

Professional Development Needs, Challenges, and Barriers of Ohio Music Educators

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Review of Literature



The Research Literature on Music Teacher Professional Development

- Professional development of teachers in general
- Professional development of music educators
 - Entry year teachers
 - Topics of interest
 - Approaches



The Research Literature on Professional Development in General Education

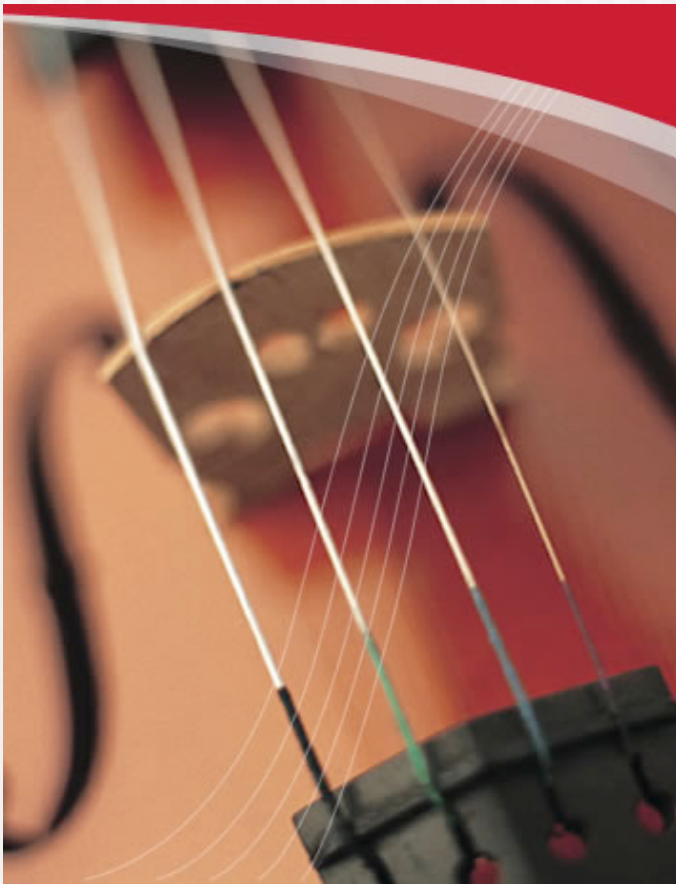
- Teacher professional development was most effective when it was subject specific and focused on:
 - Student learning
 - Instructional practices
 - Developing teachers' understanding of disciplinary content
 - Authentic curricular materials
- Standards
- Assessment instruments and practices
- Length of time spent in professional development is important - 30 hours
- See Resnick (2005) and the forthcoming special focus issue of the *Journal of Music Teacher Education* for more information

Professional Development of Entry Year Music Teachers

- Conway (2003) documents challenges faced by 1st year music educators
 - Classroom management
 - Administrative issues
 - Student motivation
 - Providing advocacy
- Mentoring appears to be a good way to provide professional development to address these and other issues



Professional Development Topics



- Several researchers have investigated professional development topics of interest to music teachers (Bowles, 2003; Tarnowski & Murphy, 2003; Bush, 2007).
- Preferred topics appear to vary according to area of specialization - no “one size fits all.”

Approaches & Means of Delivery

- Music teachers do not prefer non-music/music education in-services held in local schools (Friederichs, 2001; Conway, 2006; Bush, 2007)
- Opportunities for informal interactions with colleagues are valued (Friederichs, 2001; Conway, 2006)

Approaches & Means of Delivery

- Evidence that extended experiences are valuable (Junda, 1994; Dolloff, 1996; Bauer, Reese, and McAllister, 2003)
- Professional conferences (Price and Orman, 1991, 2001)
- Value of professional memberships (Killian, Baker, and Johnson, 2006)
- MENC Online Forums (Bauer and Moehle, in press)

Approaches & Means of Delivery

- The perceived value of various professional development activities may vary according to career stage (Killian, Baker, & Johnson, 2006; Conway, 2006).
- See forthcoming special focus issue of the *Journal of Music Teacher Education* for a more thorough summary of the music teacher professional development literature



Need and Purpose

- The research literature on the professional development of music teachers is relatively small.
- Extant studies in both general education and music education give rise to a number of questions regarding the professional development preferences and needs of in-service music educators.
- The purpose of this study was to describe Ohio in-service music teachers' perceptions of professional development.

Method



Method

- An online survey was developed to collect data related to:
 - (a) demographics,
 - (b) graduate study as professional development,
 - (c) motivation for pursuing professional development,
 - (d) the perceived value of types of non-degree professional development (music/music education specific and non-music) in which teachers had been engaged, and
 - (e) delivery systems for/approaches to professional development.

Method



- All K-12 members of the Ohio Music Education Association were contacted through direct email, communications from the state, district, and region officers, and notices placed in the state MEA journal, and encouraged to complete the survey.
- In addition, teachers were requested to seek out colleagues who were not members of the state association and ask them to also complete the survey.

Results



Response Rate

- Number of respondents = 783
- Center for Teaching Profession in Ohio indicated that there were 4,737 music teachers in Ohio (Defined as any teacher teaching at least one music class)
- Sample represents 16.5%

Demographics

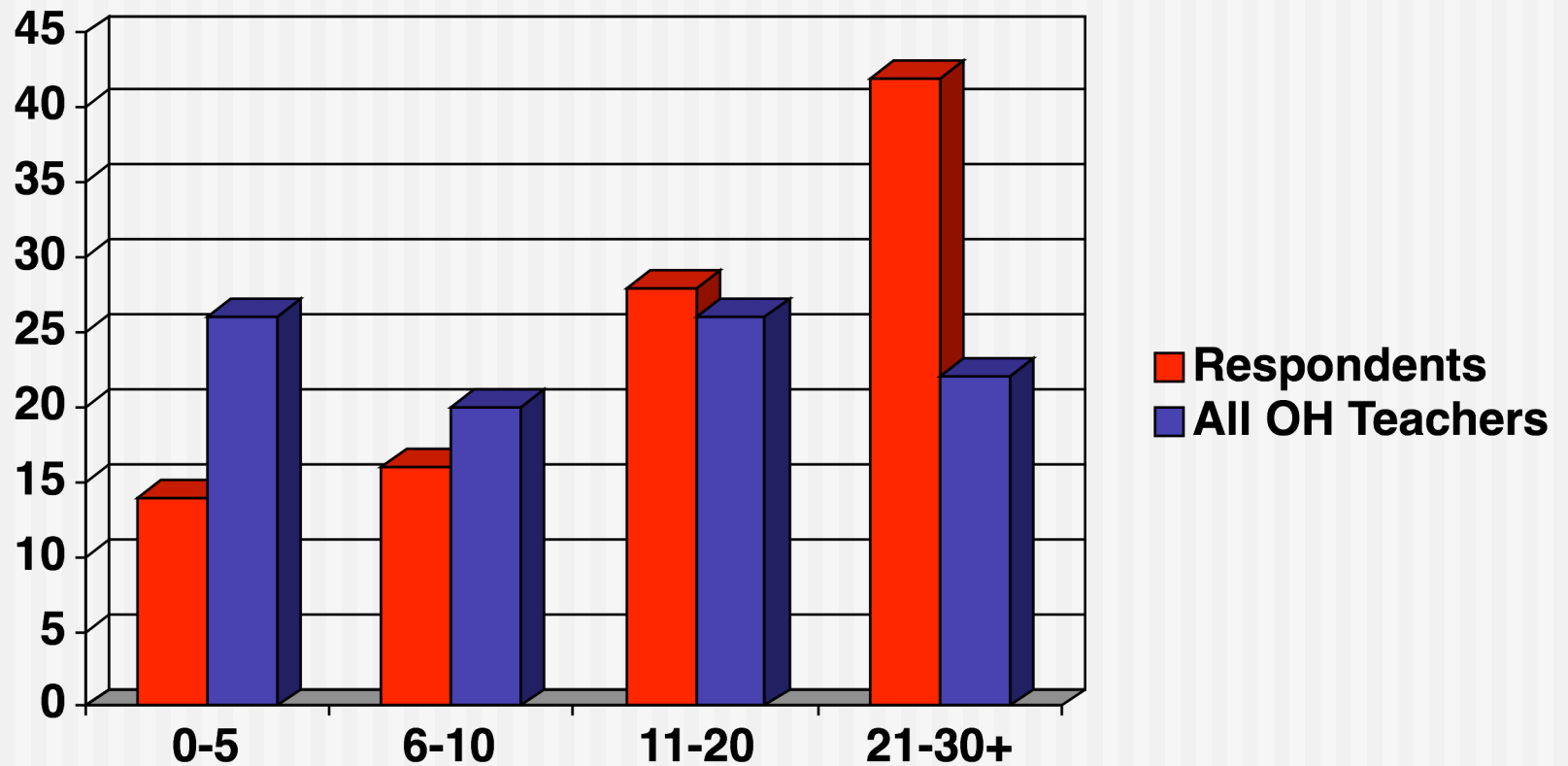
Respondents

- 61% Female, 39% Male
- 97% White, 2% African-American, < 1% Hispanic, Asian and Multi-racial
- 90% Public, 10% Private
- 94% Full Time
- 94% OMEA Members
- 45% Suburban, 30% Rural, 25% Urban

OH Music Teachers

- 64% Female, 36% Male
- 94% White, 5% African-American, < 1% Hispanic, Asian, and Multi-racial

Years Teaching Experience

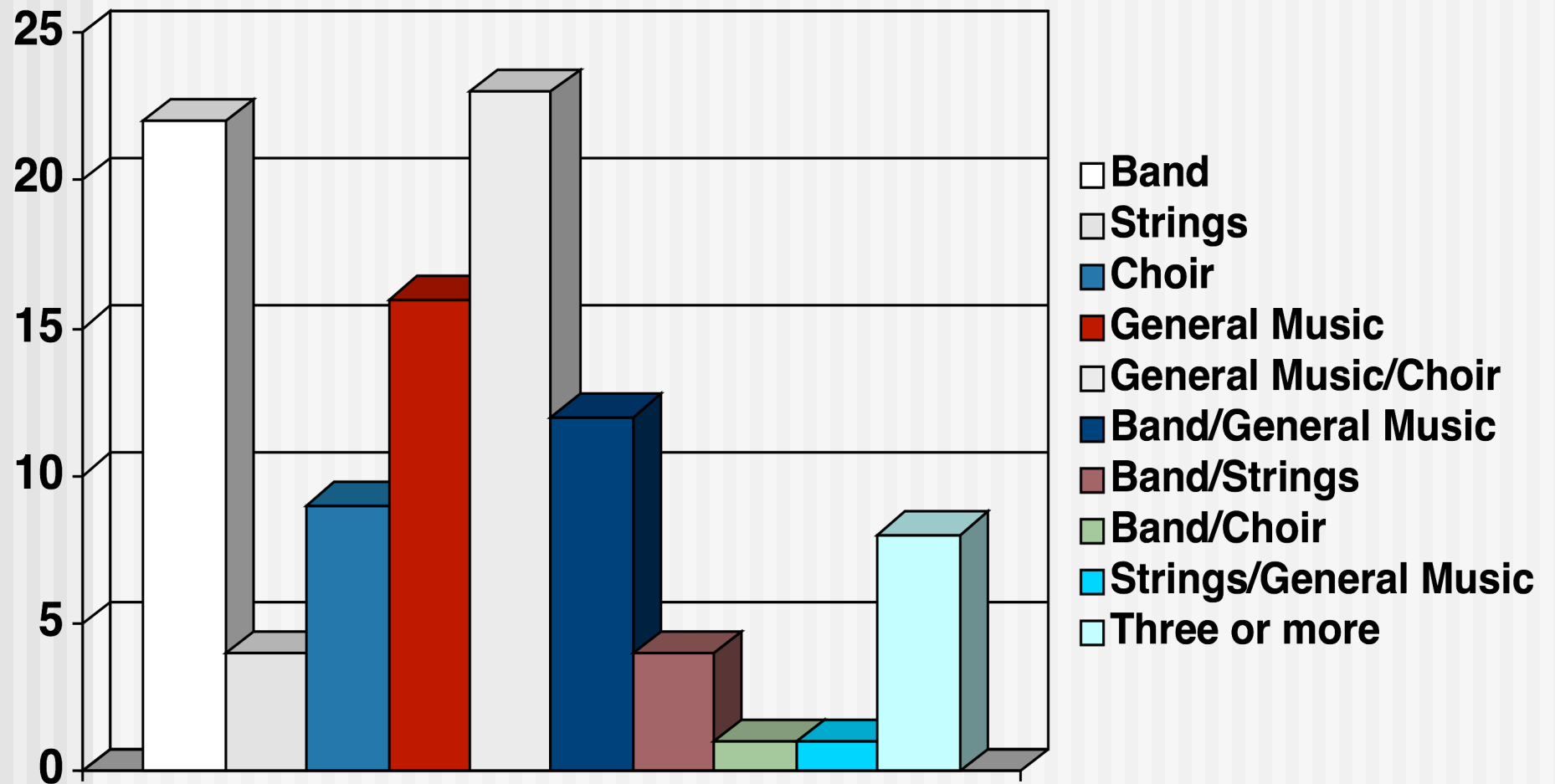


Respondent Mean = 17.87 Years

Teaching Responsibilities



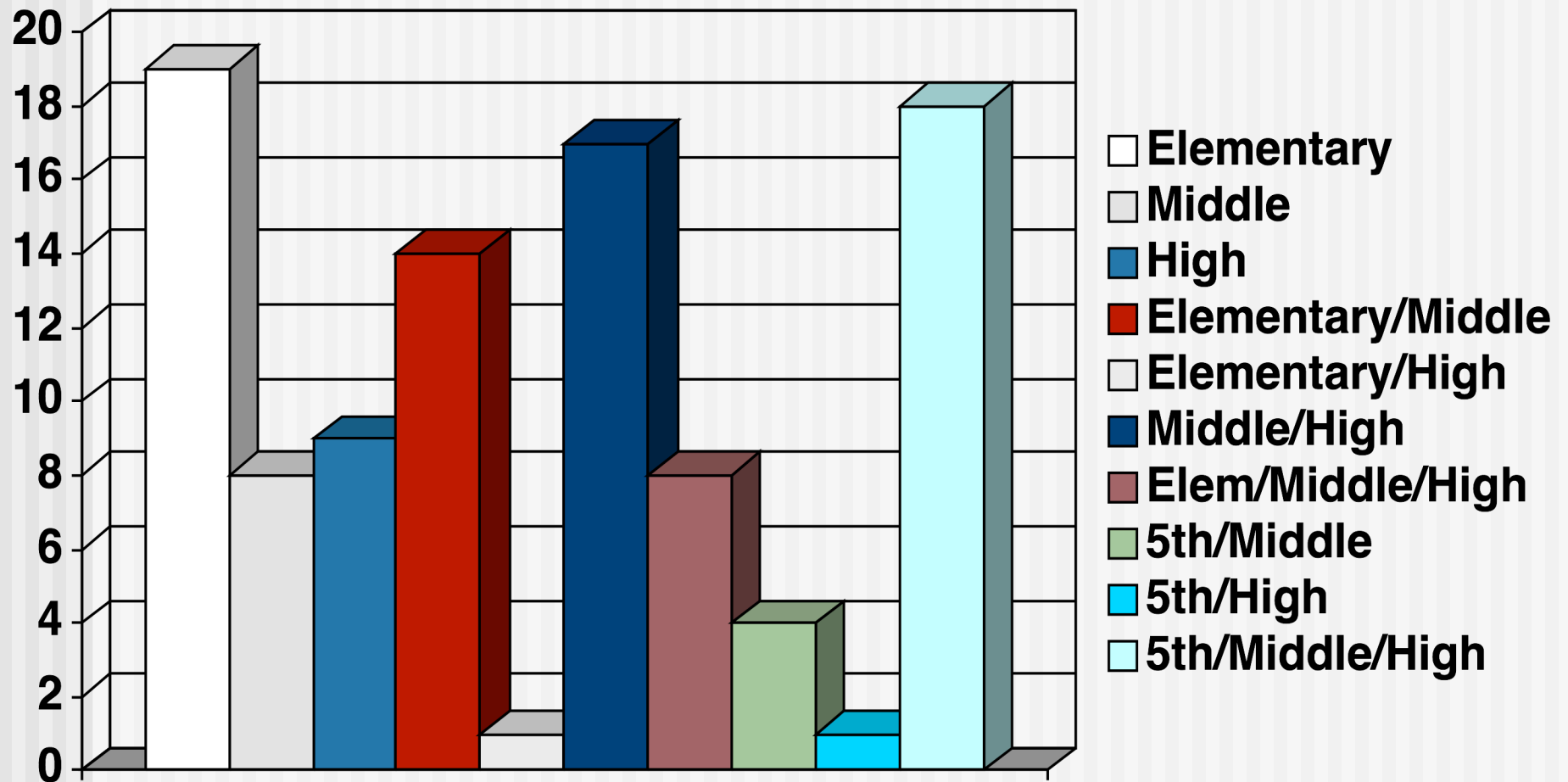
Teaching Area



Teaching Area (cont.)

- 51% were in exclusive area (i.e., band, choir, strings, general music)
- 18% taught in other areas of music (e.g., music theory, music technology, etc.)
- 3% taught in an area outside of music

Grade Levels Taught



Certification/Licensure

- 44% Teaching Certificate
- 48% Teaching License
- 7% Held Both
- 1% Held Neither

- 8% were also licensed in other areas
 - (Reading, Counseling, Administration, etc.)

Paths to Certification/Licensure

- 94% Undergraduate Program
- 3% Post-Baccalaureate
- 2% Master's Programs
- 1% Alternative

Degrees

- Highest Degree
 - Bachelors (41%), Master's (58%), Doctorate (1%)
- Undergraduate Major
 - Music Ed (94%), Music (5%), Outside Music (< 1%)
- Area of Concentration
 - Band (51%), Choir (24%), General Music (16%), Strings (5%), Multiple (3%), Other (1%)

Professional Development

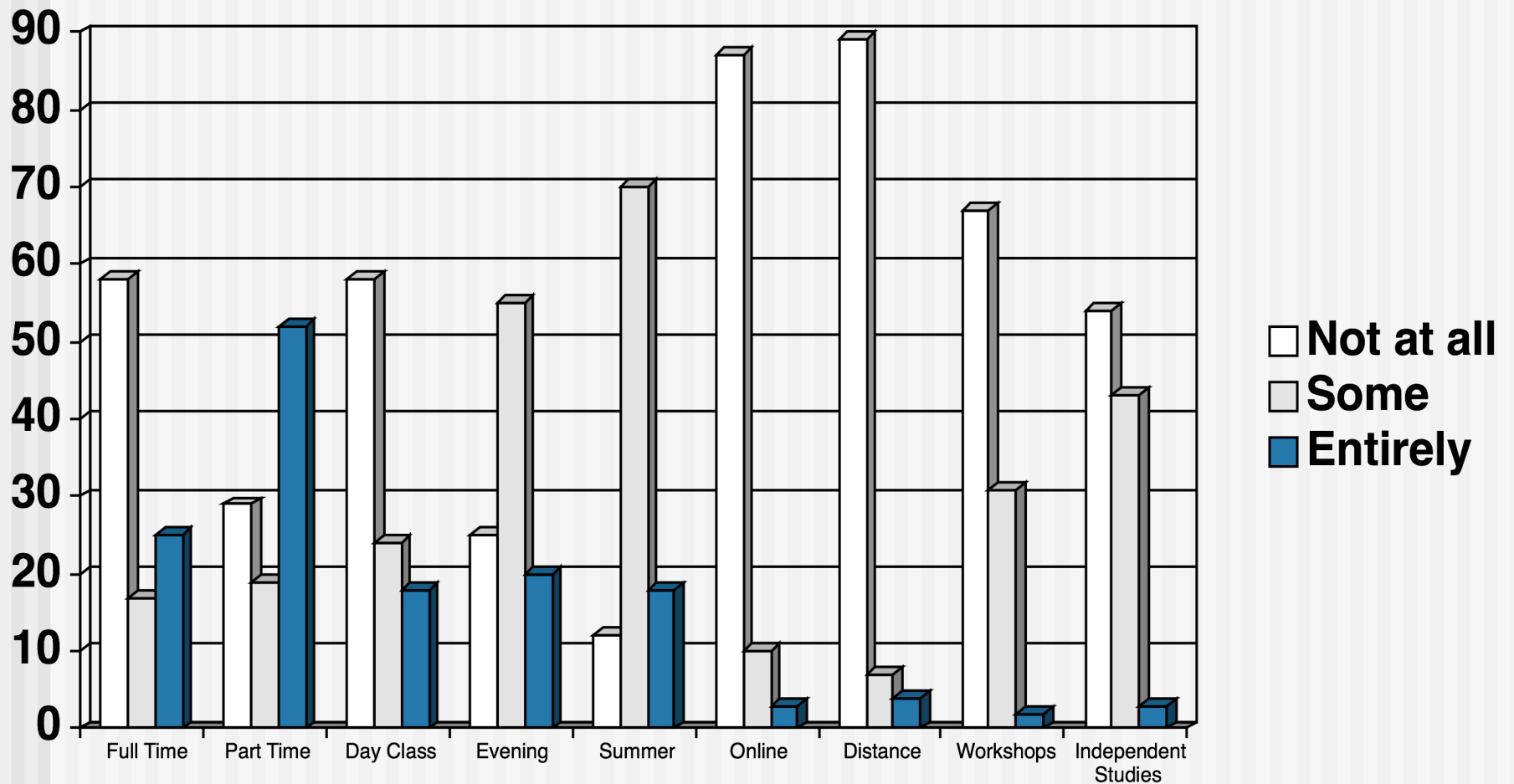
Graduate Degrees



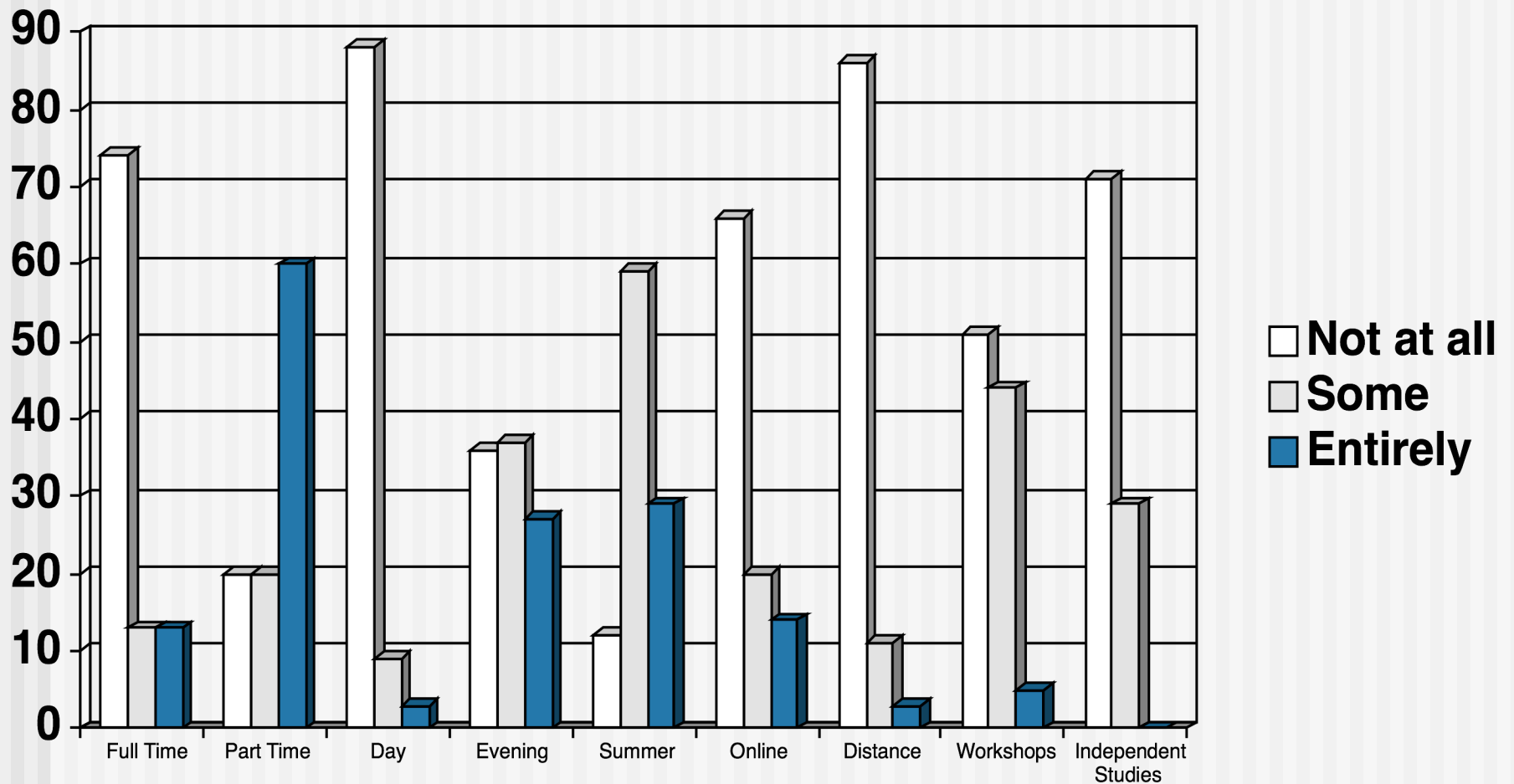
Reported Routes to Completing a Master's Degree



Already Earned Master's ($n = 461$)



Currently Pursuing Master's ($n = 75$)



Master's Cognate Area

Already Earned

- Music Ed (55%)
- Performance (11%)
- Conducting (2%)
- Other Music (2%)
- Gen Ed (24%)
- Ed Counseling (3%)
- Outside Ed (3%)

Currently Pursuing

- Music Ed (65%)
- Performance (1%)
- Conducting (3%)
- Other Music (0%)
- Gen Ed (30%)
- Ed Counseling (1%)

Top Reasons for Seeking Master's

1. Personal satisfaction ($M = 3.63$, $SD = .69$)
2. Become better teacher ($M = 3.61$, $SD = .65$)
3. Earn higher salary ($M = 3.52$, $SD = .75$)
4. Become better musician ($M = 2.95$, $SD = 1.11$)
5. To maintain licensure ($M = 2.60$, $SD = 1.24$)

Least Agreed Upon Reasons for Seeking Master's

1. Wanted to pursue doctorate
($M = 1.80$, $SD = .99$)
2. Requirement of school district
($M = 1.91$, $SD = 1.09$)
3. Wanted to learn how to do research
($M = 1.99$, $SD = .93$)

Professional Development

Non-Degree Types



Reasons for Pursuing

1. Become better teachers ($M = 3.81$ $SD = .45$)
2. Become better musicians ($M = 3.27$, $SD = .86$)
3. Required to maintain certification/licensure ($M = 2.90$, $SD = 1.22$)

Most Preferred Approaches

1. Professional Conferences ($M = 3.72$, $SD = .60$)
2. Music In-service at “My” School District ($M = 3.25$, $SD = .90$)
3. 3-5 Day Summer Workshops ($M = 3.09$, $SD = .88$)
4. Professional Conference Outside of Music ($M = 2.71$, $SD = .94$)
5. Summer College/University Formal Course ($M = 2.65$, $SD = .95$)
6. Short Term Online Workshop ($M = 2.50$, $SD = 1.08$)

Least Preferred Approaches

1. Non-music in-service held in “my” school district ($M = 1.75$, $SD = .82$)
2. Non-internet based distance learning ($M = 1.86$, $SD = .93$)
3. Online courses ($M = 2.45$, $SD = 1.07$)
4. After school workshop at a college/university ($M = 2.47$, $SD = .93$)

Preferred Topics

- Results evidenced cognate area specific trends (e.g., band directors were interested in band topics, etc.)
- Looking at generic topics the following rank order was determined from mean ratings...

Generic Topics of Most Interest

1. Rehearsal techniques ($M = 3.30$)
2. Literature ($M = 3.15$)
3. Music technology ($M = 3.14$)
4. Classroom management ($M = 3.01$)
5. Pedagogy ($M = 2.97$)
6. Conducting ($M = 2.88$)
7. Assessment ($M = 2.80$)
8. Advocacy ($M = 2.74$)

Generic Topics of Least Interest

1. Research applications ($M = 2.25$)
2. Reading in the content area ($M = 2.31$)
3. Teaching composition ($M = 2.50$)
4. Grant writing ($M = 2.52$)
5. Career development ($M = 2.54$)

Comparing Interests

Newer Teachers

($n = 59$)

vs.

Experienced Teachers

($n = 724$)



Most Interest (Generic Topics)

Newer

1. Classroom Management
2. Literature
3. Conducting
4. Teaching Improvisation
5. Music Administration

Experienced

1. Music Technology
2. Literature
3. Classroom Management
4. Pedagogy
5. Conducting

Least Interest (Generic Topics)

Newer

1. Reading in Content Area
2. Grant Writing
3. Research Applications
4. Standards Based Teaching
5. Wellness

Experienced

1. Research Applications
2. Reading in the Content Area
3. Teaching Composition
4. Career Development
5. Grant Writing

Significant Differences

- Classroom Management
- Music Administration
- Working with Special Learners
- Career Development

- Applications of Research

(All cases evidenced significantly higher interest for newer teachers)

Discussion



