DEVELOPING CORE TEACHING PRACTICES IN MUSIC EDUCATION

2017 SYMPOSIUM ON MUSIC TEACHER EDUCATION – MINNEAPOLIS, MN
SOCIETY FOR MUSIC TEACHER EDUCATION

J. SI MILICAN – THE UNIVERSITY OF TEXAS AT SAN ANTONIO INSTITUTE FOR MUSIC RESEARCH
SOMMER H. FORRESTER – UNIVERSITY OF MASSACHUSETTS BOSTON

FRAMING THE COMPLEX WORK OF TEACHERS

- Giving structure to complexity
- Pedagogical Content Knowledge
- Core Teaching Practices

CORE PRACTICES IN MUSIC EDUCATION

- STUDY ONE - Delphi Study – (Millican & Forrester, in press)
  - Expert panel
    - PK-12 Band, Choir, Orchestra, General Music teachers
    - MUED faculty with experience teaching PK-12 Band, Choir, Orchestra, General Music
  - Round One
    - Preliminary list culled from literature
    - Panelists rated importance on 1-5 scale
    - Panelists justified ratings for each item
    - Panelists could suggest new core practices
  - Round One analysis
    - Calculated mean and standard deviation of each item
    - No significant difference in ratings between PK-12 and Faculty panelists
    - Items below cut point dropped from preliminary list
  - Round Two and Three
    - Panelists rated importance on 1-5 scale
    - Panelists justified ratings for each item
    - Panelists could suggest new core practices
    - Panelists could lobby for removed items to be brought back
  - Rank importance in three contexts: preservice, in-service, overall
  - Consensus
    - Modeling, sequencing, deconstructing important
    - Limitations, next steps
• STUDY TWO - National Survey (Millican & Forrester, submitted)
  o Sample
    ▪ PK-12 Band, Orchestra, Vocal, and Elementary teachers across US (N = 898)
    ▪ Marketing list
  o Design
    ▪ Context = first-year teachers
    ▪ Rate items 1-5
    ▪ Rank items (selected) from most-important to least-important
    ▪ Addressed problematic item by splitting into two practices
  o Results – similar to previous studies

NEXT STEPS

• “Working” list of core music teaching practices
• Other “high-leverage” practices (e.g. TeachingWorks) website?
• Replication?
• Other “cores”?

SO WHAT? USES OF CORE TEACHING PRACTICES IN MUSIC TEACHER EDUCATION

A WORKING LIST OF CORE MUSIC TEACHING PRACTICES

Develops appropriate relationships with students
Models musical concepts with instrument or voice
Sequences instruction logically toward a musical goal
Understands common student problems and misconceptions
Deconstructs musical concepts into manageable chunks
Uses pedagogical questioning as a teaching tool
Uses representations or metaphor to communicate musical ideas or skills

Si Millican – si.millican@utsa.edu
Sommer Forrester – sommer.forrester@umb.edu