



The Society for Music Teacher Education

## 2009 Symposium on Music Teacher Education

### Best Practice/Position Poster Session

Saturday, September 12, 2009

11:30 – 12:30 PM

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*Teaching Music: The First Year*

- Gail V. Barnes, University of South Carolina

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*Preparing Future Music Educators to Teach Through Popular Music*

- Dale E. Bazan and Robert H. Woody, University of Nebraska – Lincoln

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*Building the Connection with Your Ensemble: Strategies for K-12 Music Educators*

- Lisa Billingham, George Mason University and Wendy Matthews, Northern Virginia Community College

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*Technology Assisted Professional Development*

- Frederick Burrack and Jana Fallin, Kansas State University

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*Opening the Door of the Music Room: Towards a Collaborative and Interdisciplinary Model of Music Teaching and Learning*

- Lily Chen-Hafteck, Kean University

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*Recruitment and Retention of Music Education Students at European University—Cyprus in Nicosia*

- Yiannis Miralis, European University – Cyprus and Colleen Conway, University of Michigan

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*Assessing Dispositions and Oral Expression in Preservice Music Educators: It's Not Just About Academics Any More*

- Glenda Cosenza, Northern Illinois University

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*The Pennsylvania Future Music Educators Honors Symposium: A Best Practice for Early Professional Development*

- Kimberly H. Councill, Susquehanna University, Nora Burridge, Kris Laird, & Johanna Steinbacher Future Music Educators Honors Symposium Colleagues

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*Course Syllabi and Music Education Students' Achievement and Retention*

- Ed Duling, University of Toledo

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*Teaching for Lifelong Learning: The Importance of a Conceptual, Generative Approach*

- Rob Dunn, Brigham Young University

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*Rethinking Instruction of Secondary Instrument Techniques and Methods*

- Keith Dye, Texas Tech University

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*Preparing for Change: Establishing a Club of Musicians in an Elementary Music Classroom*

- Kerry Filsinger, South Davis Elementary School, Orchard Park, NY

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*Learning in a Teacher-Facilitated Environment: Implications for Music Teacher Education*

- BettyAnne Gottlieb, University of Arkansas-Fayetteville

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*Mentoring and Peer Support in the Preservice Experience*

- David J. Greenagel, Virginia Commonwealth University

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*Early Field Experiences as Preparation for the Student Teaching Experience*

- Warren Haston, The Hartt School, University of Hartford

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*A Pedagogical Approach in Music Teacher Preparation: Threading the Concept*

- Debra (Gordon) Hedden, University of Kansas

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*Assessing Preservice Teachers: An Overview of California's Pact System*

- Frank Heuser, University of California Los Angeles, and Mary Schliff, California State University Northridge

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*Preparing Music Teacher Educators Through After School Music Programs for Children*

- Linda High, Greg Hurley, and Jeffrey Ward, East Carolina University

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*Drop-Out Prevention Among At-Risk Students Through Integrated Arts Education: A School-University-Community Partnership*

- Daniel C. Johnson, University of North Carolina-Wilmington and Gerry Howell, A+ Schools Program Director, SERVE Center at University of North Carolina-Greensboro

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*Secondary Music Specialist Degree: A Preliminary Curricular Model*

- Jay Juchniewicz and Jeffrey Ward, East Carolina University

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*Personal Foundations, Educational Frames, and Real Applications: Finding Middle Ground in 21st Century Music Teacher Education*

- Michele Kaschub, University of Southern Maine

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*Learner Centered Teaching Strategies: The Evolution of Instructional Change*

- Keith Dye and Janice Killian, Texas Tech University

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*A Cross-Cultural Music Education Partnership in an Undergraduate World Music Methods Course*

- Lisa H. Koops, Case Western Reserve University

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*A University Alternative Add-On Licensure Program for Practicing Music Educator*

- Kenneth L. Liske, University of Wisconsin Oshkosh

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*Preparing the Instrumental Music Teacher: The Importance of In-Context Training for Pre-Service Teachers*

- Rebecca B. MacLeod and Jennifer S. Walter, Music Research Institute, University of North Carolina at Greensboro

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*Connections: A Partnership Between the Alexandria Community Band and the Northern Virginia Community College*

- Wendy Matthews, Northern Virginia Community College

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*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*

- Brenda Brenner and Lissa F. May, Indiana University Jacobs School of Music

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*Statewide Collaboration: Establish a CMENC Fall Kick-Off*

- Jamila L. McWhirter, Middle Tennessee State University

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*Assessment Practice as a Catalyst for Policy in Music Education*

- Douglas C. Orzolek, University of St. Thomas

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*A Musical Health Promotion Program and Its Implications for Music Teacher Education*

- Judy Palac, Michigan State University & David Grimshaw

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*Music Education Advocacy and Philosophy: A School Board Meeting Role-Play*

- Margaret Schmidt and Thomas Kloss, Arizona State University

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*Preparing Music Educators to Teach 21st Century Skills*

- Johanna J. Siebert, Eastman School of Music

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*Teaching Ethics in Music Education*

- Joshua Slagowski, University of Colorado at Boulder

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*Music Education Advocacy and Civic Dialogue: The Classroom and Beyond*

- Michael V. Smith, The Catholic University of America, and John Abodeely, Americans for the Arts

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*Explicit Teaching of Curriculum: A Standards and Repertoire Based Model For Methods Courses*

- Stephanie L. Standerfer, Shendandoah University and Lisa R. Hunter, SUNY-Buffalo State

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*Understanding by Design Application in Secondary Ensemble Methods Courses*

- Stephanie L. Standerfer, Shendandoah University and Lisa R. Hunter, SUNY-Buffalo State

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*Teaching Differentiated Instruction in Pre-Service Methods Courses*

- Stephanie L. Standerfer, Shendandoah University

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*From Guitar Hero to Rock Star: Teaching Music Fundamentals for Non-Music Majors via Popular Music and In-Class Performances*

- Johanna Royo and April Stephens, University of Arizona

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*A Lesson in Metacognition: Constructs of Social Development Theory from A Ph.D. Student*

- Cynthia Wagoner, Music Research Institute, The University of North Carolina Greensboro

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*Music Education Master Class: Preparing Music Educators for a Lifetime of Learning*

- Katherine Strand and Kevin Watson, Jacobs School of Music, Indiana University

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*The Role of Research and Assessment Knowledge in Teacher Preparation*

- Peter R. Webster, Bienen School of Music, Northwestern University

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*Self-Assessment Strategies for Beginning Instrumental Music Teachers*

- Brian C. Wuttke, University of Miami

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*International Music Education Study: Implications for Graduate Music & Music Education*

- Stephen Zdzinski, University of Miami