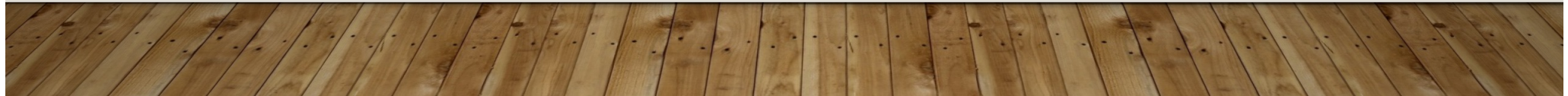


INTERVIEWING SKILLS: THE RULES OF THE ROAD

PART I. WHAT PRINCIPALS ARE LOOKING FOR

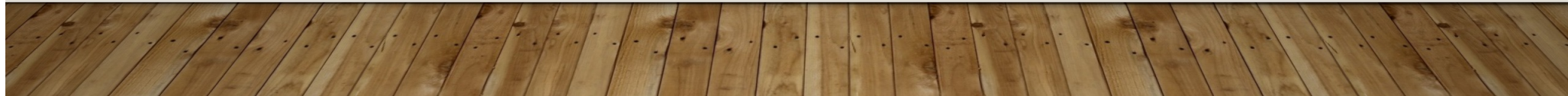


1. QUALIFICATIONS & EXPERIENCE

- **Certification & Education:** Does the candidate hold the necessary teaching certifications and degrees (e.g., Bachelor's/Master's in Music Education)?
- **Experience:** Have they taught in a school setting before? Do they have experience with different grade levels (elementary, middle, or high school)?
- **Curriculum Knowledge:** Are they familiar with state and national music education standards?

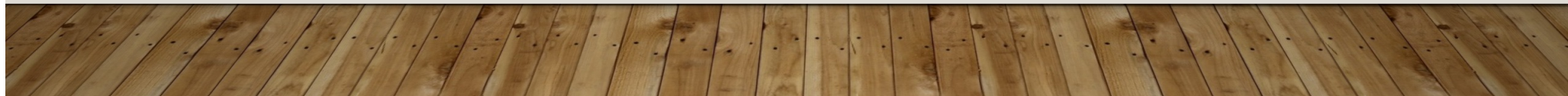
2. MUSICAL PROFICIENCY AND SPECIALIZATION

- **Instrumental & Vocal Skills:** Are they proficient in multiple instruments?
Can they teach both vocal and instrumental music?
- **Music Theory & Technology:** Do they have a strong background in music theory, composition, and relevant technology (e.g., digital music production, recording software)?
- **Ensemble Leadership:** Can they lead choirs, orchestras, bands, or other musical ensembles?



3. CLASSROOM MANAGEMENT AND STUDENT ENGAGEMENT

- **Behavior Management:** Can they effectively manage a classroom and maintain discipline while fostering a creative environment?
- **Differentiation & Inclusivity:** Can they accommodate students with different skill levels and learning styles?
- **Engagement Strategies:** How do they keep students interested in music, especially in an era of digital distractions?

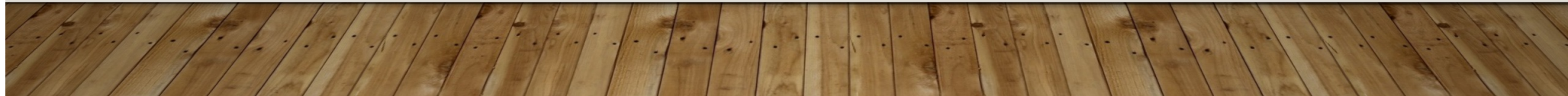


4. PASSION AND ENTHUSIASM FOR MUSIC AND TEACHING

- **Inspiration & Motivation:** Do they exhibit a genuine love for music and enthusiasm for teaching?
- **Student-Centered Approach:** Are they committed to helping students discover and develop their musical talents?

5. CO-CURRICULAR CONTRIBUTIONS

- **Concerts & Performances:** Are they willing to organize school concerts, recitals, or musical productions?
- **Marching Band, Jazz Band, or Choir Leadership:** Can they take on additional music-related activities?
- **Collaboration with Other Departments:** Are they open to integrating music into school-wide events and programs?



6. COMMUNICATION AND COLLABORATION SKILLS

- **Parent & Community Engagement:** Can they effectively communicate with parents and involve the community in music programs?
- **Team Player:** Are they willing to collaborate with other teachers and staff members?
- **Professional Development:** Do they demonstrate a commitment to ongoing learning and improvement?

7. ADAPTABILITY AND USE OF TECHNOLOGY

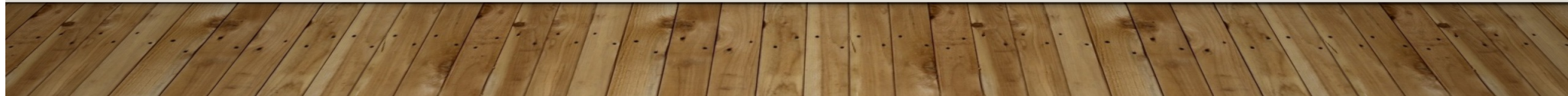
- **Virtual Learning & Technology Integration:** Can they use technology to enhance music instruction (e.g., apps, online music composition tools)?
- **Flexibility:** Are they adaptable to different teaching environments and changes in curriculum or school policies?

8. CULTURAL AWARENESS AND INCLUSIVITY

- **Diverse Musical Repertoire:** Do they include music from different cultures and genres in their teaching?
- **Equity & Inclusion:** How do they ensure all students feel represented and included in the music program?

INTERVIEW PROCESS COMPONENTS

- **Demo Lesson:** Asking the candidate to conduct a sample lesson to assess their teaching style and student engagement.
- **Practical Skill Test:** Evaluating their musical ability through a short performance or sight-reading exercise.
- **Scenario-Based Questions:** Presenting hypothetical classroom situations to gauge their problem-solving and classroom management skills.



INTERVIEWING SKILLS: THE RULES OF THE ROAD

PART II. KEY STRATEGIES TO GET THE GIG

RESEARCH THE SCHOOL AND MUSIC PROGRAM

- **Understand the School's Mission & Values**
- **Research the Current Music Program:**
 - Existing ensembles (choir, band, orchestra)
 - Extracurricular music activities
 - School performances & traditions
- **Align Your Skills with the School's Needs**

REVIEW & STRENGTHEN YOUR RESUME & TEACHING CREDENTIALS

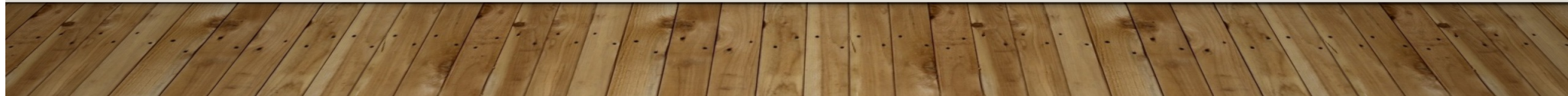
- **Teaching Certification & Licensure:** Take a copy with you.
- **Resume:** Short and Impactful; Prioritize your leadership
 - **Educational Background** (Bachelor's/Master's in Music Education)
 - **Relevant Teaching Experience** (public, private, online, group lessons)
 - **Transcripts** (To date. . .copies are fine for now)
 - **Letters of Recommendation** (From relevant sources)

SHOWCASE YOUR MUSICAL PROFICIENCY

- **Instrumental & Vocal Expertise**
- **Music Theory & Technology Skills** (notation software, digital tools)
- **Experience Leading Ensembles** (Bands, Choirs, Orchestras, etc.)

PREPARE FOR COMMON INTERVIEW QUESTIONS

- Why do you want to teach at this school?
- What is your teaching philosophy?
- What motivational strategies do you use?
- How do you handle classroom management?
- Describe a successful lesson you've taught.
- What recruitment and retention strategies do you use?
- How do you engage students with varying musical abilities?



BE PREPARED TO ALSO DISCUSS THE FOLLOWING

- Appropriate literature and concert design (including marching band)
- Instructional objectives
- Introducing and teaching of SOLID playing/singing skills
- Methods/strategies regarding classroom management
- Non-musical responsibilities
- Classroom routine

PREPARE A STRONG DEMO LESSON

- **Choose an Engaging Topic:** Instrumental technique, rhythm, vocal warm-ups
- **Plan a Clear Lesson Structure:** Introduction, activity, student participation
- **Demonstrate Classroom Management & Engagement Techniques**

SHOW ENTHUSIASM AND PASSION FOR TEACHING MUSIC

- **Express Your Love for Music & Teaching**
- **Share How You Inspire Students**
- **Use Real-Life Success Stories from Past Teaching Experiences**

HIGHLIGHT YOUR ABILITY TO CONTRIBUTE BEYOND THE CLASSROOM

- **Willingness to Lead Co-curricular Programs** (choir, marching band, strings, musical productions)
- **Organizing School Concerts & Events**
- **Community Involvement & Collaboration with Other Departments**

DEMONSTRATE STRONG COMMUNICATION AND COLLABORATION SKILLS

- **Working with Parents & Administration**
- **Teamwork with Other Teachers**
- **Commitment to Professional Development & Lifelong Learning**

BE READY TO DISCUSS HOW (NOT “IF”) YOU USE TECHNOLOGY IN TEACHING

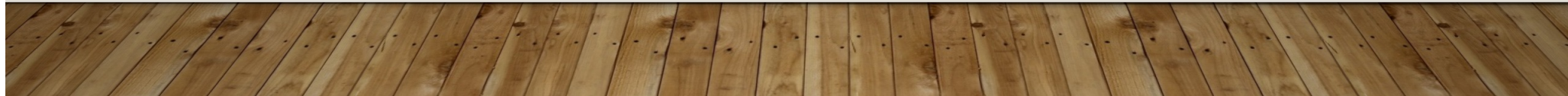
- **Music Education Apps & Digital Composition Tools**
- **Virtual Learning Strategies**
- **Using Technology for Student Engagement**

DRESS PROFESSIONALLY AND ARRIVE EARLY

- **Dress for Success:** Business casual or professional attire
- **Bring Extra Copies of Your Resume & Portfolio**
- **Arrive Early & Be Prepared for Any Unexpected Situations**

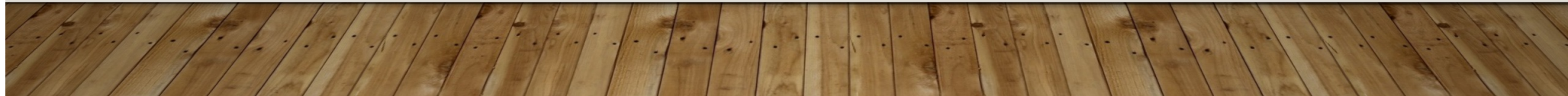
PROPER ATTIRE FOR THE INTERVIEW: MEN

- **Business Professional (Ideal for Most Interviews)**
 - **Suit (Preferred):** A well-fitted, neutral-colored suit (navy, gray, or black).
 - **Dress Shirt:** White or light-colored button-up shirt.
 - **Tie:** A solid or subtle-patterned tie (avoid loud colors or distracting designs).
 - **Dress Shoes:** Black or brown leather dress shoes (polished).
 - **Belt:** Should match the shoes.
 - **Grooming:** Neatly trimmed facial hair, clean nails, and tidy hair.
- **Business Casual (Acceptable in More Relaxed Settings)**
 - **Blazer & Dress Pants:** A dark blazer with khakis or dress slacks.
 - **Collared Shirt:** Button-up dress shirt (tie optional).
 - **Loafers or Dress Shoes:** Avoid sneakers or overly casual footwear.



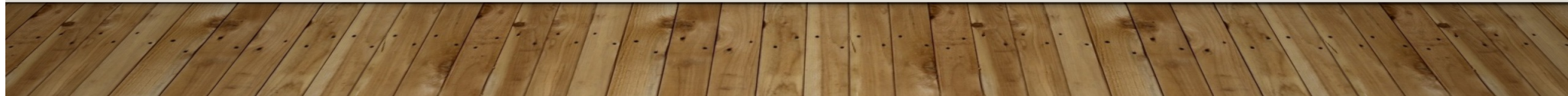
PROPER ATTIRE FOR THE INTERVIEW: WOMEN

- **Business Professional (Ideal for Most Interviews)**
 - **Blouse & Dress Pants or Skirt:** A professional blouse with tailored dress pants or a knee-length (or longer) skirt.
 - **Dress or Skirt Suit:** A fitted blazer with a matching skirt or dress pants.
 - **Closed-Toe Shoes:** Flats, low heels, or dressy loafers. Avoid very high heels.
 - **Minimal Accessories:** Simple jewelry and a professional-looking bag or portfolio.
 - **Hair & Makeup:** Keep hair neat and makeup natural-looking.
- **Business Casual (Acceptable in More Relaxed Settings)**
 - **Knee-Length Dress with a Blazer:** Professional but comfortable.
 - **Cardigan with Dress Pants or Skirt:** More relaxed but still polished.
 - **Low Heels, Flats, or Loafers:** Ensure comfort for walking or standing during a demo lesson.



PROPER ATTIRE FOR THE INTERVIEW: ADDITIONAL TIPS FOR BOTH

- ✓ **Dress for the Environment:** If the school is formal, opt for business professional; if it's more relaxed, business casual may be appropriate.
- ✓ **Choose Neutral or Muted Colors:** Avoid overly bright or distracting patterns.
- ✓ **Comfort is Key:** If a performance or teaching demo is required, wear clothes that allow for movement.
- ✓ **Avoid Overpowering Scents:** Use light or no cologne/perfume to avoid distracting others.
- ✓ **Keep Accessories Minimal:** Nothing too flashy or distracting.
- ✓ **Look in the Mirror Beforehand:** Check your gig line.



FOLLOW UP AFTER THE INTERVIEW

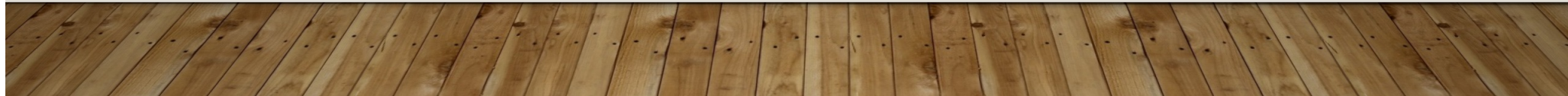
- **Send a Thank-You Email or Better Yet, a Handwritten Note:** Express gratitude and reaffirm your interest
- **Reflect on Your Performance:** Identify strengths and areas for improvement
- **Stay Positive & Continue Practicing for Future Opportunities**

CONCLUSION AND FINAL TIPS

- Showcase your passion and adaptability
- Confidence is key: You are auditioning for both a teaching and performance role!
- Make a great first impression. . . practice your handshake and eye contact
- Consider doing mock interviews. . . maybe as a collegiate chapter project?

ADDITIONAL QUESTIONS TO PREP FOR

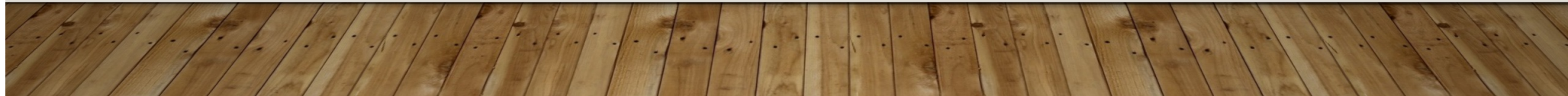
- Tell me about yourself.
-
- What is your major instrument?
 - Describe your proficiency on all other instruments, including strings.
 - What do you consider to be typical problems for beginning (wind/brass/percussion students)?
 - Describe your high school and college/university background and training. Discuss how these experiences have prepared you to be a band director.
 - Describe your ability to develop and chart a marching band show.
 - What are your Jazz Band pedagogical skills and describe how you teach improvisation.
 - Discuss your expectations regarding performance.
 - What are your instructional objectives?
 - Describe your method of lesson planning.



ADDITIONAL QUESTIONS TO PREP FOR

- Discuss some of your considerations in selecting literature for your band.

- Describe some of the methods you would use in gaining and maintaining appropriate classroom management. How will you handle behavior problems?
- Describe some of the strategies you would use in recruiting students for the band program.
- Describe what an observer might see in a typical, daily rehearsal?
- Provide an example of a standards-based lesson.
- In your opinion, what constitutes a superior, meaningful performance?
- Describe what you consider to be your obligations in planning and running fundraising activities.
- Explain some of the non-musical responsibilities you have to your students.
- What are your plans for professional development?
- Is there anything else that we should know about your qualifications for this position?



Q&A

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All Sessions Posted:

musicedconsultants.net/conference-materials