

ASPA Updates

The Society for Music Teacher Education

September 2009



Areas for Strategic Planning and Action

Introduction and Purpose.....	2
Teacher Recruitment.....	3
Program Admission, Assessment, and Alignment.....	4
Music Teacher Socialization.....	6
Critical Examination of the Curriculum.....	8
Cultural Diversity and Social Justice for Music Teacher Education.....	9
School/University Partnerships.....	10
Policy.....	13
Professional Development for the Beginning Teacher.....	14
Professional Development for the Experienced Teacher.....	15
Teacher Retention.....	18
Preparing Music Teacher Educators/Supporting Current Music Teacher Educators.....	19
Pathways to Licensure.....	21

Compiled by Janet R. Barrett; SMTE chair-elect

Society for Music Teacher Education (SMTE) Areas for Strategic Planning and Action (ASPAs)

According to Music Educators National Conference Bylaw IX, Section 1, the purposes of the Society of Music Teacher Education are to:

- (a) Improve the quality of teaching and research in music teacher education;
- (b) Provide leadership in the establishment of standards for certification of music teachers; and
- (c) Serve as an arm of the Conference in influencing developments in music teacher education and in the certification of music teachers.

In 2004, the SMTE Executive Committee, chaired by David Teachout, began planning a symposium dedicated to critical issues in music teacher education. The Executive Committee developed a call for papers that would address three broad areas of critical need, including (a) finding future music educators, (b) preparing future music educators, and (c) supporting the professional development of music educators.

The first Symposium on Music Teacher Education was held in September 2005 at UNC-Greensboro. At the Symposium, 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 SAGs (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 on music teacher education;
- To sustain these activities in order to build a more coherent and systematic base of knowledge in music teacher education (convening on an annual basis at the SMTE Symposia in odd-numbered years and during the MENC Biennial Conference in even-numbered years); and
- To produce substantive and useful work that can be disseminated within SMTE and to broader audiences.

Since their inception in 2005, the work of the ASPAs has been conducted and sustained at the 2006 MENC conference in Salt Lake City, the 2007 Symposium in Greensboro, and the 2008 MENC conference in Milwaukee. The current SMTE Executive Committee, chaired by Linda Thompson, disseminates the work of the ASPAs through the SMTE web site in particular (www.smte.us).

This September 2009 ASPA overview includes the central focus of each ASPA, a summary of projects completed and in progress, and ideas for future initiatives.

Teacher Recruitment ASPA

William Fredrickson, facilitator

Created an article focused on public school music teachers entitled "Is the Next Generation of Music Teachers in Your Classroom?" (by Ann Porter, Kim Councill, Michelle Hairston, and Marg Schmidt) which has been published in *The Florida Music Director*, 61(11), 12-14 (Oct. 2008), *The North Carolina Music Educator*, 59(3), 56-57, in 2009, and *The Pennsylvania Music Educators Association News*, Volume 73(1), Winter 2008, 76-79.

Created a survey instrument appropriate for use at auditions for entering freshman music education majors and conducted research resulting in an article entitled "Influences on Career Choice Among Music Education Audition Candidates: A Pilot Study" (by Dave Rickels, Kim Councill, Bill Fredrickson, Michelle Hairston, Ann Porter, & Marg Schmidt). The article was accepted for presentation at the Fall 2009 SMTE Symposium in Greensboro and has received an initial positive review from the editorial board of the *Journal of Research in Music Education* (revision in process). Next steps include inviting others at SMTE 2009 to participate in extension of the pilot project as outlined in *JRME* article and SMTE presentation.

A previously stated goal of developing an online toolbox for teacher recruitment resources is still in need of further development, and will be a focus of the ASPA's meeting in Greensboro.

Members voiced satisfaction for, and mutual understanding of, the focus and direction of the Teacher Recruitment ASPA. Feedback indicated current members were very happy with this ASPA as currently constituted but are hopeful that other individuals will choose to join and are open to consolidation with another group if deemed mutually appropriate.

Created a survey instrument appropriate for use at auditions for entering freshman music education majors and conducted research resulting in an article entitled "Influences on Career Choice Among Music Education Audition Candidates: A Pilot Study" (by Dave Rickels, Kim Councill, Bill Fredrickson, Michelle Hairston, Ann Porter, & Marg Schmidt). The article was accepted for presentation at the Fall 2009 SMTE Symposium in Greensboro and has received an initial positive review from the editorial board of the *Journal of Research in Music Education* (revision in process). Next steps include inviting others at SMTE 2009 to participate in extension of the pilot project as outlined in *JRME* article and SMTE presentation.

A previously stated goal of developing an online toolbox for teacher recruitment resources is still in need of further development, and will be a focus of the ASPA's meeting in Greensboro.

Members voiced satisfaction for, and mutual understanding of, the focus and direction of the Teacher Recruitment ASPA. Feedback indicated current members were very happy with this ASPA as currently constituted but are hopeful that other individuals will choose to join and are open to consolidation with another group if deemed mutually appropriate.

Program Admission, Assessment, and Alignment ASPA **Paul Doerksen, Facilitator**

Central Mission and Focus

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.

Accomplishments

The 2007 National Survey of Music Teacher Certification Programs (results of which were presented during that year's SMTE symposium) was an extensive survey of all programs across the country identified as having active certification programs. The on-line survey looked at six groups of information: *Program Background; Audition Procedures for Entering Freshman Music Majors; Program Assessment, Decision Points, and Admission/Continuation Criteria; Assessment Related to Student Teaching and Program Completion; Predictive Quality of Assessments and Use in Program Improvements; and Professional Dispositions and Teaching Skills*. The last group (*Professional Dispositions*) provided the springboard for the 2009 survey (discussed next).

Projects in Progress

The Assessment of Professional Dispositions in Music Teacher Certification Programs. For this study—a focused extension of one aspect from the 2007 survey—all programs holding current State Department of Education accreditation were identified (N=816). From that population, a random sample was determined. These programs received an invitation to participate in an on-line survey focused on the interest and use of professional dispositions throughout the certification program—admission, retention, and completion.

The term “dispositions” refers to traits or habitual ways of thinking and acting based on beliefs, especially beliefs about what is important. Nineteen questions about dispositions were raised in the survey, organized around five pages: *Program Background, Using Professional Disposition, Applying Professional Dispositions, Development and Ratings of Dispositions, and Final Thoughts and Next Steps*.

Results of this study will be presented during the 2009 Symposium on Music Teacher Education: *Enacting Shared Visions*. (Session 6: Saturday, 9:40 A.M.)

Future Goals

Immediate. The 2009 survey (above) invited programs to participate in a follow-up study focused on in-use dispositions. The goal is to identify a select group of programs and present their practices, with an eye on providing useful information to all programs involved in music teacher certification. The 2009 survey was active at the time of this writing. At that time, almost one-in-two participants (near 50 percent) indicated such willingness for the next stage. A proposal will be submitted for the *1st MENC Biennial National Conference on Research in Music Education and Music Teacher Education* (March 2010) to present the results from the second stage of the 2009 survey.

Next. Disseminate results from the three parts listed above: 2007 survey of general practices, 2009 survey of professional dispositions, and 2010 follow-up of in-use dispositions. Such points of dissemination include *The Journal of Music Teacher Education* and a sharing of data with both *The College Music Society* and *The National Association of Schools of Music*.

Following. Two areas of interest emerged during the 2008 Milwaukee discussions: Synthesize information about professional teacher standards, and compile key questions and concerns about admissions and scholarships for music education students pursuing certification. Further and refined goals are among the upcoming discussions during the 2009 Symposium (Greensboro).

SMTE ASPA on Music Teacher Socialization
John Scheib, Facilitator

Central Mission and Focus

To address the undergraduate student's transformation from student to teacher through program components and experiences.

Accomplishments to Date

Documents Prepared by ASPA members (available on the SMTE website):

- * *"The Transition from Music Student to Music Teacher: A Summary of the Research Literature"*
- * *"Roles, Identity, Socialization, and Conflict: The Transition from Music Student to Music Teacher"*
- * *"An Examination of the Transition from Primary to Secondary Socialization of Music Educators"*

Additional Related Papers & Presentations by ASPA members:

"Understanding Identity and Socialization Development in Professional Education Programs: Lessons Learned from Across Campus" - Linda Thornton & Ryan Hourigan, 3rd Biennial Colloquium for Teachers of Instrumental Music Methods, Mt. Sterling, OH, May 14-17, 2009.

"Music Teacher Socialization and Identity Formation: Redesigning Teacher Education and Professional Development to Enhance Career Satisfaction" – John Scheib, 2007 Symposium On Music Teacher Education. September 13-15.

"Musicians and Teachers: The Socialization and Occupational Identity of Preservice Music Teachers" – Daniel Isbell, 2007 Symposium On Music Teacher Education. September 13-15.

"Say What? Mentoring Preservice Teachers from a Social Role Perspective" – Michael Raiber, 2007 Symposium On Music Teacher Education. September 13-15.

"Variations on a Theme: Applications of Social Role Development Theory in Music Teacher Education" – Michael Raiber & David Teachout, 2007 Symposium On Music Teacher Education. September 13-15.

"Who Am I? Helping Music Education Undergraduates Think, Feel, and Act Like Teachers" – Warren Haston, 2007 Symposium On Music Teacher Education. September 13-15.

"The Professional-Identity Needs of Instrumental Music Educators: An Examination of Music Teacher Socialization, Identity Construction, and Career Expectations" – John Scheib, 2nd Biennial Colloquium for Teachers of Instrumental Music Methods, Mt. Sterling, OH, May 17-20.

Projects in Progress and Future Goals

In Milwaukee (2008 MENC National Conference), our Sub-ASPAs provided reports detailing and defining the key issues and themes found in research literature specific to assigned topic area. We continue to summarize & synthesize key issues/themes, including models of research- and theory- informed socialization practices, and worked toward developing a research agenda and action plans that attempt to address the gaps and/or key issues/problems identified in the literature. Overall project ideas listed below:

1. [research] Investigate occupational identity socialization strategies and issues in other professional preparation schools (e.g., nursing, general teacher ed, law). Overview of how other schools / disciplines approach socialization (if at all) – could include literature review and/or survey research. (Ryan Hourigan & Linda Thornton)
2. [research] Survey stakeholders (K-12 school administration, teachers, community members, teacher ed faculty, other higher ed music faculty) with respect to beliefs/expectations about K-12 music teaching in regards to curriculum, perceptions of teaching models, and their own efficacy toward future teachers. Looking at factors of alignment, conflict, influence. (Daniel Hellman)
3. [practical/informational/resource/sharing] Examples of current deliberate music teacher socialization practices – what are people doing? Sharing ideas, website space sharing? (Warren Haston)
4. [collaborative] MUSIC ED/SMTE/MENC vs CBDNA/PERFORMANCE COMMUNITIES conflicts – influence (competing ideas on what it means to be a music teacher). Group session/panel presentation. (Michael Raiber & Maud Hickey)

Critical Examination of the Curriculum
Tina Bull, Facilitator

To examine the assumptions on which the music teacher education curriculum is founded by analyzing current curricular practices and proposing new avenues for consideration.

Actions from the Milwaukee meeting 2008

- Invite cross-community dialogue (IASPM, IAJE, ASTA, SEM, NCPP, ATMI)
- Draft a response to the Tanglewood II declaration
- Propose a session at CMS: Musicianship skills for music education majors
- Develop a book proposal (to be edited by Ann Clements) focused on alternative and innovative approaches to music teaching
- Explore the impact of technology on the music curriculum

Cultural Diversity And Social Justice for Music Teacher Education

Abby Butler, Facilitator

Report 7-15-09

Mission Statement

This ASPA is committed to promoting 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
- Raising awareness of factors affecting equitable access to music teaching and learning through dialoguing and disseminating research among key stakeholders

Accomplishments

- Redefining our name and focus
- Rewriting our mission statement to reflect current goals and initiatives
- Developing an agenda based on a sequence of logical and concrete actions to help us accomplish our mission statement goals
- Posted Resources: *Social Justice Bibliography*

Agenda

In Progress:

- Develop representation on other ASPAs to provide a voice for social justice. Marg Schmidt and Patrick Schmidt have volunteered to serve as our “voice” on Teacher Recruitment and Policy respectively. We are currently looking for volunteers from the following ASPAs: Program Admissions, Assessment, and Alignment; Music Teacher Socialization; Preparing Music Teacher Educators/Supporting Current Music Teacher Educators; and Pathways to Licensure and Critical Examination of the Curriculum.
- Develop an infrastructure on the ASPA website to support enhanced communication among members. I am currently working with Don to take advantage of the options offered by Word Press
- Use the website to serve as a clearinghouse for resources (with links to research specialists, programs, conferences, grants and funding)

For 2009-2010:

- Recruit and strengthen our membership
- Propose a special focus issue for MEJ on social justice in music education
- Spearhead discussion leading to new research
- Develop an agenda for future projects/research

School-University Partnerships ASPA
Facilitator: Suzanne Burton

Mission

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.

Accomplishments

- 1) The mission, as stated above, has been accomplished through ASPA members.
- 2) Three of five goals established at 2008 MENC in Milwaukee were accomplished:
 - a. Upload literature review to SMTE website.
 - b. Develop workshops to assist with the creation of school-university partnerships.
 - c. Develop a framework for a comprehensive research article; find a means to publish research and policy-based cases on school-university partnerships.
- 3) Work accomplished in 2007:
 - a. Presentation of research on school-university partnerships by Suzanne Burton and Gena Greher at the Rethinking Music Teacher Preparation in the 21st Century Symposium in Honor of Charles Leonhard, Teachers College, January 2007.
 - b. Research presentation at the Research in Music Education (RIME) conference, Exeter, England by Gena Greher and Suzanne Burton: *A Delicate Balance: When Research Meets Reality in School-University Partnerships*, April, 2007.
 - c. Survey of practices of school-university partnerships by Tim Brophy and Tara Pearsall. Results presented in *Partnerships in Music Education*, research presentation given by Tim Brophy at the 2007 SMTE Symposium.
 - d. Results of a critical analysis of two diverse school-university partnerships presented in *Research Meets Reality: An Analysis of Two Diverse School-University Partnerships* at the 2007 SMTE Symposium by Suzanne Burton and Gena Greher.
 - e. Best practice presentation by Michael Hewitt and Philip Silvey: *Reality MTE: Living and Learning through School-University Partnerships* at the 2007 SMTE Symposium.
 - f. Best practice presentation by Lisa Hunter, Bradley Fuster, Lindsay Whelan and Nora Trincanati: *Secondary Instrument Instruction in a Partnership* at the 2007 SMTE Symposium.
 - g. Extensive literature review conducted by Suzanne Burton and Gena Greher, *School-University Partnerships: What Do We Know and Why Do*

They Matter? Published in Arts Education Policy Review, Volume 108, September/October.

4) Work accomplished in 2008:

- a. Book Chapter: Suzanne Burton & Gena Greher: Research Meets Reality: An Analysis of Two Diverse School-University Partnerships. In M. Schmidt (Ed.), *Collaborative action for change: Selected proceedings from the 2007 symposium on music teacher education*. (In Press).
- b. Book Chapter: Lisa Hunter, Bradley Fuster, Lindsay Wheelan, & Nora Trincanati: Secondary instrument instruction in a partnership. In M. Schmidt (Ed.), *Collaborative action for change: Selected proceedings from the 2007 symposium on music teacher education*. (In Press).
- c. College Music Society Conference (Atlanta, GA), Panel presentation by Suzanne Burton, Gena Greher, Lisa Hunter, Nate Kruse, & Krystal Rickard: *The Synergistic Potential of School-University Partnerships*.
- d. College Music Society Conference (Atlanta, GA), Paper Presentation by Lisa Hunter.
- e. International Society for Music Education (Bologna, Italy), Workshop by Gena Greher & Suzanne Burton: Developing collaborative relationships: *Creating authentic contexts for music teacher preparation*.
- f. New York State School Music Association, Panel Presentation by Lisa Hunter: Partners, Possibilities and Prospects: School-University Partnerships in Music Education

5) Work accomplished in 2009:

- a. Research In Music Education Conference (RIME, Exeter, UK), symposium by Pamela Burnard, Suzanne Burton, & Andreas Lehmann Wermser: *International perspectives on the impact of partnerships on learning and school change*.
- b. Eastern Division MENC Conference (Providence, RI), workshop given by Gena Greher & Suzanne Burton: Developing collaborative relationships: *Creating authentic contexts for music teacher preparation*.
- c. Journal of Music Teacher Education, Vol 18, #2, Suzanne Burton & Alison Reynolds: *Transforming Music Teacher Education through Service-Learning*.
- d. Arts Education Policy Review, 2010 Issue devoted to School-University Partnerships. Guest Editors, Suzanne Burton & Gena Greher: *Symposium on School-University Partnerships*.
- e. Society for Music Teacher Education (Greensboro, NC), panel presentation given by: Gena Greher, Suzanne Burton, Frank Abrahams, Timothy Brophy, Lisa Hunter, & Nate Kruse: *School-University Partnerships: Multiple Lenses of Practice in Music Teacher Education*.
- f. College Music Society National Conference (Portland, OR), Community engagement session on ProjectMUSIC, given by Suzanne Burton, Brian

Bersh, Kathryn Makos, and Shari Feldman: Service-learning project that features school-university-community collaborations.

Agenda for 2009 SMTE ASPA Meeting

- 1) Review and revise mission statement.
- 2) Review goals set at MENC Conference in Milwaukee:
 - a. Develop quantitative assessments on partnerships and stakeholders-- IHE, CT, PMT, & Administrators' perspectives as well as student musical achievement and attitudes. Include formative assessments PMT and CT use to monitor teaching and learning.
 - b. Research the professional development of teachers.
 - c. Research student musical achievement—as a means to gauge music teaching and learning
 - d. Develop a discussion board.
 - e. Include PMT in ASPA?
- 3) Create strategic plan for the AEPR symposium.
- 4) Establish goals for future work
 - a. Consider partnerships with other entities
 - i. Service-learning
 - ii. Departments of education
 - iii. Community arts associations
 - iv. Global partnerships
 - v. Others
 - b. Suggestions from ASPA members.

Policy ASPA

Patrick Schmidt, Facilitator

The intent and central mission of the Policy ASPA has been articulated as striving:
 To coordinate the efforts of SMTE, MENC, NASM, and CMS in supporting music teacher education as well the involvement of other pertinent groups; to build capacity for policy development.

As the Policy ASPA prepares to meet again in September this mission statement will be reviews and possibly altered. A few elements shall be considered:

1. The manner in which the Policy ASPA can find ways to further interact and be inserted inside other ASPAs
2. Development of liaison channels with other ASPAs
3. The manner in which participants of this ASPA can become connected to the other above mention organizations.
4. The expanding role of the Policy ASPA in fomenting research and position papers related to Policy in the music education profession

The Policy ASPA worked hard to make as many individuals aware of the SMTE conference and invite many to participate. As coordinator I sent out 17 invitations for submission of papers, presentations and panels related to Policy. While I am not aware of the numbers accepted I am sure that this will have an impact in the September meeting. In the future it would be helpful that submissions that are related to policy be also directed for review through the policy ASPA or with its aid. It would also be important to consider the creating of spaces for a greater focus on the particular issue of policy.

The policy ASPA has created a site inside the SMTE website and continues to update a bibliographic reference on the subject.

Two of the current members have papers being published at the Arts Education Policy Review on the issue of “rethinking Policy” in today’s realities.

For the future the Policy ASPA hopes to:

- Expand the website and the policy information available. The greater attendance for the group will hopefully generate a large group participation on this issue.
- Articulate a proposal to be presented for the MENC meeting in March 2010. A focus on policy (at least as a strand) of the conference would be desirable.
- Develop an issue or a recurrent set of articles to be published in the Journal of Music Teacher Education. A first proposal has been submitted to its editor.

The Policy ASPA is, in my view, still pertinent and can contribute significant to the SMTE vision and goals. It would be essential a greater communication between the various aspects of SMTE, particularly during organizational period for the conference and the ASPA coordinators so that projects, ideas as well as discussion about possible formats and use of expertise be effectively used.

Professional Development for the Beginning Teacher
Mitch Robinson, Facilitator

To identify and describe effective models of mentoring and support programs for new music teachers, and encourage further research in this area.

Primary Actions from Milwaukee conference 2008

- To continue preparation of a clearinghouse of mentoring resources for supporting beginning teachers
- To disseminate mentoring information to entities outside of music education (such as American Association of School Administrators—AASA)
- To discuss a possible merger of this ASPA with the Experienced Teacher ASPA. Are the issues and initiatives sufficiently distinct to warrant two groups?

Professional Development for the Experienced Teacher ASPA

Janet Robbins, Facilitator

Mission: To explore the professional development needs of experienced music teachers.

I. Update on ASPA goals identified during Milwaukee 2008

Progress (and change) for the 4 areas of strategic planning and action that we identified in Milwaukee for the ASPA mindmap are as follows:

Action #1: *Search for meaningful and transformative PD models.* Members of the ASPA have shifted their work to identifying “meaningful” topics related to PD practices for the experienced teacher. As a result, a second action item has become increasingly central to our work at this time.

Action #2: *Identify important literature to inform our work.* Online conversations have led to the realization that varied interests might be best served with a “divide and conquer” approach. Several topics/questions and facilitators include:

- Teacher Learning Communities. (Ann Marie Stanley)
- Teacher Research as Professional Development. This topic might connect or be folded into "teacher learning communities." (Janet Robbins and Alison Reynolds)
- Life Cycle/Career Stages of Teachers. What is the relationship between models of career growth and music teacher professional development? (John Eros)
- Graduate Education as Professional Development (Colleen Conway) and The Role of Online Graduate Education as Professional Development (Bill Bauer)
- Moving beyond the one-shot workshop. How might we "open up" the possibilities for more meaningful PD that is interactive, engaging, and long-lasting (or sustained)? Ideas run the gamut from “creating new spaces” in the conference workshop and/or following/sustaining connections after the workshop.
- National Board for Professional Teaching Standards and Professional Development for Music Teachers. How are music teachers using the process of the NBPTS as professional development? How is NBPTS being used in music? (Stephanie Standerfer)
- Looking at “organizational PD practices (e.g. AOSA, OAKE, CMP). How are these organizations defining professional development? What are the ways teachers find these kinds of PD meaningful and sustainable? What are various models being used across the country? (Nyssa Brown)

Action #3: *Explore on-line discussion.* We established a NING for ongoing discussion, but the members have not actively used this format, so we continue to search for ways to sustain our discussion and collaborative scholarship. With the establishment of “topics and teams” related to the PD of the experienced teacher, we may find that technology is an important tool for sustaining our work. (Gail Barnes has been helping guide this work.)

Action #4: *Collect state department PD requirements.* This early goal of the ASPA is almost complete as of August 01, 2009 with information for forty-three states now posted on our ASPA wiki at <http://smt-professional-development.wikispaces.com>. (Bill Bauer established and sustains this work.)

II. ASPA members’ recent work related to the PD of Experienced Teachers. Many members who are actively publishing and presenting their work contribute to and support our strategic planning. The following is a partial list currently being compiled by members:

Bauer, W. I., Forsythe, J., and Kinney, D. (2009). In-service music teachers’ perceptions of professional development. In L. K. Thompson & M. R. Campbell (Eds.), *Research perspectives: Thought and practice in music education* (pp. 101-123). Charlotte, NC: Information Age Publishing.

Bauer, W. I. (in press). Your personal learning network: Professional development on demand. *Music Educators Journal*.

Conway, C. M., Eros, J., & Stanley, A. M. (2009). Perceptions of master’s graduates regarding the effects of the master of music in music education program on P-12 teaching practice. *Research Studies in Music Education*, 31 (2).

Conway, C. M. (2008). Experienced music teacher perceptions of professional development throughout their careers. *Bulletin of the Council for Research in Music Education*, 176, 7-18.

Conway, C. M., Eros, J., & Stanley, A. M. (2008). Summers-Only versus the academic year master of music degree: Perceptions of program graduates. *Bulletin of the Council for Research in Music Education*, 178, 21-34

Duling, E. (2007). Inservice Teachers’ descriptions and perceptions of their mentors. *Bulletin of the Council for Research in Music Education*, 174, 61-74.

Gruenhagen, L. M. (2009). Developing professional knowledge about music teaching and learning through collaborative conversations. In Thompson, L. K., & Campbell, M. R. (Eds). *Advances in Music Education Research: Vol. 2. Research Perspectives: Thought and Practice in Music Education* (pp. 125-151). Charlotte, NC: Information Age Publishing, Inc.

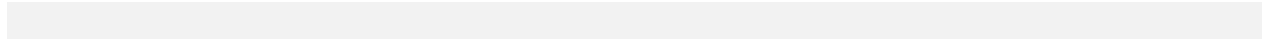
Gruenhagen, L. M. (2008). Investigating professional development: Early childhood music teacher learning in a community of practice (Doctoral dissertation, University of Rochester, Eastman School of Music). *Dissertation Abstracts International*, 69(01A), 153.

Gruenhagen, L. M. (2008, March). *Developing professional knowledge about music teaching and learning through collaborative conversations*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, New York, NY.

Stanley, A. M. (2009). "Collaboration and students' musical expression: Teachers looking at the process." Presentation at the Suncoast Music Education Research Symposium, Feb 2009.

Stanley, A. M. (2009). "The experience of elementary music teachers in a collaborative teacher study group." Presentation at the Annual Meeting of the American Educational Research Association, April 2009.

Stanley, A. M. (2009). 'You start to know what they¹re thinking': The social construction of knowledge in a collaborative teacher study group." Presentation at the Sixth International Symposium on the Sociology of Music Education Limerick, Ireland, July 2009.



ASPA Overview
Teacher Retention
Vicki Baker, Facilitator

Central Mission and Focus

1. To gather data and provide a forum for discussing issues relating to retention, attrition, and turnover (relocation) of music educators
2. To disseminate this information with the ASPAs, throughout the profession, and to stakeholders in the hiring and mentoring of music educators.

Accomplishments

Compiled a Reference List related to retention and attrition of music teachers.

Projects

1. Continue to update Reference List.
2. Organize and write a Review of Literature based on the Reference List, limited to articles specifically addressing music teachers.
3. Develop a qualitative study of long-term music educators that can be conducted concurrently by researchers from various universities.
4. Determine what statistical data is available from individual states regarding attrition and retention.

Goals

1. Publish Review of Literature as a resource for researchers investigating issues of attrition and retention.
2. Produce a list of qualities that describe teachers who remain in music education for an extended period of time and reasons why they have a long tenure as a music teacher.
3. Formulate a list of teacher attrition and retention rates in the various states.

Preparing Future Music Teacher Educators and Supporting Current Music Teacher Educators ASPA

Molly Weaver, Facilitator

Focus Statement:

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.

Accomplishments to Date

1. Form a Music Teacher Education Special Research Interest Group (SRIG).

The required petition was circulated for signatures immediately following our inaugural breakout session at the SMTE Symposium in September 2005. A proposal was circulated in early April 2006 and an organizational meeting was held at the MENC conference in late April 2006. The Music Teacher Education SRIG is now one of fourteen SRIGs sponsored by the MENC Society for Research in Music Education.

2. Significantly reduce the costs for doctoral students to attend any future SMTE symposia.

In response to our recommendation immediately following our inaugural breakout session at the SMTE Symposium in September 2005, we note the reduced registration fees for full-time students for the 2007 and 2009 SMTE Symposia.

3. Develop presentations to solicit and publications to disseminate “best practice” models of mentoring doctoral students as future music teacher educators.

“Mentoring Doctoral Students as Future Teacher Educators.” Invited Society for Music Teacher Education roundtable presentation to the conference “Music: The Heart in Education,” Music Educators National Conference Biennial In-Service Meeting, Salt Lake City, UT, 19-23 April 2006.

Presenters: Michael Hewitt, University of Maryland; Cynthia Taggart, Michigan State University; Molly Weaver, West Virginia University

“Preparing Teacher Educators: A Panel Discussion of Best Practices.” Best practice presentation at “Collaborative Action for Change: 2007 Symposium on Music Teacher Education.” University of North Carolina - Greensboro, Greensboro, NC, 13-15 September 2007.

Presenters: Michael Hewitt, University of Maryland; Joanne Rutkowski, Pennsylvania State University; Cynthia Taggart, Michigan State University; Molly Weaver, West Virginia University

Rutkowski, J., Hewitt, M., Taggart, C., & Weaver, M. (in press). Preparing music teacher educators: A panel discussion of best practices.” In *Collaborative action for*

change: Selected proceedings of the 2007 Symposium on Music Teacher Education.
Lanham, MD: Rowman & Littlefield.

Projects in Progress

1. Perform a content analysis of Music Education doctoral programs (n=51±) as a means to create a Directory of Doctoral Programs in Music Education to be posted on the SMTE website.

Status and Timeline: Originally we planned to survey Music Education doctoral programs regarding current practices, but our 2007 SMTE Symposium discussions of our intentions for these data (and associated logistics) revealed that a content analysis would be more appropriate.

2. Develop a Doctoral Programs in Music Education website.

Status and Timeline: Further discussion of our proposed content analysis (above) at the 2008 MENC meeting in Milwaukee resulted in a plan to develop a website that would function as more than a directory (i.e., that would contain more comprehensive information about doctoral programs in Music Education).

Future Goals

1. Charge division and state SMTE representatives to offer SMTE panel sessions at MENC division and state conferences.

- division-level initiative would serve as a “pilot” for future state-level initiatives
- develop a generic (i.e., not institution-specific) PowerPoint presentation entitled “Become a Music Teacher Educator”
- this ASPA would recommend “panels” of presenters to include higher education faculty and doctoral students from multiple institutions to guide the PowerPoint
- one purpose of these sessions would be to offer information about a career in music teacher education in the interest of attracting intellectually curious pre-service and in-service teachers who have the ability to earn a doctorate but may not have considered opportunities to do so
- each division or state SMTE representative could “invite” good student teacher supervisors to attend
- provide a handout with institutional website and e-mail address of contact person for each Music Education doctoral program (n=51±)

2. Issue a parallel charge to content-specific and method-specific organizations to offer similar panel sessions at their conferences.

- organizations would include CMS, ACDA, NBA, ASTA with NSOA, OAKE, AOSA, others
- this ASPA would recommend “panels” of presenters to include higher education faculty and doctoral students from multiple institutions
- implementation of this charge would depend on successful “piloting” and implementation at MENC division and state conferences

Pathways To Licensure ASPA

Michele Kaschub, Facilitator

Focus and mission:

The purpose of the Pathways to Licensure ASPA is to gather data and provide a forum for discussing issues relating to the multiple pathways to licensure in music education.

Accomplishments to date:

- Identified alternative (programs not following the typical 4-yr bachelors degree) licensure programs and pathways in all 50 states.
- Designed a template for reviewing these programs to identify common themes and trends in context and implementation.

Current and future projects:

Collecting data on pathways to licensure in all 50 states. Our initial questions explore:

1. The types of programs lead to state certification or other forms of professional licensure beyond those typically described as 4-yr bachelors degrees in music education,
2. The availability of such programs in music education, and
3. The common features of such programs.

Gathered data will be reviewed in Greensboro so that the next steps for the group can be determined.