

## DEVELOPING CORE TEACHING PRACTICES IN MUSIC EDUCATION

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

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### 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)
  - Sample
    - PK-12 Band, Orchestra, Vocal, and Elementary teachers across US ( $N = 898$ )
    - Marketing list
  - 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
  - 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
<b>Develops appropriate relationships with students</b>
<b>Models musical concepts with instrument or voice</b>
<b>Sequences instruction logically toward a musical goal</b>
<b>Understands common student problems and misconceptions</b>
<b>Deconstructs musical concepts into manageable chunks</b>
<b>Uses pedagogical questioning as a teaching tool</b>
<b>Uses representations or metaphor to communicate musical ideas or skills</b>

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