

PARTNERSHIPS IN MUSIC TEACHER EDUCATION

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Background

- At its September 2005 meeting, members of the Society for Music Teacher Education identified 12 Areas of Strategic Planning and Action (ASPAs).
- At this meeting small groups gathered to develop plans of action for approaching the ASPAs under the leadership members of the SMTE Executive Board.
- This report is an outcome of the small group meeting on ASPA 6, School/University Partnerships.

Background

- The School/University partnership group determined that one of our first steps was to gather basic information on the types of school/university partnerships that currently exist.
- Our Plan of Action was based on three guiding principles:
 - ▣ Partnerships exist in many forms;
 - ▣ Data on the types of partnerships that exist and their roles and functions in music teacher education would be useful; and
 - ▣ the Society would benefit from obtaining a broad knowledge of the types of partnerships that faculty in higher education institutions develop in order to improve or facilitate music teacher education

Method

- A brief survey was developed to gather information about current school/university partnerships.
- Participants provided information about their institution, and then responded to a set of general questions

Survey Questions

- Do you or others at your institution engage in partnerships with other organizations to facilitate music teacher education? Yes No
- If yes, please continue. If no, you are finished with the survey. Thank you for responding.
- Please provide the name(s) of the organization(s) with whom you partner.
- Please tell us the type of organization(s) with whom you partner.
 - Local Public Schools
 - Schools outside your immediate location
 - Community or State Arts Organization
 - Another postsecondary institution
 - Music Educator Association
 - Other
- How long have you partnered with this organization?
- Please list the benefits of your partnership for your students.
- Please list the benefits of your partnership for you and your faculty.
- Please briefly describe the challenges of your partnership.
- Please provide any other information or comments about your partnership(s) here.

Responses

- The survey was posted online and a request for participation was emailed to all individuals on the SMTE email list as of March 2006 ($N = 4,723$).
- This email list consists of MENC members that identify themselves as music teacher educators. The subset of this list that is university-based could not be determined and therefore could not be specifically targeted.
- There were 463 returned emails and 314 responses. The overall return rate was 7.4%.

Responses

- Of the 314 respondents, 81% (255) reported partnerships and 19% (59) did not
- Of the 255 respondents reporting partnerships, 4 data sets were not usable
- 251 responses were analyzed

Respondents

Survey Respondents by Affiliation ($N = 251$)

<i>Affiliation</i>	<i>No. Respondents</i>	<i>Percent of Total</i>
College or University	149	59%
Public School or District	92	36%
State Department of Education	1	1%
Other (business, organization)	9	4%

Partnerships

Number of Partnerships by Affiliation ($N = 251$)

<i>No. of Partnerships</i>	1	2	3	Total
<i>Affiliation</i>				
College or University	33	30	86	149
Public School or District	20	18	54	92
State Department of Education	0	1	0	1
Other (business, organization)	3	2	4	9
Total	56 (22%)	50 (20%)	146 (58%)	251

Types of Partnerships

Partnerships reported by Colleges and Universities ($N = 149$)

(frequency, percentage)

<i>Partnered with:</i>	<i>Partnership 1</i>	<i>Partnership 2</i>	<i>Partnership 3</i>
College/University	7 (5%)	4 (3%)	6 (4%)
Another college in the university	7 (5%)	8 (5%)	2 (1%)
Public School/District	93 (62%)	55 (37%)	23 (15%)
Schools outside immediate location	7 (5%)	23 (15%)	10 (7%)
Music Education Association	15 (10%)	12 (8%)	17 (11%)
Community/State Arts Org.	10 (7%)	13 (9%)	19 (13%)
State DOE	0	0	0
Individual	5 (3%)	0	2 (1%)
Other	5 (3%)	3 (2%)	5 (3%)
No Partnership	0	31 (21%)	65 (45%)

Types of Partnerships

Partnerships Reported by Public Schools or School Districts ($N = 92$)

<i>Partnered with:</i>	<i>Partnership 1</i>	<i>Partnership 2</i>	<i>Partnership 3</i>
College/University	38 (42%)	18 (19%)	11 (12%)
Another college in the university	1* (1%)	1* (1%)	0
Public School/District	12 (13%)	9 (9%)	6 (7%)
Schools outside immediate location	2** (2%)	4** (4%)	3 (3%)
Music Education Association	15 (16%)	19 (21%)	10 (10%)
Community/State Arts Org.	20 (22%)	20 (22%)	19 (21%)
State DOE	1 (1%)	0	0
Individual	0	0	0
Other	3 (3%)	4 (4%)	4 (4%)
No Partnership Listed	0	18 (20%)	39 (43%)

Note. *This is a campus school. ** These are other schools in the district.

Types of Partnerships

Partnerships reported by State Departments of Education ($N = 1$)

<i>Partnered with:</i>	<i>Partnership 1</i>	<i>Partnership 2</i>	<i>Partnership 3</i>
College/University	0	0	0
Another college in the university	0	0	0
Public School/District	0	0	0
Schools outside immediate location	0	0	0
Music Education Association	0	0	0
Community/State Arts Org.	0	0	0
State DOE	0	0	0
Individual	1 (100%)	1 (100%)	0
Other	0	0	0
No Partnership listed	0	0	0

Types of Partnerships

Partnerships Reported by Other* Respondents (N = 9)

<i>Partnered with:</i>	<i>Partnership 1</i>	<i>Partnership 2</i>	<i>Partnership 3</i>
College/University	2 (22%)	0	0
Another college in the university	0	1** (11%)	0
Public School/District	2 (22%)	1 (11%)	1 (11%)
Schools outside immediate location	0	0	0
Music Education Association	0	2 (22%)	0
Community/State Arts Org.	3 (34%)	2 (22%)	0
State DOE	0	0	1 (11%)
Individual	0	0	0
Other	2 (22%)	1	0
No Partnership listed	0	3 (34%)	7 (78%)

Note. *Other respondents included businesses, arts organizations, and MEAs. **This is the College of Education.

Length of Partnerships

Reported Length of Partnerships in Years ($N = 251$)

<i>Partnership No.</i>	<i>Range</i>	<i>Mean</i>	<i>SD</i>
1	3 months to over 50 years	9	9.3
2	3 months to over 50 years	6.7	8.5
3	3 months to 30 years	4.4	6.8

Benefits to Students

- **100%: IMPROVED LEARNING EXPERIENCE!**
- College and University Teachers:
 - “Real world” teaching opportunities
 - Theory to practice
 - Interaction with practitioners
- Public School Teachers:
 - K-12 student interaction with and exposure to professional musicians and ensembles
 - K-12 student interaction with collegiate music educators

Benefits to Respondents

Benefits of Partnerships by Affiliation ($N = 251$)

<i>Benefits</i>	<i>College/ University</i>	<i>Public School or District</i>	<i>State DOE</i>	<i>Other</i>	<i>Total (%)</i>
Collegiality with local teachers	38	9	0	1	48 (19%)
Compensation	1	2	0	0	3 (1%)
Financial Benefit	8	8	0	0	16 (6%)
Increased Effectiveness of the Program	47	31	1	4	83 (34%)
Public Relations	6	6	1	4	12 (5%)
Professional Development	36	29	1	0	66 (26%)
No response	13	2	8	0	23 (9%)

Challenges for Respondents

Challenges to Partnerships by Affiliation ($N = 251$)

<i>Challenges</i>	<i>College/ University</i>	<i>Public School or District</i>	<i>State DOE</i>	<i>Other</i>	<i>Total (%)</i>
Communication	13	11	0	0	24 (10%)
Differences in Philosophy/ Teaching Style	5	2	1	0	8 (3%)
Lack of Support	7	2	0	0	9 (4%)
Money	11	11	0	1	23 (9%)
Time	25	20	1	0	46 (18%)
Scheduling	40	14	0	3	57 (23%)
Travel/Distance	8	1	0	0	9 (4%)
Student/ Teacher Attitudes	2	6	0	0	8 (3%)
Student/Teacher Quality	7	3	0	1	11 (4%)
Other	1	2	0	1	4 (2%)
No response	30	18	0	3	51 (20%)

Summary

- **Benefits to Students: Improved Learning Experiences**
- **Benefits to Respondents: Increased Program Effectiveness (34%), Professional Development (26%), and Collegiality (19%)**
- **Challenges for Respondents: Scheduling (23%), Time (18%), and Communication (10%)**

Other Findings

- Partnerships are viewed by most respondents as being between individuals, not institutions or schools – many cited working with particular teachers or professors as their partnership. Partnerships are considered to be personal – this is an important perception.
- Partnerships are a lot of work, and depend almost entirely on one individual "making it happen" – partnership building and maintenance is a major commitment.
- Respondents overwhelmingly report that the benefits of partnerships outweigh the challenges.

Looking Ahead – New Questions

- How do we define a *successful* partnership?
- What makes a partnership successful?
- Are there strategies that can be shared that facilitate partnership building?
- What are the steps involved in creating a successful partnership?
- Why do some develop partnerships and others do not?
- This survey was sent to one group of stakeholders – what do others have to say about partnerships?
- One possible outcome: SMTE members can develop and offer Partnership Building sessions at MENC conferences