

Interview Strategies that Work: How to Get the Job You Want

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INTERVIEW QUESTIONS & TIPS

Background/First Impressions

- Tell me about yourself.
- Briefly describe your educational background for us.
- Why and when did you decide you wanted to teach music?
- What is your major instrument? How proficient are you in terms of performing on and teaching other instruments?
- Why are you changing jobs?
- What single accomplishment in your teaching experience, thus far, has given you the most satisfaction?
- What did you learn from your student teaching experience?
- What do you like most and least about teaching?
- Describe your personality.
- What do you expect to be doing five years from now?
- Why should I hire you? (Will likely come at the end of the interview)

Management/Discipline

- Tell me what I'll see happening in your classroom.
- What are your views on classroom discipline?
- How will you manage your classroom?
- How will you handle problems?
- What would you say or do with your students on the first day of school?
- Is it important for students to like you? Why or why not?
- Give me examples of a few rules you would have in your classroom.
- When do you seek the principal's help with discipline?
- What would you do about a disruptive student?
- Tell me about your discipline plan at your last job or during student teaching.
- Solve hypothetical problems in the classroom. What if . . .? Tell me about a time when . . .

Philosophy

- What is your philosophy of music education?
- What is the purpose and place of music in the school curriculum?
- Why is music important in the educational scheme?
- Do you believe all students can learn to be musical?
- Describe your view of the "ideal" school.
- What are the main goals of music education?
- How do you feel about music contests or festivals?
- What is your philosophy of education?
- What do you anticipate as being the most satisfying part of your teaching job? The least?
- How have you fostered the contribution to a school's mission statement with music education and/or music?

Teaching Style and Curricular Goals

- What are your main strengths and weaknesses as a teacher?
- How would former students describe you as a teacher?
- Tell me what I'll see if I come into your classroom.
- Take me through an elementary lesson for band.
- If you were planning a curriculum for a performance group, explain what you would emphasize and why.
- How would you make sure students are successful in music?
- Tell me about the technology you use in teaching your subject. How do you integrate this into your lessons?
- Tell me about the accommodations you have used to motivate and teach students with special needs.
- Tell me how you are going to develop a lesson plan.
- What time demands would you place on students outside of the school day? (sectionals, after-school rehearsals, performances)
- Describe the ideal school schedule for your music program.
- Due to constant turnover and weak teachers, our music program is in poor shape. What strategies do you have for turning a music program around and how long do you think it will take?
- What are your views on extra-curricular performances?
- Give me an example of how you would incorporate the national standards into your ensemble rehearsal.
- What music competencies should a graduating high school senior have?
- What are examples of teaching techniques that you have used successfully in the classroom?
- What kind of rehearsal atmosphere do you intend to create?
- Do you prefer homogeneous or heterogeneous groupings for beginners? Why?
- Please leave the room and come back ready to teach a 3-5 minute lesson on any musical concept or skill.
- Teach the principal your first trumpet lesson.
- Tell me how you've incorporated the national or state standards into your curriculum or a lesson.
- Tell me about your relationship with the students during your student teaching.

Budget Issues

- Based on the fact that we have (x-number) performing ensembles in our program, what do you feel is a realistic budget figure for purchasing new music each year?
- What are your views on music booster groups and fund raising?

Scheduling

- Our staff members are very concerned about the amount of time students miss class in order to go to lessons and out-of-school performances? How would you go about scheduling lessons and extra-curricular activities?

Diversity

- In terms of natural ability, we have a very diverse student population (large numbers of learning disabled as well as gifted/ talented students). How would you attempt to address the needs of all students in your music program?
- Describe how you have promoted multiculturalism in your music classroom.
- How would you allow for individual differences in your classroom?

School and Community Public Relations

- Tell me your top two student teaching experiences.
- Describe a strategy to involve parents in your classroom or with your program.
- Tell me your biggest student teaching challenge.
- How will you build relationships with other teachers?
- What would you do if a parent criticized a teaching technique you were using with his/ her child?
- If a parent said you were unfair, what would you do?
- How often do you communicate with students' parents? by what means?
- How would you utilize parent/community resources in your program?
- What steps would you take in order to develop a cooperative relationship with other staff members?
- Are you willing to teach as part of a team? How would you like to be involved?
- Community people have complained, in recent years, about too much Classical music on concerts and attendance has really slacked off. What ideas do you have for attracting more people to our concerts?
- Why do you want to teach in our school system?
- How will you prepare for a meeting with a parent who has complaints about your teaching, discipline, or program?
- A parent is insisting that you've taught something wrong to their child. How will you respond to this?
- Define the role of the principal.

Evaluation/Assessment

- What do you expect of the students in your class?
- Give examples of how you assess student learning.
- What do you believe students should be evaluated on?
- What do you believe you should be evaluated on?
- Do you think grades are important in music? How would you grade?
- We hear a lot about accountability in teaching these days. How would you go about demonstrating that students have really learned something in your classes/ rehearsals/ lessons?

Note: In some larger schools or more established programs, other music instructors in the department may interview you. Anticipate more specific questions regarding teaching techniques (intonation, sight-reading, counting, etc.) as well as the possibility of having to rehearse an ensemble, perform using your major instrument or secondary instruments (e.g. piano), or give a lesson.

Questions You Should Ask At Interviews

- Describe the daily schedule of rehearsals and classes for this job.
- What additional responsibilities will I have? (e.g. conducting a musical, nonmusical activities such as bus or cafeteria duty)
- How many schools will I cover? (traveling position) What other music staff works in those buildings? Do I have my own room at all of my schools? May I see the music facilities or my room?
- What grade do students start playing instruments?
- What type of written curriculum is in place?
- What is the status of the current performing groups? (enrollments, attrition rate, scheduling, etc.) How does scheduling affect enrollment?
- Are students scheduled in heterogeneous or homogenous classes?
- What is expected of the music director? (e.g. number of performances, participation at contests, pressure for high ratings, etc.)
- What type of individual or small-group lesson schedule is in place?
- How does the beginner program work?
- Where are concerts given? May I see the auditorium?
- What is the condition of the uniforms? How old are they?
- Does the position include teaching non-ensemble classes (general music, theory, guitar, etc.)?
- Are after school/evening rehearsals permitted?
- What about preparation time each day?
- How much community support for music is there? Is there a booster club?
- What about existing instruments, equipment, and budgets?
- What opportunities are there for personal and professional growth?
- Are there any professional days for attending conferences?
- Is there a district curriculum guide in place for music instruction? If yes, does it follow the national or state music standards?
- Tell me about the music library. Is it centrally located at one school or do I have music here at this school?
- Budget available for program.

I would enjoy hearing from you after your interviews. Please send me any interview questions you were asked that are NOT in this handout or any additional information or experience you would like to share. I'll look forward to hearing from you. jill.sullivan@asu.edu

Key Points to Remember

- Find out as much as you can about the school's current policies, procedures, and operations as well as recent history in the music department before going to an interview.
- If you do not organize your thoughts easily while speaking, write out the answers, then practice saying or memorizing them. Practice answering probable interview questions **out loud** in a confident, cogent manner (whenever possible, end your sentence with a one sentence summation). If an unexpected question requires you to "think on your feet", do not be afraid to take several seconds to think before you respond.
- If a question is unclear, don't be afraid to ask that it be repeated.
- If you "botch up" a response, don't get flustered. Keep smiling and pay attention to the next question.
- Maintain good eye contact with **each** of the interviewers and be aware of your body language.
- Dress a step higher than you would normally on a working day. Men a suit coat and tie and women pants and a jacket. Suits are an excellent choice.
- Take a leather folio, pen, CD with portfolio, and extra copies of your resume and transcripts. Leave big briefcases and purses at home.
- LEAVE THE CELL PHONE IN THE CAR or be 100% sure it's off and out of sight until you've left the school.

A survey of top personnel executives of 100 major American corporations came up with stories of unusual behavior by job applicants. I picked my favorite ten to share.

Top 10 Things Never to Do in an Interview

10. Wear an ipod and say you can listen to the interviewer and the music at the same time.
9. Have your wife call in the middle of the interview to check up on how the interview is going.
8. Demonstrate your loyalty by volunteering to have the company logo tattooed on your forearm if you get the job.
7. When asked about your hobbies, stand up and begin tap dancing around the office.
6. Pull out a Polaroid camera and snap a flash picture of the interviewer, explaining you collect photos of everyone who interviews you.
5. Whistle when the interviewer is talking.
4. Take off your shoe and sock, remove a medicated foot powder and dust it on your foot and in your shoe. While putting back the shoe and sock, mention that you have to use the powder four times a day, and now is one of the times.
3. Interrupt interview to phone your therapist for advice on answering a specific question.
2. Refuse to get out of the chair until hired, forcing your interviewer to have you arrested.
1. Challenge your interviewer to an arm wrestle.

LETTERS: APPLICATION, INQUIRY, AND FOLLOW-UP

APPLICATION

A letter of application is written when you have been informed of a job vacancy. The letter should explain your interest in the position and also highlight your educational background and professional experience. A clear and concise letter written in short paragraphs for ease in reading is usually the most effective. Always express a willingness to come for a personal interview and indicate that credentials can be forwarded upon request.

INQUIRY

The letter of inquiry is written when you want to acquire information about available positions in specific geographic areas. Your inquiry letter should provide a brief overview of your qualifications and should be sent early in the hiring season. Not all letters of inquiry will be answered, but those that result in a positive reply should be followed up. Request that an application form and any available literature about the school system be sent to you in the addressed stamped envelope that you enclose.

Like the résumé, cover letters create important first impressions. Employers are looking for people who can communicate clearly and concisely. When constructing your letters remember the following:

- Use 8 1/2 x 11 paper of good quality. Cotton and linen are recommended and should match the résumé paper.
- Duplicated copies are not acceptable; computers make it easy to individualize cover letters. Write your letter so that it reflects you; do not use a form letter.
- Choose an acceptable business format for the construction of your cover letters.
- Use ample margins and pay careful attention to your grammar, punctuation, spelling, and typing. Avoid the overuse of the pronoun "I."
- When possible, address your letter to a specific individual, using the individual's correct title. Avoid salutations such as Dear Sir, Gentlemen, Good Morning, and To Whom It May Concern.
- Indicate that a résumé is enclosed.
- Keep a copy in your computer files.

FOLLOW-UP

An interview follow-up letter should be sent to the hiring official as soon as possible after the interview. If you have interviewed on campus or at the school district, it is to your advantage to write a letter thanking the employing official and indicating your continued interest in the position. This letter can serve to remind the employer of the interview and can help to keep your application

"active." If, after the interview, you determine that the school district is no longer of interest to you, a letter should be sent asking to have your name removed from consideration.

SAMPLE
Letter of Application

School District's Address

Salutation:

Opening paragraph: Should include the title of the position for which you are applying and how you learned of the position.

Second paragraph: Describe your educational background, qualifications, and relevant experience. Refer to your enclosed résumé.

Supplemental material: (Could be more than one paragraph.) Note: Take the time to write this paragraph. Use this space to share with an employer your achievements and the special skills that you can contribute as a new teacher.

Closing paragraph: State that credentials are available (or are being sent); indicate availability for interview; inquire about further application procedures.

Closing.

(Signature)

Name Typed

Enc.

SAMPLE
Letter of Application

January 17, 2004

Sicily Horne, Ph.D.
Superintendent
North City School District
San José, CA 48105

Dear Dr. Horne:

The Educational Placement Office at Arizona State University has notified me of a provisional one-year opening in the music department of the North City School District for the 2003-2004 school year. Please consider me as an applicant for this position.

In May, I will graduate from Arizona State University with a Bachelor of Music Education degree in General Music/Choral. By July, all requirements for my certificate will be complete and I would be most willing to work in your school.

The enclosed résumé will give you more detailed information concerning my educational preparation and qualifications. My letters of recommendation and transcripts can be sent immediately upon request.

I would welcome the opportunity to discuss this position in detail with you. I will be vacationing in your area over spring break, March 20-29, and could conveniently arrange a time to visit with you. Thank you for your consideration.

Sincerely,

(Signature)

Sam Smith

Enc.

SAMPLE
Letter of Application/Cover Letter
Experienced Teacher

January 5, 2004

Samuel L. Jackson. Principal
Action High School
Hollywood, CA 29109

Dear Mr. Jackson:

The April 30 edition of the *Los Angeles News* indicated that Action High School would have an opening for a band teacher beginning in the fall of 2004. I would like to be considered as a candidate for this position.

My qualifications are summarized in the enclosed résumé. After graduating with an undergraduate degree in music education in 1993, I began my teaching career in Peoria, Arizona. In the summer of 1994 I was a fellow at the Conducting Workshop, which was held at University of Southern California. This institute was very helpful in assisting me with the development of nonverbal rehearsing and better rehearsal skills with my high school ensemble at Peoria High School. In conjunction with this achievement, I am please to mention that my ensembles have earned superior ratings each year I have taken them to regional and state festival.

Coaching chamber ensembles has been highly rewarding. My solo and ensemble students have consistently earned superior honors at regional and state festivals. If there would be an opening in the District Festival Committee, I would gladly serve to coordinate festivals for all students in the area.

My credentials are being sent to you. I would be happy to arrange an interview with you at your convenience. If there are additional application procedures that I should follow, please advise me. I will look forward to hearing from you.

Sincerely yours,

(Signature)

Wanta B. Hired

Enc.

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SAMPLE
Letter of Inquiry

January 4, 2004

Personnel Department
Irvine Public Schools
777 S.W. Cincinnati Street
Irvine, CA 37886

I am writing to inquire whether there will be fall teaching openings in the Irvine Public Schools for which I might be considered. My B.M.E. degree will be conferred from San José State University in May with a major in instrumental music education with a specialization in orchestra conducting.

As you will note from the enclosed résumé, I am currently student teaching in a middle school comprised of orchestra students from a diverse population. During this semester-long experience, I have had the opportunity to be part of a team setting, working and planning cooperatively with colleagues. My experience also includes working in an elementary school in an urban community, as well as with fourth-grade beginners.

My credentials, including references, are on file at the San José State University Placement Office. I would appreciate receiving application materials and any additional information regarding application procedures.

Thank you for your consideration.

(Signature)

Viola Jones

Enc.

SAMPLE
Follow-up Letter

Sally Lawrence, Ph.D.
Principal
Towering Cactus Middle School
Avondale, AZ 85266

Dear Dr. Lawrence:

I would like to express my appreciation for the courtesy and consideration extended to me during my interview at your school. The information which you shared with me regarding all the teaching opportunities in your district was useful.

Your school's music education activities are impressive and challenging. San José State's music education program has prepared me to teach in a manner that would be compatible to your system. I am confident that working in your school would be a rewarding experience.

As you suggested, I will call to arrange an on-site interview in Avondale the week of April 10, I look forward to future communications with you.

Sincerely yours,

(Signature)

Clara Net

Enc.

SAMPLE
Follow-up Letter

April 18, 2006

Max Offer
Staff Assistant, Personnel
City Public Schools
807 N.E. Broadway
Anywhere, USA 50000

Dear Mr. Offer:

I would like to express my appreciation for the courtesy and consideration extended to me during my interview at the Educational Placement Office on March 26, 2006. As we discussed during the on-campus interview, I am qualified and interested in teaching at the middle school level and assisting in your various extracurricular activities.

East High's student-centered philosophy appears to be very compatible with mine. My universities teacher education program, including my practicum and semester-long student teaching experiences, afforded me the opportunity to become involved with integrated curricula and school classrooms at all levels.

As you suggested, I will call to arrange an on-site interview during the second week of April. I look forward to future communications with you.

Sincerely yours,

(signature)

Hiram E. Soon

RÉSUMÉS

A résumé is a document that briefly describes your educational background, professional experiences, and interests. Although the résumé may partly duplicate the material in your placement file and in the school's application form, a well-prepared résumé serves an important function in your job search. It can introduce you to an employer and should always accompany letters of inquiry and application. The information in your résumé can help facilitate an interview and can be given to all members of the selection committee. A copy of your résumé will be of assistance to cooperating teachers, faculty members or administrators when writing a letter of recommendation on your behalf. The information in your résumé will also be very helpful to you as you complete application forms for individual school districts.

The appearance of your résumé will have an important effect on your professional image. When constructing your résumé, keep the following points in mind:

- Use 8 1/2 x 11 paper of good quality. Cotton and linen are recommended and should match the cover letter paper.
- Laser printers are recommended because they provide professional-looking quality.
- Use ample margins and sufficient spacing; white spaces enhance the overall appearance.
- Describe your experiences with action phrases; use words like conducted, rehearsed, created, and developed. Choose appropriate headings for the various sections of your résumé. (See examples included)
- The final copy should be error-free. Pay careful attention to your grammar, punctuation, spelling, and typing.
- If possible, the résumé should be one page in length. If two pages are necessary, identify the second page with a header or footer and only use one side of the paper.

Design your résumé so that it can effectively represent you. There are any number of styles and formats that can be used in constructing and the samples included are only an indication of what can be done. Please feel free to ask a faculty member at your school to critique your résumé before the final copy is reproduced.

ACTION WORDS

ACCOMPLISHED	FAMILIARIZED	PREPARED
ACHIEVED	FOCUSED	PRESENTED
ACQUIRED	FORMULATED	PRESIDED
ADDRESSED	GROUPED	PRODUCED
ADMINISTERED	GUIDED	PROGRAMMED
ANALYZED	IDENTIFIED	PROMOTED
ARRANGED	ILLUSTRATED	PROVIDED
ASSESSED	IMPLEMENTED	REHEARSED
ASSISTED	IMPROVED	REPRESENTED
AUTHORED	INCORPORATED	RESEARCHED
COACHED	INCREASED	RESTRUCTURED
COMMUNICATED	INITIATED	REVIEWED
COMPILED	INSTITUTED	REVISED
COMPLETED	INSTRUCTED	SELECTED
CONDUCTED	INTERPRETED	SERVED
CONSTRUCTED	INTRODUCED	SHAPED
CONTRIBUTED	INVENTED	SKILLED
CONTROLLED	INVESTIGATED	SOLVED
COORDINATED	INVOLVED	SPONSORED
COUNSELED	MAINTAINED	STIMULATED
CREATED	MANAGED	STREAMLINED
DESIGNED	MODERATED	STRENGTHENED
DEVELOPED	MONITORED	STUDIED
DIRECTED	MOTIVATED	SUPERVISED
EDITED	OBSERVED	SYSTEMATIZED
ENABLED	OBTAINED	TAUGHT
ENCOURAGED	OPERATED	TESTED
ESTABLISHED	ORGANIZED	TRAINED
EVALUATED	ORIGINATED	TRANSLATED
EXAMINED	PARTICIPATED	TRAVELED
EXPANDED	PERFORMED	WORKED

RÉSUMÉ HEADINGS

TEACHING INTERESTS
OBJECTIVE
TEACHING OBJECTIVE
CAREER OBJECTIVE
PROFESSIONAL OBJECTIVE

POSITION DESIRED
TEACHING COMPETENCIES

EDUCATION
EDUCATIONAL BACKGROUND
EDUCATIONAL PREPARATION
ACADEMIC BACKGROUND
ACADEMIC TRAINING
EDUCATIONAL OVERVIEW

SPECIAL TRAINING
CERTIFICATION
CERTIFICATES
ENDORSEMENTS

AREAS OF KNOWLEDGE
AREAS OF EXPERIENCE
AREAS OF EXPERTISE
EDUCATIONAL HIGHLIGHTS
COURSE HIGHLIGHTS
BACKGROUND HIGHLIGHTS
CAREER HIGHLIGHTS
PROFESSIONAL SKILLS

STUDENT TEACHING EXPERIENCE
PRACTICUM EXPERIENCE
TEACHING EXPERIENCE
COACHING EXPERIENCE
PROFESSIONAL EXPERIENCE
EXPERIENCE SUMMARY
PRESENTATIONS
EXPERIENCE HIGHLIGHTS
PROFESSIONAL BACKGROUND
FIELD PLACEMENT
INTERNSHIPS

CIVIC ACTIVITIES
COMMUNITY WORK
COMMUNITY SERVICE
VOLUNTEER ACTIVITIES
ACTIVITIES & DISTINCTIONS
PART-TIME WORK

COLLEGE ACTIVITIES
SPECIAL HONORS
COLLEGE DISTINCTIONS
HONORS AND DISTINCTIONS
HONORS/AWARDS
ACADEMIC AWARDS
SCHOLARSHIPS

MEMBERSHIPS
PROFESSIONAL MEMBERSHIPS
AFFILIATIONS
PROFESSIONAL ORGANIZATIONS

SPECIAL TALENTS
LEISURE ACTIVITIES
SPECIAL SKILLS
INTERESTS
FOREIGN STUDY
TRAVEL ABROAD
TRAVEL
LANGUAGE COMPETENCIES
MILITARY SERVICE
PUBLICATIONS
PERFORMANCE ENSEMBLES
PERFORMANCE EXPERIENCE
PRESENTATIONS
CONFERENCE PARTICIPATION
WORKSHOP

CREDITIALS
PLACEMENT FILE
REFERENCES

DALE CROWS

221 Monterey Drive
Waving Grass, NE 12346
(309) 555-2293

OBJECTIVE	Elementary General Music (K-6)
SPECIALIZED SKILLS	Orff and Kodaly levels I & II Synthesizer and audio technology Classroom use of keyboards and guitar Composer and creative producer
CLASSROOM EXPERIENCE	Elementary General Music - 6 years Manhattan Public Schools, Manhattan, NE, 1998 - present Middle School Instrumental Music - 3 years St. John's Academy, Kansas City, Kansas, 1995-1998 School district committee service in above positions includes: NCA Evaluation team member for Shawnee Mission Schools, 1995 Curriculum development team member and writer for K-3 music, 1999. Chair, Fine Arts Committee, 2000 - 2002 Member, Manhattan District-wide Computer Committee, 1998 - 2000
LEADERSHIP & ACTIVITIES	Elected President, Kansas Music Educators Association Received Educator-of-the-Year Award, Kansas Education Association Supervised university student teachers and spoke to methods classes Wrote and directed two middle school musicals Produced several highly successful high school musicals Published: "Electronics in Music Classrooms," Music Educator's Journal Vol 12, p. 39-43, 2002 Director, Manhattan Boy's Choir (performed in Austria, Italy and several U.S. cities)
AFFILIATIONS	Music Educators National Conference Kansas Music Educators Association National Education Association
EDUCATION	<u>Kansas State University</u> , Manhattan, Kansas M.A. Degree - May, 2000 <i>Music Education and Theory</i> <u>Bowdoin College</u> , Brunswick, Maine B.M. Degree - August 1995 <i>Music Education Emphasis: Trumpet</i>
HONORS	Outstanding Performer Award, Bowdoin College

GRACE NOTES

777 University Drive
Any Town, CA 12349
(100) 555-0007 (home)
(100) 555-0002 (school)

PROFESSIONAL TEACHING EXPERIENCE: 8 years

Mayville-Portland School District. Mayville, North Dakota, 1991-present
Instrumental Music Teacher and Department Chair, Mayville High School

Devils Lake School District 1, Devils Lake, North Dakota, 1989-1990
Instrumental and Vocal Teacher, Central Junior Senior High School

Mustang Independent School District, Mustang, Oklahoma, 1986-1989
Instrumental Music Teacher, Mustang High School

EXPERIENCE HIGHLIGHTS:

- Organized and hosted the first state-wide junior high honor band festival
- Developed creative and fresh marching band scores for three marching bands
- Received highest honors at the North Dakota State Marching Band Contest
- Evaluated curriculum for three districts and revived programs with new ideas
- Chosen as the top state jazz band in North Dakota, 1994

CURRENT LEADERSHIP:

- President, State Bandmasters Association
- Chair, Plains Music Consortium for Instrumental Teachers
- Faculty Liaison, Fine Arts Committee for Music Improvement in North Dakota
- State Delegate, National Education Association Convention, Fargo

PROFESSIONAL MEMBERSHIPS:

- Percussive Arts Society
- American Bandmasters Association
- American School Band Directors' Association
- National Education Association

ACADEMIC BACKGROUND:

Mayville State University, Mayville, North Dakota
M.A. Performance and Conducting, 1993

CHRISTOPHER TRUMP

PRESENT ADDRESS
666 College Street
Any Town, CA 12348
(101) 555-0009

PERMANENT ADDRESS
12 Union Avenue
Any town, CA 23456
(909) 555-0003

TEACHING INTERESTS

Orchestra Director and Strings Teacher

ACADEMIC TRAINING

The University of Akron, Akron, Ohio
Master of Arts Degree, Conducting, August, 1995

Oberlin College, Oberlin, Ohio
Bachelor of Music Degree, May, 1992
Major: Music Education Specialization: Strings

INTERNSHIP

Strings - elementary and secondary level, Toledo High School, Toledo, Ohio, Spring, 1995

- Taught individualized lessons to strings players, Grades 4 - 6
- Instructed elementary string students using the Suzuki method
- Arranged recitals for students to gain exposure and independence
- Created a positive environment for students of all abilities
- Rehearsed 80-piece high school orchestra for major spring concert
- Conducted high school orchestra during All-State rehearsal
- Evaluated student progress and maintained contact with parents

VOLUNTEER EXPERIENCE

Orchestra, Grades 9 -12, Washington High School, Oberlin, Ohio, Fall, 1994

- Worked extensively with violin and viola players
- Introduced new music to the advanced orchestra
- Assisted with the conducting of the Concert Strings Symphony

MUSIC ACTIVITIES & DISTINCTIONS

Featured Soloist, Winter Symphony Festival, Cleveland, 1995
Orchestra member, Cleveland City Orchestra, 1994 - present
First Chair, Violin, The University of Akron Symphony, 1994
First Chair, Violin, Oberlin Symphony, 1991 - 1993

HONORS

Conductor's Medal, The University of Akron, 1995
Graduate Fellowship in Music, The University of Akron, 1994
Oberlin Music Medallion for Outstanding Achievement, 1992

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RESOURCES

Anthony, R. & Roe, G. (1992). *From contact to contract: A teacher's employment guide* (2nd Edition). Charleston, South Carolina: Carroll Press.

Anthony, R. & Roe, G. (1998). *The curriculum vitae handbook*. Iowa City: Rudi Publishing.

Anthony, R. & Roe, G. (1998). *How to look good to an employer* (2nd edition). Long View, Washington: Lake Publishing Company.

Anthony, R. & Roe, G. (2003). *101 grade A resumes for teachers* (3rd edition). New York: Barron's.

Berg, R., & Hunt, D. C. (1986). Going in with your eyes open. *Instrumentalist*, 40(10), 26-35.

Brinkman, D. & Mallett, C. (2000). Questions asked in job interviews of music teachers. *Journal of Music Teacher Education*, 10(1), 16-23.

Prentice, B. (1987). Get ready, get set, get hired. *The Instrumentalist*, 41(12), 45-49.

Rogers, G. (1995). The student-teaching portfolio. *Music Educators Journal*, 82(2), 29-31, 68.

Web Resources for Electronic Portfolio Development and Advice on Interviewing

<http://www.education.uiowa.edu/edplace/eportfolio/index.html#samples>

<http://www.education.uiowa.edu/edplace/JSS/pk12/advice.htm>