

# **ASPA in Action: *Music Teacher Socialization***

**2010 MENC Biennial National Conference - Anaheim, CA**

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## ***Origin and Evolution of the Music Teacher Socialization ASPA***

John W. Scheib, Ball State University

### **Origin: 2005 SMTE Symposium**

#### **Special/Strategic Action Groups (SAGs)**

- Plan future research and other activity related to current critical issues in music teacher education.
- Promote coordinated and sustained efforts to improve music teacher education and align research on preservice and inservice teachers.
- 11 SAGs formed

#### **“Preservice Teacher” SAG**

- To address the undergraduate student’s transformation from student to teacher through program components and experiences
- Guiding Questions
  - How does a student create a professional identity as a musician educator?
  - How does it emerge?
  - What does it look like?
  - When does it take place?
  - How do music teacher educators facilitate the creation of the candidate’s professional identity?
  - What enables this transition?
  - What effects do the lack of a transition to a professional identity have on attrition during a teacher preparation program?

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

(Available at <http://smtc.us/wp-content/uploads/2006/10/preserviceaspalitreviewmaster.pdf>)

- I. *Musician/Performer Role Conflict – P. Miksza*
- II. *Teacher/School Personnel Role-Related Tension & Job Satisfaction – J. Scheib*
- III. *Socialization/Best Practice in Music Education – W. Haston & R. Hourigan*
- IV. *Occupational Role Development – M. Raiber*
- V. *Becoming a Music Teacher: The Role of Reflective Practice In Constructing a Music Teacher Identity - M. Moore, K. Albert*
- VI. *Impediments to the Development of Music Teacher: Impact of the social context in the Music School on the Emerging Identity of future music educator - D. Hellman*

## Evolution: SAG to ASPA

### Areas for Strategic Planning and Action (ASPA)

- Redefined & Clarified Goals
  - 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.

### “Music Teacher Socialization in the Preservice Years” ASPA

- Compilation Narrative Literature Review
  - Traditional prose format review/summaries/syntheses
  - Suggestions for future research
- Research/Explore/Action
  - Art/Music teacher role identity
  - Value and importance of early field experience
  - Traditional vs. non-traditional students pursuing music education licensure
  - Applications of research findings to professional development and inservice activities of practicing music educators
  - Partnerships w/other music faculty toward facilitating the formation/development of the teacher identity

### ***Roles, Identity, Socialization, and Conflict:***

#### ***The Transition from Music Student to Music Teacher***

(Available at <http://smtc.us/wp-content/uploads/2007/02/rolesidentitysocializationconflict.pdf>)

- I. *The Socialization of Undergraduates in Higher Education*  
– W. Haston & R. Hourigan
- II. *The Role of Reflective Practice in Constructing a Music Teacher Identity*  
– M. Moore & K. Albert
- III. *Impediments to the Development of the Music Teacher: Impact of the Social Context in the Music School on the Emerging Identity of Future Music Educators*  
– D. Hellman
- IV. *Musician/Performer Role Conflict* – P. Miksza
- V. *School Personnel Role-Related Tension & Job Satisfaction* – J. Scheib

## Evolution: Music Teacher Socialization *Splinter Cells*

- ASPA title further modified to *Music Teacher Socialization*
- 5 Sub-ASPA *Splinter Cells*
  - Transition from Primary to Secondary Socialization
  - Methods / Practices in Undergrad Curriculum
  - Transition from Undergraduate Socialization to Career Socialization
  - Music-Performer / Music-Teacher Identity Negotiation
  - Impact/Influence on Professional Longevity and Career Satisfaction
- Action Plan
  - ✓ Groups will look into key issues and themes found in research literature (e.g., our literature review) specific to assigned topic area.
  - ✓ Explore and develop models of research- and theory- informed best (effective) practices specific to these areas; best/effective practices defined as those that contribute to socialization that positively impacts accomplishing goals of profession, society/community, and individual.
  - ✓ Develop research agenda that addresses gaps in existing literature and issues/problems uncovered through above action items.
  - ✓ Engage in research exploring these issues / addressing these problems [follow agenda].
  - ✓ Provide further best/effective practice models based on findings from this research.
  - ✓ Provide sessions at SMTE 2009 and MENC 2010 on these best/effective practice ideas.
  - ✓ Publish in area-appropriate journals/outlets for wider and more effective/efficient distribution of ideas.

### Papers and Presentations (sample)

- “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.

### Current Agenda

- Occupational identity socialization strategies in other professional preparation schools
- Beliefs/Expectations about K-12 music teaching among different stakeholders
- Deliberate socialization practices
- Collaborations w/other ASPAs and professional organizations
- Further summarize & synthesize key issues/themes
- Further explore & develop models of research- and theory-informed socialization practices
- Further develop research agenda and action plans

<http://smte.us/aspa/music-teacher-socialization/>