



**Society for Music[™]
Teacher Education**

2021 Symposium on Music Teacher Education

Presentation Session #1

Friday, September 24, 12:30-1:00 PM

Grow Your Own Music Educators?: Understanding GYOs Through the Voices of Students of Color

Adrian Barnes

Equity-based initiatives that attempt to increase the representation of Teachers of Color (TOCs) in urban settings often are often called Grow Your Own (GYOs), home-growing, or teacher pipeline programs. These programs often target pre-collegiate, collegiate, paraprofessionals, and emergency certification candidates of color by creating traditional and non-traditional paths to teacher education. As teacher-encouragement programs continue to popularize to problematize the underrepresentation of TOCs, music teacher preparation programs must question how GYOs can also be used to diversify the music teacher workforce. The purpose of this session is to present findings from a recent cohort of Black and Brown youth who participated in a GYO urban teacher academy to understand implications for developing GYOs within music education.

A Profile of Community College Students as Preservice Music Educators

Diana Dansereau & Michael Sundblad

In this collaborative presentation, we share the results of a study designed to depict the profiles of community college music students seeking to become music teachers. We pay specific attention to experiences that led to enrollment in, and perceived barriers and affordances of, community colleges related to music education career goals. Preliminary results indicate greater racial diversity than those who study at 4-year universities, limited private music study prior to college, and affordability as a primary motivator to attend community college. We will share implications for community college music programs as well as university music teacher education programs.

Well-being and Adaptability Among Music Teacher Educators

Nicholas Roseth & Jennifer Blackwell

The purpose of this survey study was to measure well-being and teaching adaptability, and to explore the relationships between these constructs, among music teacher educators. In order to contextualize issues of well-being and adaptability, participants were asked about their well-being and adaptability in relation to specific events from the 2020-2021 academic year. The

questionnaire was distributed in March 2021 to NAFME members whose membership status indicated that they work in higher education. Results include an overview of well-being and teaching adaptability among music teacher educators, and an exploration of the relationships between these constructs.

“What do I do now?”: An Exploration of First Year Music Teachers’ Persistence

Stephanie Prichard

The purpose of this study was to explore first year music teachers’ experiences during the COVID-19 pandemic. Using a collective case study approach (Stake, 1995), I explored 5 first year music teachers’ experiences with entering the profession in a time of crisis and the ways in which they navigated professional experiences throughout their first year of teaching. Cross-case themes included participants’ experiences with school administrators, relationships within their school communities, innovative teaching practices, and the desire to create an inclusive and equitable music learning environment.

Undergraduate Credit Hours in Music Education: A Discussion of Practices and Implications

Andrea Maas, Aaron Wacker, & Ashley Allen

Bachelor of Music Education degrees historically require excessive credit hours to graduate (Doerksen, 2019; Johnson et al., 2012). Tensions between credit-hour policies, accreditation, state and institutional mandates, and curricular aims lead faculty, as curriculum designers, to enact “Theories of Action” (Ravitch, 2010, as cited in Barrett, 2011, p. 3).

This roundtable discussion addresses areas for future inquiry regarding credit-hour reconciliation. It is framed by findings (Authors, in progress) reflecting how schools of music respond to credit-hour reduction policies. Implications regarding credit allocation, course hours, cross-course designation, degree structure, curriculum reform, and impacts on student success and wellbeing will be discussed.

Formative Experiences of DEI Leaders in Music Education Organizations

Karen Salvador & Amy Sierzega

Music educators and music teacher educators report feeling un(der)prepared to create change toward more diverse, equitable, and inclusive music education. For this case study, we surveyed DEI leaders from music education professional organizations ($N = 74$) to find out what, if any, formal education and out-of-school experiences prepared participants ($n = 62$) to lead. We interviewed informants ($n = 18$, selected via maximum variation sampling) to learn more about these intersectional formative experiences and to elicit suggestions for music educator preparation. In this presentation, we focus on implications for music teacher education and suggestions for music teacher educator professional development.

Nobody Wants to Be the First One to Say Anything About It: Opening Up Space for Dialogues about Healthy Musicianship

Ann Marie Stanley, Carla Salas-Ruiz, & Joshua Burgos

Musculoskeletal problems, physical/mental stress, and performance anxiety are common in music education majors (Bernhard, 2005, 2020; Kuebel, 2019). Preservice music teachers need tools to establish and maintain healthy musicianship habits, for themselves and for their future K-12 students. This study, of six novice music-teacher participants' experiences with learning healthy musicianship in a music teacher preparation program, revealed a lack of opportunity to voice struggles with injury and anxiety, faculty unaware of multifaceted demands on students, and suggested the need to connect multiple curricular areas in health and wellness initiatives, for a shared mission of health across the school of music.

Secondary Music Programs: Administrator Perspectives and Hiring Practices

Jocelyn Prendergast, Jill Wilson, & Kevin Droe

Many public secondary school music job openings in the United States advertise for large ensemble specialists. In this session, we will explore the results of a multiple case study examining administrator perspectives and beliefs about hiring practices for music teacher positions and discuss implications for expanding music course offerings in both K-12 and music teacher education.

In-service Choral Teachers' Perceptions of Pre-Service Teacher Readiness

Cara Bernard & Nicholas McBride

Researchers have found that standardized assessments such as edTPA can reliably demonstrate teacher candidates' readiness to enter the workforce. However, how would those currently in the workforce--in-service teachers--describe teacher readiness? This study explores middle and high school choral educators' perceptions of teacher readiness. Through a national, large scale survey and focus groups, we explored what factors, pedagogies, and techniques participants deemed important to become ready to teach. Findings suggest that tensions exist between choral teachers' perceptions of readiness and those defined by edTPA. We discuss how music teacher educators might rectify these tensions in their ensemble methods courses.