

## **INVESTIGATING THE EFFECTIVENESS OF SELECTED MUSIC TEACHER PROFESSIONAL DEVELOPMENT EXPERIENCES**

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This study is the first in a series to examine the effectiveness of selected music teacher professional development experiences. A questionnaire was distributed music teachers who attended summer workshops of varied lengths and nature in Connecticut and Florida. Participants were asked to identify factors that impact their ability to implement changes in their teaching. Respondents in Connecticut indicated that having evidence of improved student learning and recognizing a need for improvement are the most influential factors of motivation for changing their teaching. They identified the opportunity to apply new information and receive feedback as the most valuable parts of a professional development experience. Adequate preparation time and availability of appropriate teaching materials were identified as an important factors in being able to implement desired changes. When asked how they could be best supported in their efforts to implement changes in their practice, teachers communicated a variety of strategies for maintaining communication with participants and instructors. Results from questionnaires distributed in Florida and follow-up communications with participants will be presented during this session along with implications for designing effective professional development. Future investigations will examine participant implementation of changes in practice as self reported and observed by investigators.