

SETTING A RESEARCH AGENDA FOR MUSIC TEACHER PROFESSIONAL DEVELOPMENT

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Research on the professional development of the music teacher has really just begun and yet we are in the middle of policy discussions regarding the definitions of “highly qualified” teachers and the “high quality professional development” to support them (US Department of Education, 1999). Presenters will synthesize scholarly writings from (a) music teacher professional development research, (b) applicable studies on the professional development of teachers in general education, (c) the National Board for Professional Teaching Standards certification, and (d) teacher research as professional development. Recommendations for future directions for professional development policy, practice, and research in music education that are grounded in the literature include: (a) the need for a variety of professional development options for music teachers (b) suggested designs for professional development offerings; (c) the potential relationship between professional development and career stages and career growth; (d) the potential of teacher research or teacher inquiry as professional development; and (e) the need for a focus on the effect of professional development on the music learning of P-12 students.