

**MUSIC TEACHER SOCIALIZATION AND IDENTITY FORMATION:
REDESIGNING TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT TO
ENHANCE CAREER SATISFACTION**

John W. Scheib, Ph.D.
Ball State University
jwscheib@bsu.edu

For music education students in undergraduate music programs, greater emphasis is often placed on the formation and/or solidification of the musician-performer identity, with significantly less support for and attention to the development of the teacher-self. To the contrary, upon graduation and induction into the profession of teaching, little support exists for the musician-performer role. Forged by identity socialization that may not be in congruence with the expectations and realities of the professional life of a music educator, role stress and career dissatisfaction can occur for newly inducted teachers. Solutions to this problem might follow two paths: one leading to more effectively developing, supporting, and encouraging initial socialization of the teacher identity through undergraduate education; the other to reaffirm, reengage, and revitalize the musician-performer identity through one's teaching career.

This session provides a discussion of professional development experiences and curricular/structural modifications to music teacher education programs that might allow for greater music teacher retention, job satisfaction, professional success, and career longevity. A synthesis of the existing research literature and current theories on teacher socialization, identity construction, career expectations, and related job (dis)satisfaction issues will be presented along with implications to the profession and issues of music teacher retention and attrition.