

Encouraging Reflective Practice and Teacher Dispositions In Field Experiences

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Overview

- Discuss the nature of preservice teacher learning and how classroom teachers conceive of their work with preservice teachers
- Identify that while many teacher educators advocate a reflective practitioner framework, many classroom-based educators do not share this view
- Review selected research studies in teacher education on classroom teachers' views of preservice teacher learning

Overview

- Present a vision of classroom teachers as classroom-based music teacher educators
- Suggest that deep partnerships can be used as a mechanism to promote reform in music teacher education

Relationships with Preservice Teachers (PSTs)



- Friend
- Mentor
- Supervisor
- Teacher

Learning to Teach Involves Classroom Experience in Combination with Perceptive Thinking



Teacher Learning is Developmental and Reflective

- **Problems with applied science model of teacher learning (Conkling & Henry, 1999)**
 - Reinforces belief that good teaching primarily involves replicating experienced teachers
 - Promotes isolation between university and classroom music educators
- **Learning to teach involves learning content in new ways**

Reflective Practice in Field Experiences

- Graham, B. (2006). Conditions for successful field experiences: Perceptions of cooperating teachers. *Teaching and teacher education* 22, 1118 - 1129.
- McNay, M & Graham, R. (2007). Can cooperating teachers help student teachers develop a vision of education? *The Teacher Educator* 42, 224 - 236.
- Yedol-Hoppey, D. (2007). Mentor teachers' work with prospective teachers in a newly formed professional development school: Two illustrations. *Teachers College Record* 109, 669 - 698.

Applying Observed Skills vs. Reflection (Graham, 2006)

Maestros

- **Provided excellent teaching models**
- **Emphasized reproducing their practices**
- **Provided feedback good communication and support but little dialog**

Applying Observed Skills vs. Reflection (Graham, 2006)

Mentors

- **Field Experience = Partnership**
- **Explored teaching with pst**
- **Discussed and analyzed classroom together**
- **Viewed teaching as thought process**

Viewing Work with PSTs as Teaching (Yendol-Hoppey, 2007)

- **Viewed work with psts as teaching**
- **Viewed learning to teach as a constructive practice**
- **Structured teaching tasks that were developmentally appropriate for psts**
- **Emphasized risk taking**
- **One teacher stressed collaborative discussion as primary approach**
- **One teacher emphasized team teaching as primary approach**

Developing a Teaching Vision (McNay & Graham, 2007)

Classroom teacher educators nominated for outstanding work indicated that they helped preservice teacher develop a teaching vision in addition to the technical aspects of supervision.

Learning to Teach in Field Experiences

- **Classroom teachers who work with preservice teachers are music teacher educators.**
- **Learning to teach is developmental and requires the perceptive analysis of student learning.**
- **Teaching preservice teachers involves knowing the student, providing developmentally appropriate tasks, and helping them stretch their limits.**
- **The voices of classroom teachers provide important insights into preservice teacher learning.**

Vision for Classroom-Based Music Teacher Educators

- **Share responsibilities for music teacher education**
- **Prioritize their role as music teacher educators and support meaningful change in music education**
- **View teacher learning as developmentally-oriented teaching**
- **Build relationships**
- **Provide appropriate challenges**
- **Scaffold teacher learning**

Five Central Tasks of Learning to Teach (Feiman-Nemser, 2001)

1. **Develop a reform-oriented teaching vision**
2. **Develop content area competence**
3. **Uncover learners' perceptions of knowledge within the classroom**
4. **Determine what teaching procedures to use and how to go about using them**
5. **Draw upon professional learning communities**

Modeling and Guiding

- **Preservice teachers need access and dialog with classroom teachers committed to facilitating meaningful change in music education**
- **Reform involves an increase in responsibilities with colleagues and community (Thiesson & Barrett, 2002)**

How Do Preservice Teachers Learn to Teach?



Stimulating Reflective Practice in Field Experiences

- How can preservice teachers be encouraged to consider themselves as classroom teacher educators?
- If reflective practices are primarily encouraged by university-based music educators, what message does this convey to preservice teachers?
- How can preservice teacher education be used as mechanism to develop greater universal access to music education?
- Is teaching teaching, really thought of as teaching?
- Is learning to teach a communal or individual enterprise?

References

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- Conkling, S. W. & Henry, W. (1999, March/April). Professional development partnerships: A new model for music teacher preparation. *Arts Education Policy Review* 100 (4), 19 – 23.
- Felman-Nemster, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record* 102, 1013 – 1055.
- Graham, B. (2006). Conditions for successful field experiences: Perceptions of cooperating teachers. *Teaching and teacher education* 22, 1118 – 1129.
- McNay, M & Graham, R. (2007). Can cooperating teachers help student teachers develop a vision of education? *The Teacher Educator* 42, 224 – 236.
- Sudzina, M., Giebelhaus, C. & Coolican, M. (1997). Mentor or tormentor: The role of the cooperating teacher in student teacher success or failure. *Action in Teacher Education* 18, 23 – 35.
- Thiessen, D., & Barrett, J. R. (2002). "Reform-Minded Music Teachers: A More Comprehensive Image of Teaching for Music Teacher Education." In *The New Handbook of Research in Music Teaching and Learning*, ed. Richard J. Colwell and Carol Richardson, 759–785. New York: Oxford University Press, 2002.
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