

Purpose

The purpose of this instrumental multiple case study is to examine and compare preservice music teachers' and stakeholders' perceptions of three P/12-university partnership programs across one semester.

Related Literature

P-12 partnerships

- Perceived benefits—unique musical experiences, increased awareness of planning and classroom management, increased teacher responsiveness in the classroom.
- Perceived challenges—travel, scheduling conflicts, communication, providing feedback to teachers, and organization (Kruse, 2012; Rawlings et al., 2019; Robinson, 2001; Soto et al., 2009).
- Currently, there is little research in music education that compares the perspectives of participants in multiple partnership programs across a time span that begins with a “first day” scenario and ends with a culminating event such as a performance.

Theoretical Framework

Invitational Theory

Definition: Invitational theory highlights respect, trust, optimism, and intentionality as manifested in people, places, policies, programs, and processes (Lynch, 2012).

Emerging Themes from the Research

Care: Having the means to be a beneficial presence in one's own life and the lives of others; a caring disposition among teachers is a critical component to drive positive and effective teaching and learning experiences (Lynch, 2012; Purkey & Novak, 2015)

Comprehension: Examines the complete school culture as a people-centered, success-oriented, and inviting experience; and developing the student as a whole (physical, social, cognitive, emotional, and spiritual); particularly applicable in the arts with the aim of stimulating curiosity and encouraging self-assessment (Hunter & Smith, 2007; Purkey, 1992; Purkey & Novak, 1996; Purkey & Siegel, 2003; Stillion & Siegel, 2005; Stanley, et al., 2004)

Theoretical Framework (continued)

Emerging Themes from the Research

Creativity: Identifies the principles of inviting, trusting, and caring to foster an environment where creativity is possible (Chant et al., 2009; Hunter & Smith, 2007).

Collaboration: Intentionally inviting multiple, co-equal voices to participate in educational settings to create an environment that facilitates growth. (Chant et al., 2009; Hunter & Smith, 2007; Purkey & Novak, 1996).

Research Questions

- How do the preservice music educators describe their personal and professional change during the school/university partnership experience?
- How do the participants describe the relationships that emerge as a result of the partnership experience?
- How do the stakeholders describe their perceptions of the school/university partnership experience?
- When examining the data through the lens of invitational theory, how do the participants describe their perceptions of the partnership experience?
- How do these perceptions compare across the three programs and institutions?

Method

Design

Instrumental multiple case study (Patton, 2015). Through the lens of invitational theory (Purkey & Novak, 1996), we will employ “utilization-focused sampling,” which focuses on “what works and what doesn't work” (Patton, 2015, p. 295).

Participants

Stakeholders and preservice music educators who are involved in three P/12-university partnership programs. For the purpose of this study, we define stakeholders as P/12 leaders who have a vested interest in the music program—music teachers, classroom teachers, administrators, district level supervisors, etc.

Method (continued)

Data

Sources will include preservice teachers' weekly guided reflections (Rolfe et al., 2001), lesson plans, focus groups, stakeholders' observation notes, and individual semi-structured interviews.

Partnerships

The researchers, from three separate universities in the Southwestern and Western regions of the United States, have established music education partnerships with P/12 schools in their respective areas. As part of the partnerships, music education undergraduate students will teach weekly lessons at their respective schools across ten to sixteen weeks and end with a formal or informal performance.

Analysis

We will code in the following three cycles: provisional coding, concept coding, and versus coding (Saldaña, 2016).

Trustworthiness

- Invitational Theory “requires the teacher to be constantly reassessing their personal beliefs and views, being conscious of their verbal and non-verbal cues, the layout of the class, the styles of activities, kinds of rules established, the types of feedback and assessments given, as well as the time they spend with each student” (Hunter & Smith, 2007, p. 11).
- We recognize that preservice educators, stakeholders, and teachers who serve as participants may already have a high propensity to engage in self-reflection and constructive criticism regarding the established partnerships.
- The researchers will engage in member checking and will ask an outside expert to code portions of the transcripts (Creswell, 2013).

Abstract, References, and Contact Information

