

Authentic Conducting and Rehearsing Experiences for Preservice Music Teachers

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Abstract

Purpose: The purpose of this study was to examine the influence of authentic conducting and rehearsing experiences (ACEs) in developing a music teacher identity, as measured by music teacher role commitment (MTRC), music teacher self-efficacy (MTSE), and performer/teacher self-identification preferences (PTSI), as well as their impact on pedagogical content knowledge and skills (PCK). Specific research questions were: (1) What is the relationship between authentic conducting/rehearsing experiences and preservice music teachers' (PMTs) identity development, as measured by music teacher role commitment (MTRC), music teacher self-efficacy (MTSE), and performer/teacher self-identification preferences (PTSI)? (2) How are the underlying skillsets of conducting, rehearsing, and teaching influenced by authentic conducting/rehearsing experiences?

Method: Preservice music teachers ($N = 179$) from 53 NASM-accredited institutions responded to a questionnaire about their ACEs, indicators of music teacher identity, and PCK skills related to conducting, rehearsing, and teaching.

Results & Discussion: Preservice teachers tended to think of themselves as either primarily a teacher or equally a teacher and performer, and that ACEs have a generally positive impact on their conducting, rehearsing, and teaching skills. I found that uncertainty or ambivalence regarding role commitment and performer/teacher identity is likely a common occurrence for preservice music teachers. Participants with fewer ACEs as student teachers reported lower self-efficacy than those with three or more ACEs. Those with ACEs at only one or two levels (e.g., elementary, high school) reported lower self-efficacy than those with ACEs at six levels. Those with ACEs in only one type of ensemble (e.g., band, chorus) reported lower self-efficacy than those with ACEs in four types of ensembles. I also found that MTRC and PTSI predict each other, as do MTSE and All-PCK skill scores. Those with "not enough" teaching experience reported their conducting and rehearsing skills were less positively influenced by ACEs than those with "the right amount" of teaching experiences. Those with ACEs for zero (0) years felt their conducting skills were less positively impacted by ACEs than those with four or five years with ACEs. It seems that ACEs were less beneficial for females' conducting skills than for males. I found that MTSE and the number of years with ACEs predicted ACEs' influence on PCK skills.

Implications for Practice & Policy: Music teacher educators should identify sources of tension in preservice music teachers' identity development and provide collaborative socialization supports to help PMTs navigate and/or reconcile their identities. Additionally, music teacher educators who wish to promote music teacher identity development should consider providing early and continuous ACEs, across a wide range of levels and ensemble types, from as early as the curriculum permits through the student teaching placement. A conceptual framework of these findings appears on page 2.

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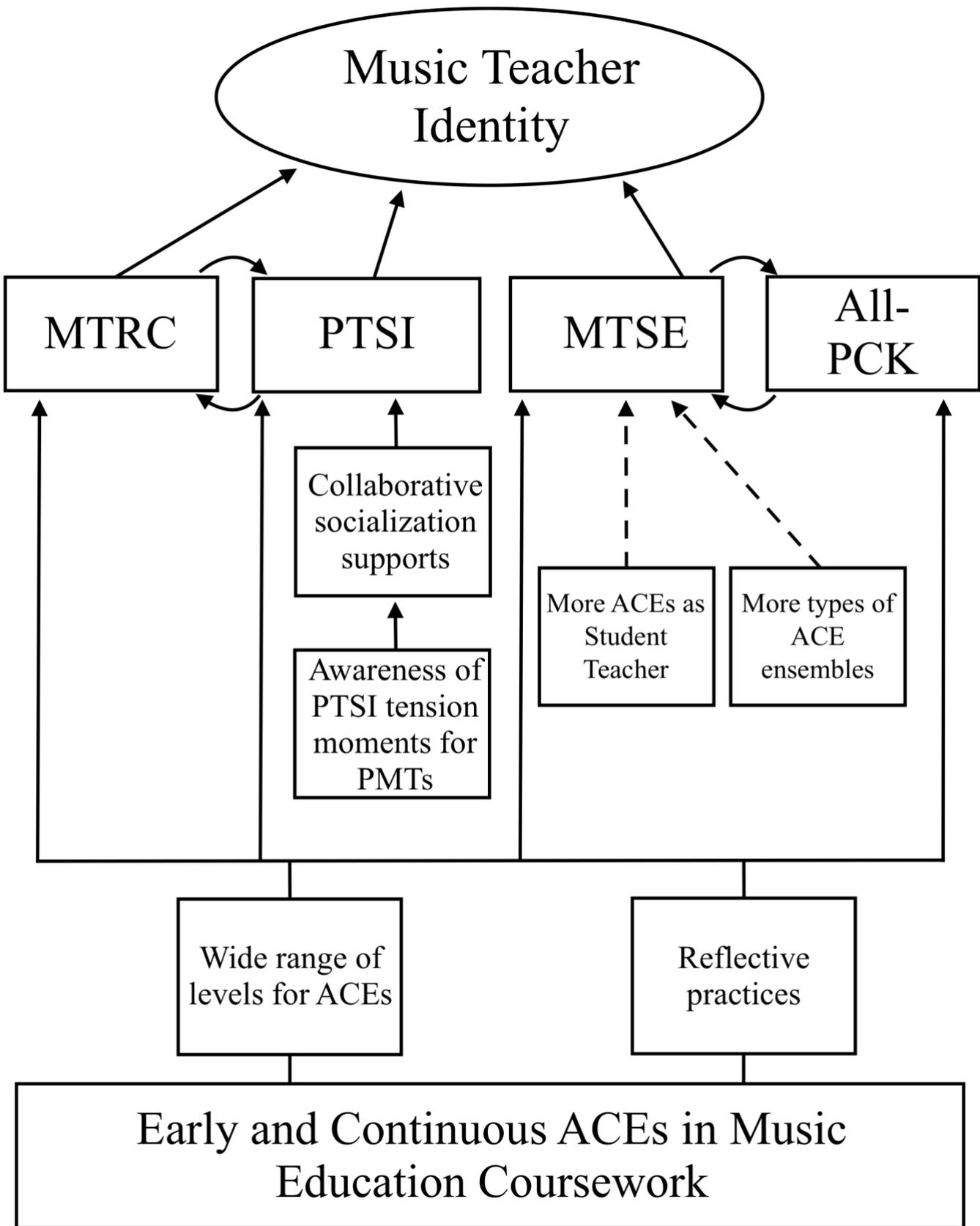


Figure 1: Conceptual Framework: Bolstering Preservice Music Teacher Identity Through ACEs

References:

