with colleagues, administrators, or</p> <p>B. al boundaries with students</p> <p>C. iality</p> <p>D.</p> | <p>V. Diversity</p> |



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

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Additional Scenarios for Discussions

Blogsites on Ethics Case Studies

- Ethics for Music Educators - Part III Case Studies
<https://paulfox.blog/2017/09/01/ethics-for-music-educators-iii/>
- Ethical Scenarios
<https://paulfox.blog/category/ethics/>
- Ethical Conundrums Revisited - Part II
<https://paulfox.blog/2018/08/20/ethical-conundrums-revisited-part-i/>
- Ethical Conundrums Revisited - Part III
<https://paulfox.blog/2018/10/14/ethical-conundrums-revisited-part-ii/>
- Studies in PA Educator Ethics Case Law
<https://paulfox.blog/2021/06/26/studies-in-pa-educator-ethics-case-law/>





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Addition




Ethical Scenarios – For Collegial Analysis

PA Educators: Your Ethical Codes & School Law
Act 45 & 48 Workshop Sessions © 2023 Paul K. Fox & Thomas W. Bailey Attorney at Law

"Mock" Case Studies for More Sessions of Interactive Discussion

- Mr. S is a high school teacher who has been tutoring Melissa on an Advanced Placement course after school for several months. Although Melissa's academic performance has been improving, Melissa's parents meet with the principal about concerns they have regarding Mr. S's relationship with Melissa. During their tutoring sessions, Mr. S has given Melissa gift cards as rewards for her academic progress, driven Melissa home after tutoring sessions, and even begun to communicate with Melissa via text messaging during the evenings. While they have no proof of any impropriety, Melissa's parents are concerned. When the principal meets with the teacher, Mr. S argues that his behavior is not inappropriate and that he is simply offering assistance to a student in need.
- During lunch, Steven R. often walks around the faculty room giving his female colleagues back massages to help them "relax." Some of the teachers look visibly uncomfortable with the contact and attempt to avoid his massages.
- Melissa S. is a third-grade teacher in a rural school. Near the end of the year, Rodrigo enrolls in her class, even though he cannot speak English. Ms. S. is frustrated because she feels she does not have the training to work with a student like Rodrigo and complains in class that "people shouldn't come here if they can't even speak our language." One of the students complains to her parents about what Ms. S said.
- In the hallway one day, students from one of your classes stop and ask you what you think of Mr. T. When you ask why this would be important to them, they explain that Mr. T. had gone on a tirade in their class and complained about your ability as a teacher. One of them says that Mr. T. says that you were the worst teacher in the school.
- An itinerant special needs teacher travels from school to school. After leaving Elm elementary school, the teacher travels to Central elementary. A Central teacher has a biological child who attends Elm elementary. Because of recent discipline issues with some of the special education students, the teacher at Central begins to ask the itinerant instructor about the behavior of some of the children at Elm elementary. The itinerant begins to share some of the concerns and specifics about the IEPs of those children who were involved in a recent behavioral incident.

Mock Jury – Code of Conduct Scenarios



- RED** - "Illegal" which may add criminal and civil penalties, fines, jail time, etc.
- ORANGE** - "Unethical" which will result in significant discipline action, suspension or revocation of certificate, and/or loss of job
- GOLD** - "Immoral" - no guarantee of major consequences, could result in hearing of peer and evaluation, earning a "warning" or "write-up" or a job re-assignment
- PURPLE** - "unprofessional" - unlikely to result in major consequences except damage to one's professional reputation
- BLUE** - inappropriate, unwise, "bad for appearance" - no consequences
- GREEN** - not a misconduct or inappropriate

Connecticut State Dept. of Ed. In Depth Discussion Questions

- What possible issues/concerns might this scenario raise?
- How could this situation become a violation of your school entity policy, CPC, other PA regulations, statutes, MCEE, or caselaw?
- In this situation, what are some potential negative consequences for the students, fellow educators, and the school community?
- At this point, what responses/actions will result in a more positive outcome and/or what proactive measures might be considered?

missions

udies


Case Studies

[educators-iii/](#)

II [drums-revisited-part-i/](#)

III [ns-revisited-part-ii/](#)

AW [ator-ethics-case-law/](#)



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III. Inservice/Growing Years





<https://paulfox.blog/2023/12/23/bookends-part-two/>

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Now You're an Experienced Teacher!

All Done?

Fully Trained
for the
Remainder
of Your
Career?



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Now You're an Experienced Teacher!



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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



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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.



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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!



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Conferences



Attend them *every* year!

- **America Orff-Schulwerk Association Professional Development Conference**
November 19-22, 2025, in Lexington, KY
- **American Bandmasters Association National Convention**
March 3-8, 2026, in Chicago, IL
- **Organization of American Kodaly Educators National Conference**
March 6-9, 2025, in Chicago, IL
- **American String Teachers Association National Conference**
March 19-22, 2025, in Atlanta, GA
- **PMEA Annual In-Service Conference**
April 9-12, 2025, at the Kalahari Resort & Convention Center in the Poconos, PA
- **NAfME Eastern Division Conference**
April 24-27, 2025, in Hartford, CT
- **PMEA Leadership Summit**
July 21-23, 2025, at the Penn Stater Hotel in State College, PA



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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.



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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.



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IV. Veteran/Sustaining Years

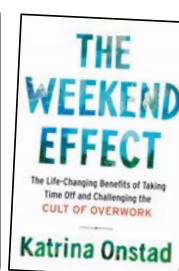
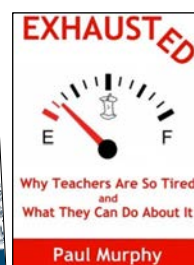
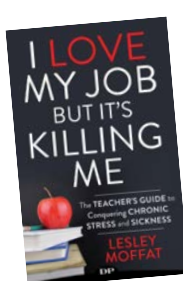


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Teacher Self-Care

- 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
Music Educators Journal, December 2019



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V. Next Chapter/“Living the Dream”



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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)



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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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, PMEAs/Mentors, Retiree Resource Registry)



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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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