

ASPA Updates

The Society for Music Teacher Education

February 2010



Areas for Strategic Planning and Action

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Compiled by Janet R. Barrett; SMTE chair-elect



Society for Music Teacher Education (SMTE) Areas for Strategic Planning and Action (ASPAs)

According to Music Educators National Conference Bylaw IX, Section 1, the purposes of the Society of Music Teacher Education are to:

- (a) Improve the quality of teaching and research in music teacher education;
- (b) Provide leadership in the establishment of standards for certification of music teachers; and
- (c) Serve as an arm of the Conference in influencing developments in music teacher education and in the certification of music teachers.

In 2004, the SMTE Executive Committee, chaired by David Teachout, began planning a symposium dedicated to critical issues in music teacher education. The Executive Committee developed a call for papers that would address three broad areas of critical need, including (a) finding future music educators, (b) preparing future music educators, and (c) supporting the professional development of music educators.

The first Symposium on Music Teacher Education was held in September 2005 at UNC-Greensboro. At the Symposium, special interest groups were formed to concentrate on particular issues and topics that arose from the questions and issues raised by the participants. Twelve such groups were organized. Initially labeled as SAGs (Strategic Action Groups), the groups were subsequently and more appropriately renamed Areas for Strategic Planning and Action (ASPAs). The goals of the ASPAs are:

- To foster collaborative efforts among music teacher educators and those interested in the recruitment, preparation, and professional development of music teachers;
- To promote activities in research, the identification and dissemination of best practices, and policy analysis on behalf on music teacher education;
- To sustain these activities in order to build a more coherent and systematic base of knowledge in music teacher education (convening on an annual basis at the SMTE Symposia in odd-numbered years and during the MENC Biennial Conference in even-numbered years); and
- To produce substantive and useful work that can be disseminated within SMTE and to broader audiences.

Since their inception in 2005, the work of the ASPAs has been conducted and sustained at the 2006 MENC conference in Salt Lake City, the 2007 Symposium in Greensboro, and the 2008 MENC conference in Milwaukee. The current SMTE Executive Committee, chaired by Linda Thompson, disseminates the work of the ASPAs through the SMTE web site in particular (www.smte.us).

This October 2009 ASPA overview includes the central focus of each ASPA, a summary of projects completed and in progress, and ideas for future initiatives. When available, the overviews include work discussed at the 2009 Greensboro Symposium.

Teacher Recruitment ASPA
David Rickels, Facilitator

Notes from Greensboro 2009

Action Item #1. Extend the work of the music education auditionee survey pilot

Project Leader: David Rickels

Based on the pilot study begun two years ago in Greensboro that has now come to fruition with a publication accepted to JRME, we will follow up with a replication and extension. The data gathered in the pilot point to a number of areas for further exploration, which will allow us to transition from a broad descriptive lens to a more detailed focus. We have identified 10 sites with initial interest for data collection. The new questionnaire design and method will be vetted over the next several months, with a goal of administration in the spring of 2010.

Action Item #2. Gather information on state MEA, CMENC, and Tri-M future teacher collaborative programs

Project Leader: Kim Council

We have learned informally about efforts underway at the state level to engage future music teachers through conferences, honor groups, and other events for K-12 students, particularly high school students. Our goal is to gather information on these endeavors, inclusive of efforts by state MEAs, CMENC chapters, and Tri-M chapters. The eventual purpose behind the gathering of this information is to provide a reference such as a web database that will allow coordination and promote cooperation between these entities working on different aspects of teacher recruitment.

Action Item #3. Produce an article on non-traditional teacher exemplars oriented toward K-12 teachers

Project Leader: Bill Frederickson

This project arose out of our discussion regarding the difficulty in recruiting teachers for subjects outside of band, choir, and orchestra. Such non-traditional subjects in K-12 schools might include popular music, ethnic ensembles, computer music, and many others. Recruitment of teachers with backgrounds in these subjects faces many barriers for training in teacher education programs, including primary instrument requirements, large ensemble requirements, and issues of a diverse population. Future non-ensemble general music teachers may face some of these same barriers as well. Our goal is to produce a practitioner-oriented article that highlights outstanding exemplars of non-traditional music teaching in the K-12 schools. The twofold purpose of this article is: (1) to provide a background for thinking about alternative students whose music-making may lead them to a career in music education, and (2) to challenge K-12 educators and music teacher educators alike to think about a more inclusive definition of music teaching beyond the traditional ensembles.

**Program Admission, Assessment, and Alignment ASPA
Paul Doerksen, Facilitator**

Central Mission and Focus

To address program structure and key milestones in the undergraduate curriculum, including admission to music education, assessment of student progress, and collaborative efforts between music education faculty and other colleagues within schools of music.

**Greensboro 2009:
Members Attending**

Nancy Boone Allsbrook, Middle Tennessee State University
 Jim Austin, University of Colorado (Boulder)
 Timothy S. Brophy, University of Florida (Gainesville)
 Paul Doerksen, Duquesne University
 Betty Anne Gottlieb, University of Arkansas
 Kathy Kerstetter, Florida International University
 Gail Lewinsky, Susquehanna University
 Ed McClellan, Loyola University (New Orleans)
 Kelly Parkes, Virginia Tech
 Gary Richer, James Madison University
 Lyn Schrader-Joiner, Kean University

Agenda

1. Update Membership Directory
2. A Quick Review of *The 2007 National Survey of Music Teacher Certification Programs*
3. Set Future Working Agenda
4. Discuss Next Steps on the *Professional Dispositions Work*
5. Consider a Possible *Policy ASPA Liaison*
6. Decide on Best Approach to ASPA Communications (Janet Barrett's Request)
7. Narrow Topics for Anaheim Work Sessions (See *Anaheim Goals* Below)
8. Report Anaheim Goals to Janet Barrett

Discussion

ASPA members first reviewed a wide range of topics related to certification preparation (undergraduate, post-baccalaureate, and graduate with certification): field experiences; barriers, gateways, anchor points—internal and external assessments and follow-through into first years of teaching experience; dual-degree programs; student teaching (configurations, placements, honorariums); mentoring students; and professional dispositions.

Conversation quickly focused on three areas: dual-degree programs, assessment models within the certification program and those continuing into the first years of teaching, and next steps with the current work in professional dispositions. An agenda for Anaheim emerged, indicated below.

Anaheim Goals

- *Online Survey of Dual-Degree Programs* (Jim Austin)
 - *Systemic Assessment Models in Music Teacher Education* (Timothy Brophy)
 - *Models of Disposition Assessments* (Paul Doerksen, Gary Richer, Kelly Parkes)
 - *Connections: Gateway Assessments and Early Career Outcomes**
- * Possible collaboration with *Professional Development for the Beginning Teacher ASPA*

Accomplishments

The 2007 National Survey of Music Teacher Certification Programs (results of which were presented during that year's SMTE symposium) was an extensive survey of all programs across the country identified as having active certification programs. The on-line survey looked at six groups of information: *Program Background; Audition Procedures for Entering Freshman Music Majors; Program Assessment, Decision Points, and Admission/Continuation Criteria; Assessment Related to Student Teaching and Program Completion; Predictive Quality of Assessments and Use in Program Improvements; and Professional Dispositions and Teaching Skills*. The last group (*Professional Dispositions*) provided the springboard for the 2009 survey (discussed next).

The Assessment of Professional Dispositions in Music Teacher Certification Programs. For this study—a focused extension of one aspect from the 2007 survey—all programs holding current State Department of Education accreditation were identified (N=816). From that population, a random sample was determined. These programs received an invitation to participate in an on-line survey focused on the interest and use of professional dispositions throughout the certification program—admission, retention, and completion.

The term “dispositions” refers to traits or habitual ways of thinking and acting based on beliefs, especially beliefs about what is important. Nineteen questions about dispositions were raised in the survey, organized around five pages: *Program Background, Using Professional Disposition, Applying Professional Dispositions, Development and Ratings of Dispositions, and Final Thoughts and Next Steps*.

SMTE ASPA on Music Teacher Socialization
John Scheib, Facilitator

Central Mission and Focus

To address the undergraduate student's transformation from student to teacher through program components and experiences.

Accomplishments to Date

Documents Prepared by ASPA members (available on the SMTE website):

* *"The Transition from Music Student to Music Teacher: A Summary of the Research Literature"*

* *"Roles, Identity, Socialization, and Conflict: The Transition from Music Student to Music Teacher"*

* *"An Examination of the Transition from Primary to Secondary Socialization of Music Educators"*

Additional Related Papers & Presentations by ASPA members:

"Understanding Identity and Socialization Development in Professional Education Programs: Lessons Learned from Across Campus" - Linda Thornton & Ryan Hourigan, 3rd Biennial Colloquium for Teachers of Instrumental Music Methods, Mt. Sterling, OH, May 14-17, 2009.

"Music Teacher Socialization and Identity Formation: Redesigning Teacher Education and Professional Development to Enhance Career Satisfaction" – John Scheib, 2007 Symposium On Music Teacher Education. September 13-15.

"Musicians and Teachers: The Socialization and Occupational Identity of Preservice Music Teachers" – Daniel Isbell, 2007 Symposium On Music Teacher Education. September 13-15.

"Say What? Mentoring Preservice Teachers from a Social Role Perspective" – Michael Raiber, 2007 Symposium On Music Teacher Education. September 13-15.

"Variations on a Theme: Applications of Social Role Development Theory in Music Teacher Education" – Michael Raiber & David Teachout, 2007 Symposium On Music Teacher Education. September 13-15.

"Who Am I? Helping Music Education Undergraduates Think, Feel, and Act Like Teachers" – Warren Haston, 2007 Symposium On Music Teacher Education. September 13-15.

"The Professional-Identity Needs of Instrumental Music Educators: An Examination of Music Teacher Socialization, Identity Construction, and Career Expectations" – John Scheib, 2nd Biennial Colloquium for Teachers of Instrumental Music Methods, Mt. Sterling, OH, May 17-20.

Projects in Progress and Future Goals

In Milwaukee (2008 MENC National Conference), our Sub-ASPAs provided reports detailing and defining the key issues and themes found in research literature specific to assigned topic area. We continue to summarize & synthesize key issues/themes, including models of research- and theory- informed socialization practices, and worked toward developing a research agenda and action plans that attempt to address the gaps and/or key issues/problems identified in the literature. Overall project ideas listed below:

1. [research] Investigate occupational identity socialization strategies and issues in other professional preparation schools (e.g., nursing, general teacher ed, law). Overview of how other schools / disciplines approach socialization (if at all) – could include literature review and/or survey research. (Ryan Hourigan & Linda Thornton)
2. [research] Survey stakeholders (K-12 school administration, teachers, community members, teacher ed faculty, other higher ed music faculty) with respect to beliefs/expectations about K-12 music teaching in regards to curriculum, perceptions of teaching models, and their own efficacy toward future teachers. Looking at factors of alignment, conflict, influence. (Daniel Hellman)
3. [practical/informational/resource/sharing] Examples of current deliberate music teacher socialization practices – what are people doing? Sharing ideas, website space sharing? (Warren Haston)
4. [collaborative] MUSIC ED/SMTE/MENC vs CBDNA/PERFORMANCE COMMUNITIES conflicts – influence (competing ideas on what it means to be a music teacher). Group session/panel presentation. (Michael Raiber & Maud Hickey)

Critical Examination of the Curriculum
Frank Abrahams, Facilitator

To examine the assumptions on which the music teacher education curriculum is founded by analyzing current curricular practices and proposing new avenues for consideration.

Actions from the Milwaukee meeting 2008

- Invite cross-community dialogue (IASPM, IAJE, ASTA, SEM, NCPP, ATMI)
- Draft a response to the Tanglewood II declaration
- Propose a session at CMS: Musicianship skills for music education majors
- Develop a book proposal (to be edited by Ann Clements) focused on alternative and innovative approaches to music teaching
- Explore the impact of technology on the music curriculum

Cultural Diversity And Social Justice for Music Teacher Education

Abby Butler, Facilitator

Report 7-15-09

Mission Statement

This ASPA is committed to promoting a social justice perspective for music teacher education by:

- Investigating and disseminating information on culturally responsive pedagogies
- Exploring and reporting on issues affecting recruitment and retention of a diverse teaching force
- Challenging current perspectives of music, musicians, and music-making through online discussions and journal publications
- Raising awareness of factors affecting equitable access to music teaching and learning through dialoguing and disseminating research among key stakeholders

Greensboro 2009 summary

Thanks to all of you who participated in our two meeting sessions. Through your collective contributions we developed and expanded our agenda to incorporate several exciting projects. Even more importantly we were able to identify “next step” actions to move forward with our projects.

First, we identified three categories of action that directly relate to our ASPA’s mission:

1) Research, 2) Advocacy, and 3) Communication.

Second, we targeted and prioritized specific projects within each category that we believe will help us meet our objectives:

Research:

- Expand & annotate current bibliography and consolidate current research
- Develop a proposal for an MEJ focus Issue on cultural diversity and social justice

Advocacy:

- Develop a public website to disseminate information and provide resources about cultural diversity & social justice for music teacher educators, music teachers and the general public

Communication:

- Develop and expand content on our ASPA website
- Facilitate more efficient communication between and among our ASPA membership

The table below shows how these three areas and their related projects support the goals delineated in our mission statement:

Mission Statement	Category	Project
1. Investigating and disseminating information on culturally responsive pedagogies	Research	Bibliography MEJ Focus Issue
2. Exploring and reporting on issues affecting recruitment and retention of a diverse teaching force	Advocacy	
3. Challenging current perspectives of music, musicians, and music-making through online discussions and journal publications	Research, Advocacy, Communication	Public Website
4. Raising awareness of factors affecting equitable access to music teaching and learning through dialoguing and disseminating research among key stakeholders	Advocacy, Communication	Public Website

Third, we identified internal actions to improve and grow our ASPA:

1. Enhance our SMTE ASPA website by developing the content and improving online communication
2. Develop representatives for cultural diversity and social justice on other ASPAs
3. Develop and expand membership within our ASPA as needed

Fourth, we created an Excel worksheet outlining each of our projects that allows us to identify and connect the following: Action, Purpose, Next Step(s), Personnel, and Notes. This document is intended to function as a working document helping us to manage current and future projects as well as to track our progress. To view the most recent version click [here](#):

Future Goals

1. Send mini-proposal or abstract of your ideas for one of the MEJ special focus topics to Connie or Abby
2. Update your information on our membership page: name, institution affiliation, title, contact information, areas of interest within cultural diversity and social justice, link to personal website.
3. Share ideas about public website with Marsha Baxter

School-University Partnerships ASPA
Facilitator: Suzanne Burton

Mission

To survey best practices in school and university partnerships that promote a view of teacher education as a shared responsibility between P-12 and higher education.

Accomplishments

- 2) The mission, as stated above, has been accomplished through ASPA members.
- 3) Three of five goals established at 2008 MENC in Milwaukee were accomplished:
 - a. Upload literature review to SMTE website.
 - b. Develop workshops to assist with the creation of school-university partnerships.
 - c. Develop a framework for a comprehensive research article; find a means to publish research and policy-based cases on school-university partnerships.
- 4) Work accomplished in 2007:
 - a. Presentation of research on school-university partnerships by Suzanne Burton and Gena Greher at the Rethinking Music Teacher Preparation in the 21st Century Symposium in Honor of Charles Leonhard, Teachers College, January 2007.
 - b. Research presentation at the Research in Music Education (RIME) conference, Exeter, England by Gena Greher and Suzanne Burton: *A Delicate Balance: When Research Meets Reality in School-University Partnerships*, April, 2007.
 - c. Survey of practices of school-university partnerships by Tim Brophy and Tara Pearsall. Results presented in *Partnerships in Music Education*, research presentation given by Tim Brophy at the 2007 SMTE Symposium.
 - d. Results of a critical analysis of two diverse school-university partnerships presented in *Research Meets Reality: An Analysis of Two Diverse School-University Partnerships* at the 2007 SMTE Symposium by Suzanne Burton and Gena Greher.
 - e. Best practice presentation by Michael Hewitt and Philip Silvey: *Reality MTE: Living and Learning through School-University Partnerships* at the 2007 SMTE Symposium.
 - f. Best practice presentation by Lisa Hunter, Bradley Fuster, Lindsay Whelan and Nora Trincanati: *Secondary Instrument Instruction in a Partnership* at the 2007 SMTE Symposium.
 - g. Extensive literature review conducted by Suzanne Burton and Gena Greher, *School-University Partnerships: What Do We Know and Why Do*

They Matter? Published in Arts Education Policy Review, Volume 108, September/October.

5) Work accomplished in 2008:

- a. Book Chapter: Suzanne Burton & Gena Greher: Research Meets Reality: An Analysis of Two Diverse School-University Partnerships. In M. Schmidt (Ed.), *Collaborative action for change: Selected proceedings from the 2007 symposium on music teacher education*. (In Press).
- b. Book Chapter: Lisa Hunter, Bradley Fuster, Lindsay Wheelan, & Nora Trincanati: Secondary instrument instruction in a partnership. In M. Schmidt (Ed.), *Collaborative action for change: Selected proceedings from the 2007 symposium on music teacher education*. (In Press).
- c. College Music Society Conference (Atlanta, GA), Panel presentation by Suzanne Burton, Gena Greher, Lisa Hunter, Nate Kruse, & Krystal Rickard: *The Synergistic Potential of School-University Partnerships*.
- d. College Music Society Conference (Atlanta, GA), Paper Presentation by Lisa Hunter.
- e. International Society for Music Education (Bologna, Italy), Workshop by Gena Greher & Suzanne Burton: Developing collaborative relationships: *Creating authentic contexts for music teacher preparation*.
- f. New York State School Music Association, Panel Presentation by Lisa Hunter: Partners, Possibilities and Prospects: School-University Partnerships in Music Education

6) Work accomplished in 2009:

- a. Research In Music Education Conference (RIME, Exeter, UK), symposium by Pamela Burnard, Suzanne Burton, & Andreas Lehmann Wermser: *International perspectives on the impact of partnerships on learning and school change*.
- b. Eastern Division MENC Conference (Providence, RI), workshop given by Gena Greher & Suzanne Burton: Developing collaborative relationships: *Creating authentic contexts for music teacher preparation*.
- c. Journal of Music Teacher Education, Vol 18, #2, Suzanne Burton & Alison Reynolds: *Transforming Music Teacher Education through Service-Learning*.
- d. Arts Education Policy Review, 2010 Issue devoted to School-University Partnerships. Guest Editors, Suzanne Burton & Gena Greher: *Symposium on School-University Partnerships*.
- e. Society for Music Teacher Education (Greensboro, NC), panel presentation given by: Gena Greher, Suzanne Burton, Frank Abrahams, Timothy Brophy, Lisa Hunter, & Nate Kruse: *School-University Partnerships: Multiple Lenses of Practice in Music Teacher Education*.
- f. College Music Society National Conference (Portland, OR), Community engagement session on ProjectMUSIC, given by Suzanne Burton, Brian

- Bersh, Kathryn Makos, and Shari Feldman: Service-learning project that features school-university-community collaborations.
- g. Presentation: Katie Carlisle, School/University Music Partnerships in Action: Introducing the Connect Music Project (UK) Within its New North American Context
 - h. Ongoing partnership: Brenda Brenner and Lissa May: Fairview Violin Project: A University-Public School Collaboration Examining the Effect of Violin Instruction on Cognitive Development and Social Change in a NCLB Failing School

Agenda for 2009 SMTE ASPA Meeting

- 1) Review and revise mission statement.
- 2) Review goals set at MENC Conference in Milwaukee:
 - a. Develop quantitative assessments on partnerships and stakeholders-- IHE, CT, PMT, & Administrators' perspectives as well as student musical achievement and attitudes. Include formative assessments PMT and CT use to monitor teaching and learning.
 - b. Research the professional development of teachers.
 - c. Research student musical achievement—as a means to gauge music teaching and learning
 - d. Develop a discussion board.
 - e. Include PMT in ASPA?
- 3) Create strategic plan for the AEPR symposium.
- 4) Establish goals for future work
 - a. Consider partnerships with other entities
 - i. Service-learning
 - ii. Departments of education
 - iii. Community arts associations
 - iv. Global partnerships
 - v. Others
 - b. Suggestions from ASPA members.

Policy ASPA

Patrick Schmidt, Facilitator

The intent and central mission of the Policy ASPA has been articulated as striving:

To coordinate the efforts of SMTE, MENC, NASM, and CMS in supporting music teacher education as well the involvement of other pertinent groups; to build capacity for policy development.

Greensboro 2009

Participants: John Kratus, Ron Kos, Cathy Benedict, Ken Douglas, Gail Barnes, Patrick Schmidt, Brett Nolker, Andrew Goodrich, Carla Aguilar, Liz Wing

Agenda for Future Action

- Development of successful collaborative leadership
- Change in ASPA coordination every two conference years
- Liaisons with other ASPA
- Continuation of contact and establishment of contact list
- Development of proposal for MENC Biennial in Anaheim.
- Collaborative studies in connection to ASPAs subjects
- Report from participants and their interactions with other ASPAs
- Submission of themes and Structuring Session
- Establishment of collaborative Research Agenda
- Interactive and cross-institutional

Report

The Policy ASPA met during the 2009 SMTE conference. The following issues were identified:

As a group, SMTE would benefit from a broad understanding of policy issues, conceptions and models. The profession is experiencing changes and policy thought and action are necessary and should be fostered.

Action:

- Development of web resources making ample policy outlook available for easy access and consumption
- Articulation of various policy models and approaches

The Policy ASPA can play a role in better articulating a macro view of the possibilities and challenges inside other ASPA. Such macro view in turn is representative of the state of the art of the profession and therefore important to be considered, analyzed and shared with the profession.

Action:

- Stronger liaison with other ASPAs

- Panel presentation at MENC (Anaheim and Washington, if possible) presenting policy analyses of specific issues of 5 distinct ASPAs.
- Development of Policy Framework to be shared with ASPAs. This would in turn streamline communication between other ASPAs and Policy ASPA in the future while encouraging ASPAs to identify and highlight policy issues and implications to their work as well as possible joint (or doubled) work with other groups.

The issue of professional development was also identified as a significant preoccupation and large cross ASPA theme that could be looked from Policy standpoint.

Action:

- We suggest a large, plenary session at Anaheim that looks at professional development through varied standpoints, framed from a policy standpoint. That is, with a focus on determining actionable steps.
- We suggest that a task force inside SMTE be formed to look at a greater connection with school administrators and arts supervisors. The central objective being network development and establishment of SMTE as the preeminent point of reference in the country for administrators in their efforts to build and sustain Professional Development in their own districts, counties or states.

Systematic research on Policy was identified as a great need and deficit in the profession. SMTE and the Policy ASPA might be the optimal group to develop a focused and inter-institutional cohort that would develop joint policy analysis and research.

Action:

- Identification of cohort of individuals and institutions
- Identification of possible funding sources (e.g. Sounds of Learning)
- Development of grant proposal.

Professional Development for the Beginning Teacher

Tami Draves, Facilitator

Discussion

- Determine what universities are doing to support current graduates and share their 'best practices'
 - Examine (a) how effective programs support graduates and (b) take a longitudinal look at stayers and leavers within these programs
- Consider teaming with Professional Development for the Experience Teacher ASPA to look at the full lifespan of the teacher, while still maintaining a focus on those things that are unique to the beginning teacher's needs
- Examine the impact of mentoring beginning teachers on the mentor and the preparation of the mentor teacher
- Collect and compile information on mentoring programs sponsored by state MEA organizations
 - How can we access this information and point our students to it in methods classes and student teaching?
- Examine effective mentoring principles in general (outside of music education) as well as within music education and bring those models together
- Consider becoming a regular voice in MENC "forum" postings for beginning teachers
- Make contact with policy makers through organizations like ASCD
 - Advocate for discipline specific mentoring
 - Advocate for professional leave for our beginning teachers for professional conferences
- Create a template or compilation of ideas about mentoring new teachers to distribute to MEA organizations to use in their programs or for state conference sessions/resource

Short-term action - Anaheim 2010

- Collect and compile information on mentoring programs sponsored by state MEA organizations; members of the ASPA will investigate the states in their region

Long-term action - SMTE 2011

- Write an MENC position paper on mentoring
- Write articles policy articles on professional development for beginning music teachers for professional education organizations like ASCD

Member List

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Professional Development for the Experienced Teacher ASPA

Janet Robbins, Facilitator

Mission: To explore the professional development needs of experienced music teachers.

Notes from Greensboro 2009

1. Introduction of new members and new ideas/needs that included:
 - a. Examine ways we are developing pre-service teachers' dispositions for lifelong professional development;
 - b. Connect with people providing professional development for music educators;
 - c. Build strong relationships between university and school-based teachers;
 - d. Model PD in our own teaching.
2. Reviewed four action items from 2008. Janet circulated a slightly revised "update."
 - a. Action 1—search for meaningful and transformative PD models.
 - b. Action 2—Identify important literature to inform our work
 - c. Action 3—explore online discussion/reading group
 - d. Action 4—collect state department PD requirements.
3. Agreed to think about ways to make connections with other ASPAs
 - a. Combine beginning and experienced teacher ASPAs or have a liaison
 - b. Are there way to spur and support research in areas related to ASPA topics?
 - c. Is there a connection with the Partnership ASPA?
4. Primary work on Saturday involved revisiting/revising our ASPA action items:

Action 4: Collect state department PD requirements. In order to complete this action, the following members agreed to submit information for the PD wiki:

- Pam Stover, IN
- Glenda Cosenza, IL & MO
- John Eros, CA
- MS (we need a volunteer)

Action 2: Identify important literature to inform our work. This action item was discussed in small groups in light of an existing "draft" topic framework that was circulated:

1. Teacher Learning Communities
2. Teacher Research as Professional Development
3. Life Cycle/Career Stages of Teachers
4. Graduate Education as Professional Development
5. The Role of Online Education in Professional Development (Bill Bauer)
6. Moving Beyond the One-shot Workshop
7. National Board for Professional Teaching Standards and PD for Music Teachers
8. Looking at "organizational PD practices" (e.g., AOSA, OAKE, CMP). How are these organizations/models defining professional development?

After group reporting and discussion, we revised our action items to include three that are manageable between Greensboro and Anaheim.

Action 1: Develop a Google form for generating an annotated bibliography on diverse types of/frameworks for experienced music teachers' professional development. (Bill Bauer is developing this).

Action 2: Generate a list of current initiatives and projects reflecting diverse types of PD and post on the PD-ET ASPA web page. (We need to identify a contact for each of the 8 types; Ann Marie Stanley will organize).

Contact people for bibliography and current project reporting:

1. Learning communities (Ann Marie Stanley)
2. Teacher research (Janet Robbins/Alison Reynolds)
3. National Boards (Stephanie Standerfer)
4. Workshops/conferences/certification programs (e.g., Orff)
5. Graduate programs (Colleen Conway/Bill Bauer)
6. Mentoring (Al Holcomb)
7. University/School Partnerships
8. Other (Stephanie Standerfer)

Action 3: Create a NING for engaging in an online discussion/reading group. The first book will be *The Life Cycle of the Career Teacher* (Steffy et al.). John Eros and Bill Bauer will organize and initiate.

Action 4: Locate and create exemplar PD programs or frameworks for music teachers.

Action 5: Future publication. Colleen proposed a themed issue on PD for *Arts Education Policy Review*. This project will provide excellent visibility for the work many have been doing. This publication will include connections to the Policy ASPA (Patrick Schmidt, facilitator) and spark thinking about action items related to PD-ET policy.

Action 6: Looking ahead to Anaheim, March 2010.

1. Alison Reynolds will draft/submit a proposal to present for one of the two "SMTE in Action" sessions. This session will feature our own professional development taking place through the online discussion/reading group on the topic of teacher life cycles (Steffy et al., *The Life Cycle of Career Teachers*).
2. ASPA work sessions. Meet to discuss progress on action items.
3. Attend other related ASPA meetings (PD for Beginning Teachers, School/University Partnerships, and Policy to be scheduled at different times).

ASPA Overview
Teacher Retention
Vicki Baker, Facilitator

Central Mission and Focus

1. To gather data and provide a forum for discussing issues relating to retention, attrition, and turnover (relocation) of music educators
2. To disseminate this information with the ASPAs, throughout the profession, and to stakeholders in the hiring and mentoring of music educators.

Greensboro 2009

Our group developed a survey instrument focusing on career music educators which will be distributed among the states to which our various members have access. Mackie Spradley developed a rough draft of the survey during the conference and will be sending a copy to each member to examine and make recommendations for modifications. She will then email the final version of the survey to each member.

Each member will determine how to most effectively distribute the survey in his/her state to obtain the maximum amount of participation. The date of March 5, 2010 was set as the deadline for all survey data to be collected, placed in identical tables (template to be provided), and sent to Jamila McWhirter, who will prepare a research poster.

Vicki Baker will submit a proposal to SMTE to present the data from the study in a research poster session by the deadline of October 15, 2009.

At the Anaheim Conference, the Retention ASPA will reconvene and determine what further statistical tests should be conducted on the data and prepare the study for publication.

An extension of the study will be to determine how assessing the profile of a career music educator will directly impact music teacher education.

Members of the Retention ASPA working on the Profile of a Career Music Educator Project include:

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Music Teacher Educators: Recruitment, Preparation, and Professional Development
ASPA
Molly Weaver, Facilitator

Focus Statement:

To address the recruitment and preparation of the “next generation” of music teacher educators as well as to examine the needs of those who already serve in this role.

Accomplishments to Date

1. Form a Music Teacher Education Special Research Interest Group (SRIG).

The required petition was circulated for signatures immediately following our inaugural breakout session at the SMTE Symposium in September 2005. A proposal was circulated in early April 2006 and an organizational meeting was held at the MENC conference in late April 2006. The Music Teacher Education SRIG is now one of fourteen SRIGs sponsored by the MENC Society for Research in Music Education.

2. Significantly reduce the costs for doctoral students to attend any future SMTE symposia.

In response to our recommendation immediately following our inaugural breakout session at the SMTE Symposium in September 2005, we note the reduced registration fees for full-time students for the 2007 and 2009 SMTE Symposia.

3. Develop presentations to solicit and publications to disseminate “best practice” models of mentoring doctoral students as future music teacher educators.

“Mentoring Doctoral Students as Future Teacher Educators.” Invited Society for Music Teacher Education roundtable presentation to the conference “Music: The Heart in Education,” Music Educators National Conference Biennial In-Service Meeting, Salt Lake City, UT, 19-23 April 2006.

Presenters: Michael Hewitt, University of Maryland; Cynthia Taggart, Michigan State University; Molly Weaver, West Virginia University

“Preparing Teacher Educators: A Panel Discussion of Best Practices.” Best practice presentation at “Collaborative Action for Change: 2007 Symposium on Music Teacher Education.” University of North Carolina - Greensboro, Greensboro, NC, 13-15 September 2007.

Presenters: Michael Hewitt, University of Maryland; Joanne Rutkowski, Pennsylvania State University; Cynthia Taggart, Michigan State University; Molly Weaver, West Virginia University

Rutkowski, J., Hewitt, M., Taggart, C., & Weaver, M. (in press). Preparing music teacher educators: A panel discussion of best practices.” In *Collaborative action for*

change: Selected proceedings of the 2007 Symposium on Music Teacher Education.
Lanham, MD: Rowman & Littlefield.

Projects in Progress

1. Perform a content analysis of Music Education doctoral programs (n=51±) as a means to create a Directory of Doctoral Programs in Music Education to be posted on the SMTE website.

Status and Timeline: Originally we planned to survey Music Education doctoral programs regarding current practices, but our 2007 SMTE Symposium discussions of our intentions for these data (and associated logistics) revealed that a content analysis would be more appropriate.

2. Develop a Doctoral Programs in Music Education website.

Status and Timeline: Further discussion of our proposed content analysis (above) at the 2008 MENC meeting in Milwaukee resulted in a plan to develop a website that would function as more than a directory (i.e., that would contain more comprehensive information about doctoral programs in Music Education).

Future Goals

1. Charge division and state SMTE representatives to offer SMTE panel sessions at MENC division and state conferences.

- division-level initiative would serve as a “pilot” for future state-level initiatives
- develop a generic (i.e., not institution-specific) PowerPoint presentation entitled “Become a Music Teacher Educator”
- this ASPA would recommend “panels” of presenters to include higher education faculty and doctoral students from multiple institutions to guide the PowerPoint
- one purpose of these sessions would be to offer information about a career in music teacher education in the interest of attracting intellectually curious pre-service and in-service teachers who have the ability to earn a doctorate but may not have considered opportunities to do so
- each division or state SMTE representative could “invite” good student teacher supervisors to attend
- provide a handout with institutional website and e-mail address of contact person for each Music Education doctoral program (n=51±)

2. Issue a parallel charge to content-specific and method-specific organizations to offer similar panel sessions at their conferences.

- organizations would include CMS, ACDA, NBA, ASTA with NSOA, OAKE, AOSA, others
- this ASPA would recommend “panels” of presenters to include higher education faculty and doctoral students from multiple institutions
- implementation of this charge would depend on successful “piloting” and implementation at MENC division and state conferences

Pathways To Licensure ASPA

Dan Hellman, Facilitator

Focus and mission:

The purpose of the Pathways to Licensure ASPA is to gather data and provide a forum for discussing issues relating to the multiple pathways to licensure in music education.

Accomplishments to date:

- Identified alternative (programs not following the typical 4-yr bachelors degree) licensure programs and pathways in all 50 states.
- Designed a template for reviewing these programs to identify common themes and trends in context and implementation.

Current and future projects:

Collecting data on pathways to licensure in all 50 states. Our initial questions explore:

1. The types of programs lead to state certification or other forms of professional licensure beyond those typically described as 4-yr bachelors degrees in music education,
2. The availability of such programs in music education, and
3. The common features of such programs.

Gathered data will be reviewed in Greensboro so that the next steps for the group can be determined.