2017 SYMPOSIUM
ON
MUSIC TEACHER EDUCATION

September 7, 8, and 9, 2017
Minneapolis, Minnesota
Society for Music Teacher Education Executive Committee

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Special thanks go to current and past members of the JMTE Editorial Board for lending their expertise and guidance to the graduate students participating in the Graduate Research Forum.
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MAPS ............................................................................. Inside Back Cover
Welcome to the 2017 Symposium on Music Teacher Education. I am honored to serve an organization that is not only willing to confront and address the key issues in our profession, but also to take strong stands on behalf of what we believe. The preparation for this year’s symposium has been devoted to supporting the diversity of our membership and to assure the depth and breadth of voices within our organization and our profession. It is in this spirit that we gather in Minneapolis to continue sharing, not only our individual scholarship, but also our group tasks of planning, and action.

It is the ongoing vision of the founders of this symposium that it not be only a gathering to present research, but also a place of dialogue, and through the work of our ASPAs, collective action that continues well beyond the close of this event. From the rich variety of scholarship presented, to the occasions for professional interaction, mentoring, and engagement, I strongly encourage you to make full use of the opportunities that this time provides.

I hope you will find the next few days both challenging and inspiring.

D. Brett Nolker
Symposium Chair

On behalf of the Society for Music Teacher Education, I am pleased to welcome you to the seventh Symposium on Music Teacher Education. Our symposium theme, “Imagining Possible Futures,” invites us to consider what new and innovative directions our music teacher preparation programs might take to keep pace with the multiple and diverse ways in which individuals engage with and understand music. With 60 primary sessions and 147 poster presentations involving over 240 researchers, this event provides an opportunity to explore the theme from a variety of perspectives within music teacher education.

This marks the first time that the Symposium has not been held on the campus of The University of North Carolina at Greensboro. The decision to move the venue temporarily for this Symposium was made in response to legislation passed by the North Carolina General Assembly that the SMTE Executive Committee deemed discriminatory to transgender individuals. The decision also reflects SMTE’s commitment to equity and access within our profession.

With much appreciation, I acknowledge the hard work of the many individuals who helped to make this event possible, including our new symposium chair, Brett Nolker, who effectively navigated the new challenges presented by the move; David Rickels, who continued his excellent work in overseeing the proposal and selection process for the Symposium; the dedicated members of the SMTE Executive Committee; and our ASPA facilitators. Special thanks to Doug Orzolek and the music education faculty at the University of St. Thomas, and College of Arts and Sciences Dean Yohuru Williams for their invaluable support and assistance. Finally, we are grateful to the National Association for Music Education for their continued support of this symposium.

My fervent hope is that you find much to challenge, energize, and inspire you during the Symposium.

Constance L. McKoy, Chair
Society for Music Teacher Education
DAVID J. TEACHOUT
KEYNOTE SPEAKER

Named a 2005 MacArthur Fellow, President Obama’s first appointment to the National Council on the Arts and Governor Snyder’s appointment to the Michigan Council for Arts & Cultural Affairs, Aaron P. Dworkin served as dean of the University of Michigan’s School of Music, Theatre & Dance, which is ranked among the top performing arts schools in the nation. He is currently a tenured full professor of arts leadership and entrepreneurship at the university. He is also the founder of The Sphinx Organization, the leading national arts organization with the mission of transforming lives through the power of diversity in the arts.

He is a multi-media performing artist, author, social entrepreneur, artist-citizen, and educator, who has received extensive national recognition for his leadership and service to communities. Dworkin was named one of Newsweek’s “15 People Who Make America Great.” Most recently, he was named one of Crain’s National 100 Innovators, Disruptors & Change-Makers. He is the recipient of the Royal Philharmonic Society Honorary Membership, Harvard University’s Vosgerchian Teaching Award, National Governors Association 2005 Distinguished Service to State Government Award, Detroit Symphony Orchestra’s 2007 Lifetime Achievement Award, Detroit News’s 2003 Michiganian of the Year Award, Crain’s 40 Under 40 and Who’s Who Awards, BET’s History Makers in the Making Award, AT&T Excellence in Education Award, and National Black MBA’s Entrepreneur of The Year.

A passionate advocate for excellence in arts education and inclusion in the performing arts, Dworkin has been a frequent keynote speaker and lecturer at numerous national conferences including the Aspen Ideas Conference, Independent Sector, Dance USA National Conference, The League of American Orchestras, National Association for Schools of Music, National Guild for Community School of the Arts, National Association of Music Merchants, Chautauqua Institution, National Suzuki Association, Americans for the Arts, American String Teachers Association, Ithaca College, and the National Association for Negro Musicians.

As the co-chair of the Arts and Cultural Education Task Force for the State of Michigan, Dworkin designed the required arts curriculum for Michigan schools and served as co-chair of the Planning Task Force, which oversaw the strategic merger of ArtServe Michigan (statewide arts advocacy organization) and MACAA (Michigan Association of Community Arts Agencies). In addition, he serves on other strategic planning committees including the League of American Orchestras.

An accomplished electric and acoustic violinist, Dworkin earned his bachelor of music and master of music in violin performance from the University of Michigan School of Music, graduating with high honors. He also attended the Peabody Institute, the Philadelphia New School, and the Interlochen Arts Academy studying with Vladimir Graffman, Berl Senofsky, Jascha Brodsky, John Eaken, Renata Knific, Donald Hopkins, and Stephen Shipps.

He is the founder of The Sphinx Organization, the leading national arts organization for transforming lives through the power of diversity and the arts. As founder of the Sphinx Organization, Dworkin created an organization with a staff and faculty of over 40 and a budget of $5 million that awards more than $1,000,000 in prizes and scholarships annually. Sphinx serves as the leading arts national organization advocating for young people and the power of diversity in the arts.

As a successful writer, he has authored a science-fiction novel, Ethos: Rise of Malcolm recently published by MorganJames, as well as his memoir titled Uncommon Rhythm: A Black, White, Jewish, Jehovah’s Witness, Irish Catholic Adoptee’s Journey to Leadership released through Aquarius Press. He also founded and served as publisher and editor-in-chief of The Bard, a literary magazine. Dworkin is a visual and spoken-word performing artist represented by Jensen Artists. He recorded and produced two CDs, entitled Ebony Rhythm and Bar-Talk, in addition to writing, producing, and directing the independent film Deliberation.
Sandra Stauffer is Professor of Music Education in the School of Music and Senior Associate Dean in the Herberger Institute for Design and the Arts at Arizona State University. Prior to joining the ASU faculty, she was a faculty member and chair of music education at the Peabody Conservatory of Music. Her research focuses on creativity in music, particularly among children and young adults, place philosophy and its connections to music and education, and narrative inquiry in music. Her writings appear in the Bulletin of the Council for Research in Music Education, the Journal of Research in Music Education, the Music Educators Journal, Research Studies in Music Education, The Mountain Lake Reader, The Orff Echo, and several research handbooks. Sandra is co-author/editor with Margaret Barrett of Narrative Inquiry in Music Education: Troubling Certainty (2009) and Narrative Soundings: An Anthology of Narrative Inquiry in Music Education (2012). She is also an author for Silver Burdett Making Music K-8 textbooks and online music learning platforms, and she has collaborated with composer Morton Subotnick in the development of his creative music software for children.
Dr. Heather Cote is currently the K-12 Director of Performing Arts for the Westwood Public Schools in Westwood, MA, and adjunct faculty at Kent State University in the online Masters of Music Education program. She holds a Bachelors degree in Music Education from the Hartt School, a Masters degree in Theater Education from Emerson College and a D.M.A in Music Education from Boston University, where her dissertation research focused on teacher evaluation. As the current Performing Arts Director, Dr. Cote is responsible for the evaluation of 14 performing arts teachers. Dr. Cote has taught vocal, general and instrumental music at all levels K-12. She currently teaches at Westwood High School where she conducts the concert band and wind ensemble. She has presented nationally and internationally at conferences and workshops. Dr. Cote is active in the Massachusetts Music Educators Association as Eastern District Chair, and is currently serving as state council coordinator and board liason. She is also serving a 3-year term for NAfME as the Eastern Division Representative for the Music Program Leaders Council.

Amanda C. Soto is the Assistant Professor of Music Education at Texas State University, where she teaches undergraduate and graduate music education courses and serves as the chapter advisor for the Collegiate Texas Music Educators student organization. She co-teaches the Smithsonian Folkways Certification Course in World Music Pedagogy. She earned a B.A. degree in Music Education from the University of North Texas and received a M.A. in Ethnomusicology and a Ph.D. in Music Education from the University of Washington. Dr. Soto has undertaken certification studies in Orff and Kodaly pedagogical approaches and holds a certification in world music pedagogy from the Smithsonian Institute. She is also a College Music Society board member representing music education and is the Texas Music Educators Conference Collegiate Chair for the state of Texas. She is co-chair of the Cultural Diversity and Social Justice Areas of Strategic Planning and Action (ASPA) and of the Education Section from the Society of Ethnomusicology. Dr. Soto’s research interests include cultural diversity and social justice in music education, bimusical sensibilities of children, world music pedagogy, technology in music education, and the study of regional musics of South Texas and Mexican music. Her publications may be found in the Music Educators Journal, Journal of Research in Music Education, the International Journal of Ethnomusicology Studies of World Music and Dance Education, and the Multicultural Perspectives in Music Education series. She has presented clinical workshops and research at the National Association for Music Education (NAfME) conference, the NAfME Northwest Division Conference, the Washington and Idaho Music Educators Association state conferences, the national and international College of Music Society conferences, the Society for Ethnomusicology national conference, Ethnomusicology Symposium at the University of Dar es Salaam, the Asia-Pacific Symposium on Music Education Research, the international conference on Cultural Diversity in Music Education, and the International Society for Music Education conference.

Betty Anne Younker is Dean and Professor of Music Education of the Don Wright Faculty (Western University). Awards include the Dr. Pedro Goldman Award by the DWFOM Students’ Council (2000), distinguished Alumnus of the Year by Pennsylvania State University College of Arts and Architecture (2008), and the Michigan Music Education Association Award of Merit for service to MMEA and music education (2016). Previous posts include the University of Michigan (2000-2011) and Western (1997-2000). Younker’s research interests include critical and creative thinking within the disciplines of philosophy and psychology. Presently she serves as Past-President of The College Music Society (CMS) and the London Arts Council (LAC), and serves on several editorial boards.
At the first Symposium on Music Teacher Education in 2005, special interest groups were formed to concentrate on particular issues and topics that arose from the questions and issues raised by the participants. Twelve such groups were organized. Initially labeled as Strategic Action Groups, the groups were subsequently and more appropriately renamed Areas for Strategic Planning and Action (ASPAs). The goals of the ASPAs are:

- To foster collaborative efforts among music teacher educators and those interested in the recruitment, preparation, and professional development of music teachers;
- To promote activities in research, the identification and dissemination of best practices, and policy analysis on behalf of music teacher education;
- To sustain these activities in order to build a coherent and systematic base of knowledge in music teacher education (convening on a regular basis at the SMTE Symposia in odd-numbered years and during the NAfME Biennial Conference in even-numbered years); and
- To produce substantive and useful work that can be disseminated within SMTE and to broader audiences.

Each ASPA is listed below with a meeting room, facilitator, and mission statement. Refer to the map on the inside back cover for meeting room locations.

**Critical Examination of the Curriculum** (Marquette V)
Facilitator: Kyle Chandler
- To examine the assumptions on which the music teacher education curriculum is founded by analyzing current curricular practices and proposing new avenues for consideration.

**Cultural Diversity and Social Justice** (Symphony III)
Facilitators: Juliet Hess and Amanda Soto
- To promote a social justice perspective for music teacher education by investigating and disseminating information on culturally responsive pedagogies, exploring and reporting on issues affecting recruitment and retention of a diverse teaching force, challenging current perspectives of music, musicians, and music-making through online discussions and journal publications, and raising awareness of factors affecting equitable access to music teaching and learning through dialoguing and disseminating research among key stakeholders.

**Music Teacher Educators: Identification, Preparation, and Professional Development** (Marquette III)
Facilitator: Molly Weaver
- To address the recruitment and preparation of the “next generation” of music teacher educators as well as to examine the needs of those who already serve in this role.

**Music Teacher Socialization** (Symphony I)
Facilitator: Cynthia L. Wagoner
- To address the undergraduate student’s transformation from student to teacher through program components and experiences.
Policy (Marquette VIII)
Facilitators: Carla Aguilar and Lauren Kapalka Richerme
- To increase policy awareness within music education and to build music educators' capacity for policy analysis, development, and implementation.

Supporting Beginning Music Teachers (Marquette VI)
Facilitator: Christopher Baumgartner
- To identify and describe effective models of mentoring, induction, professional development, and continued support programs for new music teachers, and encourage further research and strategic action in this area.

Professional Development for the Experienced Teacher (Marquette VII)
Facilitators: Ann Marie Stanley and Alden Snell
- To explore the professional development needs of experienced music teachers.

Program Admission, Assessment, and Alignment (Marquette II)
Facilitator: Natalie Steele Royston
- To address program structure and key milestones in the undergraduate curriculum, including admission to music education, assessment of student progress, and collaborative efforts between music education faculty and other colleagues within schools of music.

School/University Partnerships (Marquette I)
Facilitators: Edward McClellan and Debbie O'Connell
- To survey best practices in school and university partnerships that promote a view of teacher education as a shared responsibility between P-12 and higher education.

Teacher Evaluation (Marquette IV)
Facilitators: Kenneth Elpus and Stephanie Prichard
- To collect data and provide a forum for discussion on issues related to the evaluation of music teachers, including evaluation of pre-service and in-service teachers.

Teacher Recruitment (Marquette IX)
Facilitator: Wesley Brewer
- To encourage the recruiting of high quality music educators through research, advocacy, and other actions designed to promote music teaching as a career.

Teacher Retention (Conrad D)
Facilitator: Mackie V. Spradley
- To gather data and provide a forum for discussing issues relating to retention, attrition, and turnover (relocation) of music educators, and to disseminate this information within the ASPAs, throughout the profession, and to stakeholders in the hiring and mentoring of music educators.
### Thursday, Sept. 7, 2017
- **1:00 – 4:00 PM** SMTE Executive Committee/ASPA Facilitator Meeting (Boardroom)
- **4:00 – 6:00 PM** JMTE Editorial Committee Meeting (Boardroom)
- **5:00 – 6:45 PM** Registration (Atrium)
- **7:00 – 7:30 PM** Welcome & Introductions (Atrium)
- **7:30 – 8:30 PM** David J. Teachout **Keynote Address:** Aaron Dworkin, Founder, Sphinx Organization  
  *Professor Maverick Throws the DICE: Wagering on Diversity, Innovation, Creativity & Entrepreneurship in the Arts (Atrium)*
- **8:30 – 10:00 PM** Reception (Atrium)

### Friday, Sept. 8, 2017
- **7:00 – 8:30 AM** Morning Amenities (Symphony Promenade)
- **7:30 – 8:50 AM** Career Mentoring Workshop (Marquette IX)
- **9:00 – 10:00 AM** **Opening Session:** Introduction & ASPA Overview (Symphony Ballroom II/III)
  - ASPA Meetings (See pages pp. 6-7 for room locations)
- **11:00 – 11:30 AM** Presentations: Session 1
- **11:40 AM – 12:10 PM** Presentations: Session 2
- **12:10 – 2:00 PM** Lunch on your own
- **12:10 – 2:00 PM** Graduate Research Forum (Conrad Room A and B)
- **2:00 – 3:00 PM** Plenary Session: Maintaining, Evolving and Transforming: Music Education in the 21st Century (Symphony Ballroom II/III)  
  - Heather Cote, Westwood Public Schools, MA, Amanda Soto, Texas State University, and Betty Anne Younker, Western University
- **3:00 – 3:20 PM** BREAK (Presenters set up for Poster Session I)
- **3:20 – 3:50 PM** Presentations: Session 3
- **4:00 – 4:30 PM** Presentations: Session 4
- **4:45 – 6:00 PM** Poster Session I (Conrad Rooms A, B, and C)

### Saturday, Sept. 9, 2017
- **7:00 – 8:30 AM** Morning Amenities (Symphony Promenade)
- **7:30 – 8:50 AM** Career Mentoring Workshop (Marquette IX)
- **9:00 – 9:30 AM** Presentations: Session 5
- **9:40 – 10:10 AM** Presentations: Session 6
- **10:20 AM – 12:15 PM** ASPA Meetings (See pp. 6-7 for room locations)
- **12:15 – 1:45 PM** Lunch on your own (Presenters set up for Poster Session II)
- **1:45 – 3:00 PM** Poster Session II (Conrad Rooms A, B, and C)
- **3:15 – 4:15 PM** Division Meetings (See p. 16 for room locations)
- **4:30 – 5:15 PM** Closing Keynote: Sandra Stauffer, Arizona State University (Symphony Ballroom II/III)  
  - Whose Imaginings? Whose Futures?
- **5:15 – 5:45 PM** Symposium Summary (Symphony Ballroom II/III)
- **5:45 – 6:00 PM** Closing Remarks (Symphony Ballroom II/III)

### Sunday, Sept. 10, 2017
- **9:00 AM – 12:00 PM** SMTE Executive Committee Meeting (Boardroom)
The schedule for the Symposium is also available online at smte.us/2017d.

### Thursday, Sept. 7, 2017  
University of Saint Thomas, School of Law

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<td>1:00 – 4:00 PM</td>
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<td>• Brett Nolker, Chair of the Symposium on Music Teacher Education</td>
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<td>• Constance McKoy, President of the National Association for Music Education</td>
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<td>• Yohuru Williams, Dean, College of Arts and Sciences, University of Saint Thomas</td>
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<td>7:30 – 8:30 PM</td>
<td>David J. Teachout Keynote Address: Aaron Dworkin, Founder, Sphinx Organization</td>
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<td>8:30 – 10:00 PM</td>
<td>Reception</td>
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### Friday, Sept. 8, 2017  
Hilton Minneapolis

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<td>Opening Session: Introduction &amp; ASPA Overview</td>
<td>Symphony Ballroom II/III</td>
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<td>10:10 – 10:50 AM</td>
<td>ASPA* Meetings</td>
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*ASPA: Areas for Strategic Planning and Action
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<th>Time</th>
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<td>11:00 - 11:30 AM</td>
<td><strong>Presentations</strong>:&lt;br&gt;<strong>Symphony I</strong>&lt;br&gt;Digital Mentoring: Customized Content Support for Early Career New Music Teachers&lt;br&gt;Programs, Practices, and Issues session presented by Jessica C. Vaughan-Marra, University of Michigan, and Margaret Berg, University of Colorado</td>
<td><strong>Marquette I</strong>&lt;br&gt;A Case Study of Music Education Institutional Recruiting Practices&lt;br&gt;Research session presented by Scott N. Edgar, Lake Forest College</td>
<td><strong>Marquette II</strong>&lt;br&gt;Music Teacher Preparation for the Urban Classroom&lt;br&gt;Research session presented by Amorette B. Languell, Northern Michigan University</td>
<td><strong>Marquette III</strong>&lt;br&gt;Mr. Music Teacher: A Conversation About Gender Nonconforming Preservice Teachers&lt;br&gt;Programs, Practices, and Issues session presented by Stephanie Prichard, University of Maryland, Joshua Palkki, California State University, Long Beach, and Sarah Bartolome, Northwestern University</td>
<td><strong>Marquette IV</strong>&lt;br&gt;Effective Professional Development for Music Educators: Public School Administrators’ Perspectives&lt;br&gt;Programs, Practices, and Issues session presented by Jennifer L. R. Greene, Fayetteville-Manlius Schools, Jacqueline C. Smith, University of Hartford, Paul K. Smith, East Hampton Public Schools, and David M. Brown, Ithaca City School District</td>
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<td><strong>Marquette V</strong>&lt;br&gt;Student Teaching Policies in States with Separate Instrumental and Vocal K-12 Licensure&lt;br&gt;Research session presented by Daniel S. Hellman, Missouri State University, Dale E. Bazan, University of Nebraska – Lincoln, Amy Fraser, University of Nebraska – Lincoln, and Polly Yukevich, University of Nebraska – Lincoln</td>
<td><strong>Marquette VI</strong>&lt;br&gt;Popular Music Education and Modern Band&lt;br&gt;Programs, Practices, and Issues session presented by Scott Burstein, Little Kids Rock, and Bryan Powell, Amp Up NYC</td>
<td><strong>Marquette VII</strong>&lt;br&gt;Practicing What We Preach: Creating New Possibilities for Music Teacher Education Through a New School/University Partnership&lt;br&gt;Programs, Practices, and Issues session presented by Michael P. Albertson, Geffen Academy at UCLA, Lily Chen-Hafteck, UCLA, and Frank Heuser, UCLA</td>
<td><strong>Marquette VIII</strong>&lt;br&gt;Transformational Professional Development: Japanese Lesson Study at Wildflower Elementary&lt;br&gt;Research session presented by Ann Marie Stanley, Louisiana State University, Brittany Raley, East Baton Rouge Parish School System, and Alicia Monroe, Louisiana State University</td>
<td><strong>Marquette IX</strong>&lt;br&gt;Humans, Not Heroes: Teachers’ Implementation of Culturally Sensitive and Relevant Pedagogy in Music Classrooms&lt;br&gt;Research session presented by Ruth Gurgel, Stephanie Goering, Shelby Goss, Eli Gillespie, and Alicia Jackson, Kansas State University</td>
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<td><strong>Conrad D</strong>&lt;br&gt;Developing Core Teaching Practices in Music Education&lt;br&gt;Research session presented by Si Millican, University of Texas at San Antonio, and Sommer H. Forrester, University of Massachusetts Boston</td>
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### Presentations: Session 2

**11:40 AM – 12:10 PM**

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<tr>
<th>Symphony I</th>
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<tr>
<td><strong>An Exploratory Analysis of Lesbian, Gay, Bisexual, and Questioning Undergraduate Music and Art Students’ Well-Being</strong></td>
<td><strong>Functional Piano for Teaching: Imagining a Future Informed by Pre- and In-Service Music Educators’ Perspectives</strong></td>
<td><strong>The Status of Music Therapists and Music Educators Working with Children with Autism Spectrum Disorders in School Settings</strong></td>
<td><strong>A Partnership Bringing Missing Faces to the Secondary Music Classroom</strong></td>
<td><strong>Exemplary Music Educator Association Mentoring Programs: From the Inside Out</strong></td>
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<td>Research session presented by Nicholas Roseth, Indiana University Bloomington</td>
<td>Programs, Practices, and Issues session presented by Alden H. Snell, II, Eastman School of Music, and David A. Stringham, James Madison University</td>
<td>Research session presented by Jacqueline C. Smith, University of Hartford</td>
<td>Programs, Practices, and Issues session presented by Michael A. Raiber, Oklahoma City University, and Rhyn Hilger, El Sistema Oklahoma</td>
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<th>Marquette V</th>
<th>Marquette VI</th>
<th>Marquette VII</th>
<th>Marquette VIII</th>
<th>Marquette IX</th>
<th>Conrad D</th>
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<tr>
<td><strong>Pre-service Music Teacher Identity Development</strong></td>
<td><strong>The Urban Music Education Institute: Exploring Context Specificity in Music Teacher Professional Development</strong></td>
<td><strong>Use of 360-Degree Recording Technology in Teacher Self-Reflection</strong></td>
<td><strong>Preparation, Continuing Education, and Professional Development of Instrumental Music Majors Teaching Elementary General Music</strong></td>
<td><strong>The Status of Music Education Conducting Currucula, Practices, and Values</strong></td>
<td>“Roll Over Beethoven”: The Perspectives of Two Formally Trained Musicians Integrating Popular Music Pedagogies in Higher Education</td>
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<td>Research session presented by Kristen Pellegrino, University of Texas at San Antonio, Sean Powell, University of North Texas, Erik Johnson, Colorado State University, and Cynthia L. Wagoner, East Carolina University</td>
<td>Programs, Practices, and Issues session presented by Julia T. Shaw, The Ohio State University, Betty J. Hill, Columbus City Schools, and Lisa M. Brandt, Columbus City Schools</td>
<td>Research session presented by William M. Dabback and Jon M. Stapleton, James Madison University</td>
<td>Research session presented by Christa Kuebel, Case Western Reserve University</td>
<td>Research session presented by John Thomas Hart, Jr., University of Hartford’s The Hartt School</td>
<td>Research session presented by Martina Vasil, University of Kentucky, and Lindsay Weiss, Drake University</td>
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**12:10 – 2:00 PM**

- Lunch on your own
- **Graduate Research Forum** (Conrad Room A and B)
2:00 – 3:00 PM  **Plenary Session: Maintaining, Evolving and Transforming: Music Education in the 21st Century**  (Symphony Ballroom II/III)

Heather Cote, Westwood Public Schools, MA  
Amanda Soto, Texas State University  
Betty Anne Younker, Western University

3:00 – 3:20 PM  **BREAK**  (Presenters set up for Poster Session I)

3:20 – 3:50 PM  **Presentations: Session 3**

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<tr>
<th>Symphony I</th>
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<tbody>
<tr>
<td>Music Student Teachers’ Perceptions of Their Seminar Experience: A Pilot Study Exploration through Focus Groups</td>
<td>Reflections of Vernacular Musicians as Music Educators</td>
<td>Music, Masculinity &amp; Queerness: The Lived Experiences of Four Gay Male Music Teachers and the Role of Music Education in Creating Safe(s) Schools</td>
<td>Considering “Gender-Complexity” in Music Teacher Education</td>
<td>Policies that Matter: Creating a Voice through Policy Awareness for Music Teacher Educators</td>
</tr>
<tr>
<td>Research session presented by Christopher M. Baumgartner, University of Oklahoma, and Kimberly H. Councill, Bucknell University</td>
<td>Research session presented by Mark C. Adams, University of Delaware</td>
<td>Research session presented by Nicholas Ryan McBride, The College of New Jersey</td>
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<tr>
<td>Marquette V</td>
<td>Marquette VI</td>
<td>Marquette VII</td>
<td>Marquette VIII</td>
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</tr>
<tr>
<td>The Impact of a Unit in Algorithmic Composition Software on Music Education Majors’ Attitudes Towards Technology and Computer Self-efficacy</td>
<td>A Case Study of Preservice Music Teachers’ Attitudes of Classroom Management in Urban Music Classrooms</td>
<td>Toward a Possible Future of Inclusion and Equity for Music Programs and the Music Teaching Workforce: The Necessity of Understanding Parental Expectations and Aspirations for Children</td>
<td>The First Year or the First Months of Teaching Music? First Year Instrumental Music Teachers’ Perceptions</td>
<td>The Experience of Mentoring a Student Teacher with Autism</td>
</tr>
<tr>
<td>Research session presented by Camilo I. Leal, University of Florida</td>
<td>Research session presented by Jennifer L. Potter, University of Kansas</td>
<td>Research session presented by Susan Wharton Conkling, Boston University</td>
<td>Research session presented by David A. Stringham, James Madison University, and Alden H. Snell, II, University of Rochester</td>
<td>Research session presented by Lisa J. Lehmborg, University of Massachusetts, Amherst</td>
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<tr>
<td>Marquette IX</td>
<td>Conrad D</td>
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<tr>
<td>Inservice and Preservice Music Educators’ Changes to Beliefs and Instructional Practices through Culturally Responsive Teaching- Focused Professional Development</td>
<td>Research session presented by Donna J. Gallo and Janet R. Barrett, University of Illinois at Urbana-Champaign</td>
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### 4:00 – 4:30 PM  Presentations: Session 4

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<tr>
<th>Symphony I</th>
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<tbody>
<tr>
<td>Innovators in the Classroom: In-service Teachers Creating and Implementing Non-BCO Courses in Their Schools</td>
<td>Imagining Possible Futures / Impacting Professional Visions: A Reflective Case Study of a Community-Centric, Ukulele-Based Participatory Musicking Project</td>
<td>Impacts of Mentoring on the Reflective Practice, Teaching Efficacy, and Professional Commitment of Beginning Music Teachers</td>
<td>Imagining Futures, Facing Realities: A Panel Discussion for Music Education Graduate Students and Mentor</td>
<td>You Want me to Teach What? Student Teacher Experiences in and Perceptions of Teaching Popular Music</td>
</tr>
<tr>
<td>Research session presented by Elizabeth J. Tracy, Case Western Reserve University</td>
<td>Research session presented by Jesse C. Rathgeber, David A. Stringham, Jennifer Hoye, and Charles Joseph McNure, James Madison University</td>
<td>Research session presented by Bryan Koerner, University of Colorado Boulder</td>
<td>Programs, Practices, and Issues session presented by Josef Hanson, University of Massachusetts Boston, Matthew Doiron, Eastman School of Music, Betty Anne Younger, University of Western Ontario, and Keith Lucas Hamann, University of Minnesota</td>
<td>Research session presented by Chad West, Ithaca College</td>
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<thead>
<tr>
<th>Marquette V</th>
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<th>Marquette VII</th>
<th>Marquette VIII</th>
<th>Marquette IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research session presented by Cara Faith Bernard, University of Connecticut, and Christopher Cayari, Purdue University</td>
<td>Research session presented by Amy B. Lewis, Michigan State University</td>
<td>Research session presented by Ryan D. Shaw, Capital University</td>
<td>Programs, Practices, and Issues session presented by Casey J. Clementson, Rosemount Middle School, and John R. Stewart, University of Wisconsin – Eau Claire</td>
<td>Research session presented by Karen K. Salvador, University of Michigan, Flint, Allison M. Paetz, Rocky River Schools, OH, and Matthew Tippets, Orem High School, UT</td>
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### 4:45 – 6:00 PM  Poster Session I  (Conrad Rooms A, B, and C)
<table>
<thead>
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<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:00 – 8:30 AM</td>
<td>Morning Amenities (Symphony Promenade)</td>
<td>Hilton Minneapolis</td>
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<tr>
<td>7:30 – 8:50 AM</td>
<td>Career Mentoring Workshop (Marquette IX)</td>
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### Presentations: Session 5

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<thead>
<tr>
<th>Symphony I</th>
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<tbody>
<tr>
<td><strong>Mystory:</strong> Preservice Music Teachers</td>
<td><strong>Degree Tracks in Music Education:</strong> An Impediment to the Future</td>
<td><strong>A Cultural Immersion Field Experience:</strong> Examining Preservice Music Teachers’ Beliefs About Cultural Differences in the Music Classroom</td>
<td><strong>The Changing Voice of Democracy</strong></td>
<td><strong>Developing Music Education Policy</strong></td>
</tr>
<tr>
<td>Imagining Possible Futures Through Arts-Based Inquiry</td>
<td>Programs, Practices, and Issues session presented by Shannan L. Hibbard, University of Michigan, Jared R. Rawlings, University of Utah, and Sommer H. Forrester, University of Massachusetts Boston</td>
<td>Programs, Practices, and Issues session presented by John Kratus, Independent Scholar</td>
<td>Research session presented by Andrea J. VanDeusen, East Carolina University</td>
<td>Programs, Practices, and Issues session presented by Carla E. Aguil, Metropolitan State University of Denver, and Christopher Dye, Middle Tennessee State University</td>
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<tr>
<th>Marquette V</th>
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<th>Marquette IX</th>
<th>Conrad D</th>
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<tbody>
<tr>
<td><strong>Assessing Pre-Service Teacher Dispositions</strong></td>
<td><strong>Introducing the “Music Collaboratory”: Reimagining the Lab Ensemble for Future Music Educators</strong></td>
<td><strong>Preservice Music Teachers’ Perceptions Regarding Their Readiness to Teach K–12 Multicultural Music Lessons After Graduation</strong></td>
<td><strong>Designing Learning for Preservice Music Teachers Using Multimedia Cases to Develop Pedagogical Content Knowledge</strong></td>
<td><strong>Effect of Time and Frequency of Teaching Episodes on Preservice Instrumental Music Teachers’ Rehearsal Skills</strong></td>
<td><strong>Personal and Professional Characteristics of Music Education Professors:</strong> Factors Associated with Expectations and Preferences of Undergraduate Students</td>
</tr>
<tr>
<td>Programs, Practices, and Issues session presented by Peter J. Hamlin, Gonzaga University</td>
<td>Programs, Practices, and Issues session presented by Josef Hanson, University of Massachusetts Boston</td>
<td>Research session presented by Julius Kyakwa, Louisiana State University</td>
<td>Research session presented by Mildred H. Yi, Vanguard University of Southern California</td>
<td>Research session presented by Christopher M. Baumgartner, Ryan N. Meeks, and Eric M. Pennello, University of Oklahoma</td>
<td>Research session presented by Tiger Robison, University of Wyoming</td>
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*Note: Session titles and descriptions are paraphrased for natural reading.*
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<tr>
<td>&quot;Not changing the ‘What,’ but the ‘How’: ‘Disrupting’ Pre-Service Music Educators’ Occupational Identities&quot;</td>
<td>&quot;My Voice Speaks for Itself&quot;: The Experiences of Three Transgender Students in Secondary School Choral Programs</td>
<td>An Examination of Admission and Assessment of Music Teacher Education Candidates in Higher Education</td>
<td>Arts Assessment Item Development as Professional Development: Stories from Michigan</td>
<td>Teaching Music to Adults with Intellectual and Developmental Disabilities: How Music Teacher Educators Can Learn From One Pre-Service Music Teacher’s Experiences</td>
</tr>
<tr>
<td>Research session presented by Daniel J. Albert, Augsburg College</td>
<td>Research session presented by Joshua Palkki, California State University, Long Beach</td>
<td>Research session presented by Jeffrey T. Ward and Phillip D. Payne, Kansas State University</td>
<td>Research session presented by Stuart Chapman Hill, Webster University, Ryan D. Shaw, Capital University, and Cynthia Crump Taggart, Michigan State University</td>
<td>Research session presented by David A. Stringham, James Madison University, Kelly A. Parkes, Teachers College, Columbia University, and Shelby E. Hall, James Madison University</td>
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<tr>
<td>Research session presented by Emily M. Mercado, Louisiana State University</td>
<td>Research session presented by Megan M. Sheridan and Andrew Bajorek, University of Florida</td>
<td>Research session presented by Karen M. Koner, California State University, Stanislaus, and Wendy K. Matthews, Wayne State University</td>
<td>Research session presented by Jocelyn Stevens Prendergast, Truman State University</td>
<td>Programs, Practices, and Issues session presented by Jason D. Thompson, Russ Biczo, Don Adams, Diana Clark, Jennifer Hillen, and Krystle Wells, Arizona State University</td>
<td>Programs, Practices, and Issues session presented by Erin J. Zaffini, Keene State College, and Conway M. Colleen, University of Michigan</td>
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</table>
10:20 AM – 12:15 PM  ASPA Meetings  (See pp. 6-7 for room locations, provide summaries to Tami Draves)

12:15 – 1:45 PM  Lunch on your own  (Presenters set up for Poster Session II)

1:45 – 3:00 PM  Poster Session II  (Conrad Rooms A, B, and C)

3:15 – 4:15 PM  Division Meetings  (Meeting rooms listed below)

- Eastern Division – Marquette I
- North Central Division – Marquette II
- Northwest Division – Marquette III
- Southern Division – Marquette IV
- Southwestern Division – Marquette V
- Western Division – Marquette VI

4:30 – 5:15 PM  Closing Keynote Address: Sandra Stauffer, Arizona State University

*Whose Imaginings? Whose Futures?*  (Symphony Ballroom II/III)

5:15 – 5:45 PM  Symposium Summary  (Symphony Ballroom II/III)

5:45 – 6:00 PM  Closing Remarks  (Symphony Ballroom II/III)

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**Sunday, Sept. 10, 2017**  
University of Saint Thomas, School of Law

9:00 AM – 12:00 PM  SMTE Executive Committee Meeting  (Boardroom)
Student Perceptions of Recruitment and Retention Strategies in Low Socioeconomic Beginning String Programs
  • Mallory A. Alekna, Arizona State University (Main poster session: Poster Session 1, Conrad A, Board 4A)

Music in the Minds Ear: A Review of Literature Related to Mental Practice and Audiation
  • Patrick M. Antinone, Texas Tech University (Main poster session: Poster Session 2, Conrad A, Board 3A)

Preservice Music Educators’ Motivation to Learn a Secondary String Instrument
  • Molly K. Baugh, University of Michigan (Main poster session: Poster Session 2, Conrad A, Board 4A)

Effects of Social Dominance, Egalitarian Beliefs, and Belief in School Meritocracy on Perceived Competence in High School Music Ensemble Students
  • Patrick K. Cooper, University of South Florida (Main poster session: Poster Session 2, Conrad A, Board 3C)

Finding Meaning in Musicking for Music Teachers
  • Patrick K. Cooper, University of South Florida (Main poster session: Poster Session 1, Conrad A, Board 3C)

Exploring Access, Intersectionality, and Privilege in Music Teacher Education
  • Samuel Escalante, University of North Texas (Main poster session: Poster Session 2, Conrad C, Board 16C)

Early Childhood Educators’ Behaviors, Valuing, and Confidence with Teaching Music after Targeted Professional Development
  • H. Ellie Falter, University of Colorado Boulder (Main poster session: Poster Session 1, Conrad A, Board 4B)

Assessing Identity in Traditionally and Alternatively Certified Music Teachers: Self-Efficacy and Commitment
  • Marta Frey-Clark and Justin West, University of North Texas (Main poster session: Poster Session 1, Conrad A, Board 4C)

The Pure Gold Coin: A Collection of Italian Songs for Children from Lo Zecchino D’oro, An Italian Children’s Music Composition Festival
  • Jennifer Nicole Giustino, Michigan State University (Main poster session: Poster Session 2, Conrad A, Board 4C)

Development of Core Beliefs in High School Band Directors
  • Garrett L. Griffin, University of Florida (Main poster session: Poster Session 1, Conrad A, Board 4D)

Demographic Predictors of High School Music Students, Music Majors, and Professional Musicians
  • Adam T. Grisé, University of Maryland (Main poster session: Poster Session 2, Conrad A, Board 4D)

How Can I Help?: A Principal’s Guide to Secondary Instrumental Music Education
  • Amanda L. Kastner, University of Florida (Main poster session: Poster Session 1, Conrad B, Board 10A)

Picture Yourself in Band: A Content Analysis of Images in Beginning Band Books
  • Marsha Croskey Kincade and Nicholas Marzuola, Case Western Reserve University (Main poster session: Poster Session 2, Conrad B, Board 10A)

Student Teaching: An Autoethnography of an International Student
  • Hanna Lee, Texas Tech University (Main poster session: Poster Session 1, Conrad B, Board 10B)

Topics for Further Investigation in the Teaching of World Music: A Review of Literature
  • Kailimi Li, University of Massachusetts Amherst (Main poster session: Poster Session 1, Conrad B, Board 10B)

Integrating Technology to Facilitate Mentoring Opportunities for Preservice Music Teachers
  • Melissa Renee Life and Vadim D. Arsky Filho, University of Florida (Main poster session: Poster Session 1, Conrad B, Board 10C)

Factors Influencing Music Teacher Retention: A Literature Review
  • Christopher M. Marra, University of Michigan (Main poster session: Poster Session 2, Conrad C, Board 16D)

“I Totally Take Back What I Said!”: Exploring the Role of Classroom Observation in PreService Music Teacher Socialization
  • Becky Marsh, Michigan State University (Main poster session: Poster Session 2, Conrad B, Board 10C)

Multicultural Music in Elementary Music Classrooms within American International Schools
  • Vallie S. Owens, Texas Tech University (Main poster session: Poster Session 2, Conrad B, Board 10D)
A Descriptive Study of Music Performance Anxiety Among Non-Major Undergraduates
• Eric M Pennello and Ryan N. Meeks, University of Oklahoma (Main poster session: Poster Session 1, Conrad A, Board 3B)

A Descriptive Study of Perceptions of Music Teacher Identity and Influence Among Undergraduate Music Education Majors
• Eric M. Pennello, University of Oklahoma (Main poster session: Poster Session 2, Conrad A, Board 3B)

The Evolution of Professional Music Teacher Identity: A Comparison of String Project Alumni Within Teaching Career Cycles
• Elizabeth A. Reed, University of South Carolina (Main poster session: Poster Session 1, Conrad B, Board 11A)

Parents’ Perceptions of Early Childhood Music Class Participation
• Adrienne M. Rodriguez, Michigan State University (Main poster session: Poster Session 2, Conrad B, Board 11A)

Survey of Secondary Instrumental Teachers in Indiana and Colorado Regarding Ensemble Setup, Teacher’s Use of Classroom Space, and Teacher’s Perceptions of Immediacy
• Nicholas Roseth, Indiana University Bloomington (Main poster session: Poster Session 1, Conrad B, Board 11B)

In-service Music Teachers as Reflective Practitioners: A Case Study of Early and Late Career Reflection
• Casey P. Schmidt, Northwestern University, Bienen School of Music (Main poster session: Poster Session 2, Conrad B, Board 11B)

Critiquing the Cycle: A Historical Analysis of Access in Music Teacher Education
• Jonathon Charles Soderberg-Chase and Emily Pierce Heuschele, University of Minnesota (Main poster session: Poster Session 1, Conrad B, Board 11C)

Student Perceptions of Their Teacher’s Philosophical Beliefs and Practices
• Myung Ok Julie Song-Ross, University of Florida (Main poster session: Poster Session 2, Conrad B, Board 11C)

Leaving the Nest: Pathways Between the Present and Future Musical Lives of Non-Music Majors in Collegiate Bands
• Anand Raj Sukumaran, University of Michigan (Main poster session: Poster Session 2, Conrad B, Board 11D)

“Unfit to Teach”: LGBTQ Music Educators’ Experiences with Discrimination
• Latasha Thomas-Durrell, Michigan State University (Main poster session: Poster Session 1, Conrad C, Board 16A)

Church Choir as a Community Music Phenomenon
• Sarah E. Toca, Eastman School of Music (Main poster session: Poster Session 2, Conrad C, Board 16A)

The Initial Teaching Experiences of Preservice Music Educators: A Replication Study
• Dana Arbaugh Varona, University of Maryland (Main poster session: Poster Session 1, Conrad C, Board 16B)

“I Can See You Teaching Music, Can You?” A Phenomenological Case Study Exploring Influences on Music Education Degree Attrition
• Elizabeth Mitchell Wallace, Louisiana State University (Main poster session: Poster Session 2, Conrad C, Board 16B)

Undergraduate and Graduate Music Students’ Perceptions of Teacher Care within a Choral Rehearsal Context
• Megan Noel Wick, University of Colorado Boulder (Main poster session: Poster Session 1, Conrad C, Board 16C)

Veteran Music Teachers’ Impressions of Moving to a New Music Position Outside of their Specialty
• Kristen L. Zebroski, University of Hartford (Main poster session: Poster Session 2, Conrad A, Board 3D)

What Not to Wear: Can Attire Portray Effectiveness in the Music Classroom?
• Kristen L. Zebroski, University of Hartford (Main poster session: Poster Session 1, Conrad A, Board 3D)
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<tr>
<th>Title</th>
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<th>Institution</th>
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<tr>
<td>Vocal Pedagogical Content Knowledge: A study on vocal music instructional methods</td>
<td>Elijah O. Adongo, University of Florida</td>
<td>Programs, Practices, and Issues - Poster Session 1, Conrad B, Board 9D</td>
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<tr>
<td>The Cycle of String Teacher Attraction: Predicting Recruiting Practices with the Theory of Planned Behavior</td>
<td>Angela D. Ammerman, George Mason University</td>
<td>Research - Poster Session 1, Conrad C, Board 18B</td>
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<tr>
<td>Exploring the Impact of a Service Project at a Public School for Students with Disabilities on the Attitudes and Pedagogical Content Knowledge of Pre-Service Music Educators</td>
<td>Sarah J. Bartolome, Northwestern University</td>
<td>Research - Poster Session 1, Conrad A, Board 7A</td>
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<tr>
<td>A Content Analysis of NAfME National In-Service Conferences from 2013-2016</td>
<td>A. Tristan Blankenship and Christopher M. Baumgartner, University of Oklahoma</td>
<td>Research - Poster Session 1, Conrad B, Board 9B</td>
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<tr>
<td>Honor, Engage, Enact, Present: A Multicultural Choral Music Education Experience</td>
<td>Jason P. Bowers, Louisiana State University</td>
<td>Programs, Practices, and Issues - Poster Session 1, Conrad B, Board 12B</td>
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<tr>
<td>Guiding Program Improvement and Imagining the Future of Music Teacher Education Through Intensified Data Analysis</td>
<td>Frederick W. Burrack, Phillip Payne, and Jeffrey Ward, Kansas State University</td>
<td>Programs, Practices, and Issues - Poster Session 1, Conrad A, Board 5A</td>
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<tr>
<td>Defining Key Music Teacher Knowledge Terms within the Pedagogical Content Skill Knowledge Theoretical Framework: A Delphi Study</td>
<td>Kyle Chandler, Arkansas State University, Ed Duling and Christopher Venesile, Kent State University</td>
<td>Programs, Practices, and Issues - Poster Session 1, Conrad A, Board 6B</td>
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<tr>
<td>Increasing Access to School Music through Modern Band</td>
<td>Matthew Claushi, Ithaca College</td>
<td>Research - Poster Session 1, Conrad A, Board 2D</td>
</tr>
<tr>
<td>Masters in Music Education Degree</td>
<td>Colleen M. Conway, Christopher Marra, and Jessica Vaughan Marra, University of Michigan</td>
<td>Programs, Practices, and Issues - Poster Session 1, Conrad A, Board 6A</td>
</tr>
<tr>
<td>A Matrix of Music Supervisors' Stories in the Midst of School Reform</td>
<td>Heather Cote, Westwood Public Schools</td>
<td>Research - Poster Session 1, Conrad B, Board 12C</td>
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<tr>
<td>Centered on Learning: Transforming Secondary Ensemble Rehearsals with Learning Centers</td>
<td>Carolyn S. Cruse and Heather E. Bolin, Texas Tech University</td>
<td>Programs, Practices, and Issues - Poster Session 1, Conrad B, Board 12D</td>
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<tr>
<td>Novice Texas Band Directors' Perceptions of the Skills and Knowledge for Successful Teaching</td>
<td>John M. Denis, Texas State University</td>
<td>Research - Poster Session 1, Conrad B, Board 13A</td>
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<tr>
<td>A Week in the Garage: Faculty Experiences in a Rock Band Professional Development Workshop</td>
<td>Jay Dorfman, Kent State University and Kevin Coyne, Boston University</td>
<td>Programs, Practices, and Issues - Poster Session 1, Conrad A, Board 2C</td>
</tr>
<tr>
<td>Teaching Music Education at a Small College/University</td>
<td>Scott N. Edgar, Lake Forest College, Kimberly Council, Bucknell University, Richard Edwards, Ohio Wesleyan University, Edward (Ted) Hoffman III, University of Montevallo and Amy Spears, Nebraska Wesleyan University</td>
<td>Programs, Practices, and Issues - Poster Session 1, Conrad B, Board 9C</td>
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<tr>
<td>Music Teacher Artistry: A Vision for Professional Development</td>
<td>David Charles Edmund and Jian-Jun Chen-Edmund, University of Minnesota Duluth</td>
<td>Research - Poster Session 1, Conrad B, Board 13B</td>
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<tr>
<td>Diversity Challenges in Secondary Music Education: Issues of Access or Uptake?</td>
<td>Kenneth Elpus, University of Maryland</td>
<td>Research - Poster Session 1, Conrad C, Board 18C</td>
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<tr>
<td>Considering Teacher Leadership: Developing Social Justice Praxis in Music Teacher Education</td>
<td>Matthew C. Fiorentino, University of Illinois at Urbana-Champaign</td>
<td>Programs, Practices, and Issues - Poster Session 1, Conrad B, Board 13D</td>
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<tr>
<td>Non-traditional students in traditional music education programs: A case study</td>
<td>Sommer H. Forrester, University of Massachusetts Boston and John D. Eros, California State University East Bay</td>
<td>Research - Poster Session 1, Conrad A, Board 6C</td>
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</table>
• Sandy B. Goldie, Virginia Commonwealth University (Research - Poster Session 1, Conrad A, Board 7B)

“I Expected to Find the Image I Held in my Head”: Preservice Teacher Perceptions of Urban and Rural Elementary General Music Education
• Lisa M. Gruenhagen, Bowling Green State University (Research - Poster Session 1, Conrad C, Board 14A)

Shattering the Glass Ceiling: Identifying and Overcoming Barriers to Access in Music Education
• Ruth Gurgel and Ryan Dillon, Kansas State University (Research - Poster Session 1, Conrad C, Board 14B)

“Everyone Has a Voice”: Informal Learning in Student-Led Collegiate A Cappella Ensembles
• Marshall Haning, University of Florida (Research - Poster Session 1, Conrad A, Board 7C)

A Pilot Study of Undergraduate Improvisation in a General Music Methods Course
• Debra G. Hedden, University of Kansas (Research - Poster Session 1, Conrad C, Board 14C)

Creating a Community Music-School Partnership: Integrating Two Worlds
• Sara K. Jones, University of Massachusetts Amherst (Programs, Practices, and Issues - Poster Session 1, Conrad C, Board 14D)

Future Possibilities Formed Today: Building Reflective Skills to Foster Community
• Janice N. Killian, Keith G. Dye, Patrick Antinone, and Branco Sekalegga, Texas Tech University (Research - Poster Session 1, Conrad A, Board 1A)

Professional Development Needs of K-12 Music Educators Throughout Their Careers: A Review of Literature
• Karen Koner, California State University, Stanislaus and John Eros, California State University, East Bay (Programs, Practices, and Issues - Poster Session 1, Conrad A, Board 6D)

Working on the Railroad, Vacationing with Zombies, and Resisting an Agenda: Structure and Plasticity in a Vernacular Music Course
• Nathan B. Kruse, Case Western Reserve University (Programs, Practices, and Issues - Poster Session 1, Conrad C, Board 15A)

Perceived Preparedness for Urban, Suburban, and Rural Teaching by Connecticut Music Educators
• Amorette B. Languell, Northern Michigan University (Research - Poster Session 1, Conrad C, Board 15B)

Imagining Possible Futures in Music Teacher Education Program Design
• Edward R. McClellan, Loyola University New Orleans (Programs, Practices, and Issues - Poster Session 1, Conrad C, Board 15C)

A Creative Duet: Mentoring Success for Emerging Music Educators
• Jamila L. McWhirter, Middle Tennessee State University (Programs, Practices, and Issues - Poster Session 1, Conrad C, Board 15D)

Policy and Advocacy Education: Imagining Possible Futures in Music Education Teacher Training
• Amanda L. Miller, Bucknell University (Research - Poster Session 1, Conrad C, Board 17A)

“Keeping My Head Above Water”: A Case Study of a Novice Urban Music Teacher
• Angela M. Munroe, University of Colorado Boulder (Research - Poster Session 1, Conrad C, Board 17B)

Experiences of Music Teachers in Charter Schools
• George Nicholson, Teachers College, Columbia University (Research - Poster Session 1, Conrad A, Board 7D)

Cooperating Teachers Perceptions’ of Student Teacher Selection and University Supervisors in the Student Teaching Experience
• C. Michael Palmer, Ball State University (Research - Poster Session 1, Conrad C, Board 18D)

The Advanced Women’s Choir of the F-Wing: A Case Study
• Elizabeth Cassidy Parker, Boyer College of Music and Dance Temple University (Research - Poster Session 1, Conrad B, Board 8D)

Imagine If Everyone Loved Assessment: How Are Music Teacher Educators Prepared To Use and Teach About Assessment?
• Kelly A. Parkes, Teachers College, Columbia University and Jared R. Rawlings, University of Utah (Research - Poster Session 1, Conrad A, Board 5C)

The Impact of Music on Self-Concept: An Investigation with Deaf and Hearing Children using the Twenty Statements Test
• Jaclyn F. Paul, Texas Tech University (Research - Poster Session 1, Conrad C, Board 19A)
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Development and Validation of a World Music Educational Website Checklist
• Hyesoo Yoo, Virginia Tech and Sangmi Kang, University of Florida (Research - Poster Session 2, Conrad B, Board 8C)
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BUILDINGS & SPACES

▲ Accessible Building
♦ Partially Accessible Building

Opus Hall (MOH) ........................................... ▲ 1
School of Education
Terrence Murphy Hall (TMH) .......................... ▲ 2
College of Business
Schulze Hall (SCH) ........................................... ▲ 3
Schube School of Entrepreneurship
School of Law (MSL) ........................................... ▲ 4
Parking at 11th Street and Harmon Place.. ▲ 5
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>T Metro Transit Bus Stop
>P Public Hourly Parking
   Restricted Parking
   St. Thomas Shuttle Stop

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Imagining Possible Futures

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