

REALITY MTE: LIVING AND LEARNING THROUGH SCHOOL-UNIVERSITY PARTNERSHIPS

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Although undergraduate music education majors have traditionally been expected to form their professional identity through secondary socialization in the university context, the reality of this is often less than ideal. College students need experiences that allow them to perceive themselves as music teachers. This can only occur through opportunities to teach music to real children in real learning situations.

Current research in teacher education suggests that the training teachers could be more effective if preservice teachers are involved in school-university partnerships. In the fall of 2003, the music education faculty at the University of Maryland implemented a revised undergraduate curriculum. The changes were based on discussions of how to provide undergraduates with opportunities to practice teaching music to young people in a sequence that was responsive to their developing abilities as music educators.

The new program incorporates a progressive series of field-based internships from students' initial semester on campus through the culminating full-time student teaching experience. Freshman experiences are four initial observations followed by a weekly placement where students participate in classroom activities during the second semester. Team-teaching in group settings occurs in the sophomore year and takes place on campus. These students work with a university-sponsored boy choir and a recorder ensemble comprised of interested home-schooled children. Junior year experiences include weekly, half day placements in elementary and secondary schools, leading to a full-year of student teaching in the senior year.

Implementation of this new curriculum could not have been possible without the cooperation of area music teachers. To help identify outstanding K-12 faculty, the *School-University Partnership* was created. The partnership involves music education faculty from the university along with approximately ninety K-12 music teachers from throughout the state. The partnership offers opportunities for teachers to develop mentoring skills that will enable undergraduates to develop their skills as teachers.

Also, in an effort to recognize student growth as educators (in addition to their growth as musicians), the music education division hosts an end-of-semester "recital" to serve as a showcase for demonstrating progress in music education course work. This event includes student performances on secondary instruments, demonstration of teaching success through student-led ensembles or peer-instructed performances, and the sharing of video clips of practice teaching conducted in field placements in area schools. In some cases, "before and after" video clips attest to growth in an undergraduate's teaching confidence and expertise. Students at all stages of the degree program gather to celebrate achievements that have contributed to each other's growing identity as skilled teachers.

The presentation will include members of both the music education faculty at the University of Maryland and K-12 teachers involved in the partnership. Experiences and viewpoints of faculty members, mentors, university students, and K-12 students will be examined. Discussion of each revision as it relates to the development of the role of teacher will be included along with a period for questions and answers. We hope to engage audience members in discussion of the ideas presented as they relate their own institutional situations.