

CMS/MENC Institute for Change in Our Profession: Teacher Preparation

Team Members: Fred Rees, faculty; Sara Bidner, facilitator; Teresa Ashworth, Mary Schliff, Linda Ferreira, Renee Eaton, Bruce Gleason, Daniel Hellman, Cindy Bell

An opening thought for our colleagues; from Thomas Paine's 1776 *Common Sense*:

Perhaps the sentiments contained in the following pages, are not yet sufficiently fashionable to procure them general favor; a long habit of not thinking a thing *wrong*, gives it a superficial appearance of being *right*, and raises at first a formidable outcry in defense of custom. But the tumult soon subsides. Time makes more converts than reason.

THE QUESTIONS:

1. What competencies do we want our future Pre-K-12 music educators to possess?
2. What is the profile of our ideal Pre-K-12 music education teacher candidates?
3. How should we, as teachers of teachers, exemplify to be effective in our profession?

How do we create music educators for a new generation of teachers?

Professional concerns effecting education: shifting demographics, alternative assessment, diverse learning styles, broad-based and intellectual

Other qualities that are desirable: intellectually curious, competent musician, a world-view: open to and sensitive to all cultures, differences, surroundings

Flexibility – able to re-tool – reinvent – accountability

PROFILE OF IDEAL ENTRY LEVEL STUDENT

1. Indicators of teaching
 - a. prior teaching: lessons, camp counseling, Sunday School, School teaching (Future Teachers of America)
 - b. prior leadership roles – Scouting, youth groups, school club organization
2. Life Experiences: jobs, volunteer work, service learning, travel, camps
3. Musical Experience: participation in performance groups and/or honors groups, All-State, Solo & Ensemble, Entrance audition, versatility on many instruments, piano, aural skills, theory skills, history, performance skills

4. Academic Background: coursework, foreign language awards/achievements, SAT, ACT scores, GPA, communication skills

5. Traits/Disposition

Interpersonal skills and Intrapersonal Skills

- | | |
|--------------------------|-------------------------------|
| A. love of music | H. multidisciplinary thinkers |
| B. organizational skills | I. intellectually curious |
| C. communication skills | J. creativity and courage |
| D. tolerance | |
| E. flexibility | |
| F. desire to share | |
| G. reflective | |

ROLE MODEL: attributes of the role model (ourselves)

Student-centered

collaborator

empathy

enthusiasm

composer/arranger/improviser

comprehensive musician

life-long learner

musically and intellectually curious

researcher/scholar

multidisciplinary thinker

technology:

risk taker

optimistic

encouraging

guide

self-reflective

comprehensive educator

ACTION

Case studies for situational analysis and problem solving
Field experiences for observation and application in multiple settings
Cooperative learning for problem solving
Creating and engagements in partnerships
Teaching self-reflective praxis
Willing to use and learn emerging technologies
Applying pedagogical knowledge and skills in practice
Enabler: empowering students to take ownership of their learning
Sharing enthusiasm for learning and for music – a comprehensive musician
Promote learning outside the classroom
Engaging students in composing, arranging, improvisation, performing and arranging
Applying musical knowledge and skills in practice
Engaging in and employing research and scholarship
Sharing practical research and scholarship
Using existing knowledge in new ways
Maintaining a positive outlook
Provide support through the learning process
Providing direction through the learning process
Continually seeking knowledge of music in different style, genres, and cultures

CATEGORIES OF ATTRIBUTES (the role model)

Personal

Empathetic
Enthusiastic
Self-reflective
Life-long learner
Risk taker
Optimistic

Musical

Composer/Arranger/Improviser
comprehensive musician
musically curious
self-reflective
multidisciplinary thinker

Pedagogical

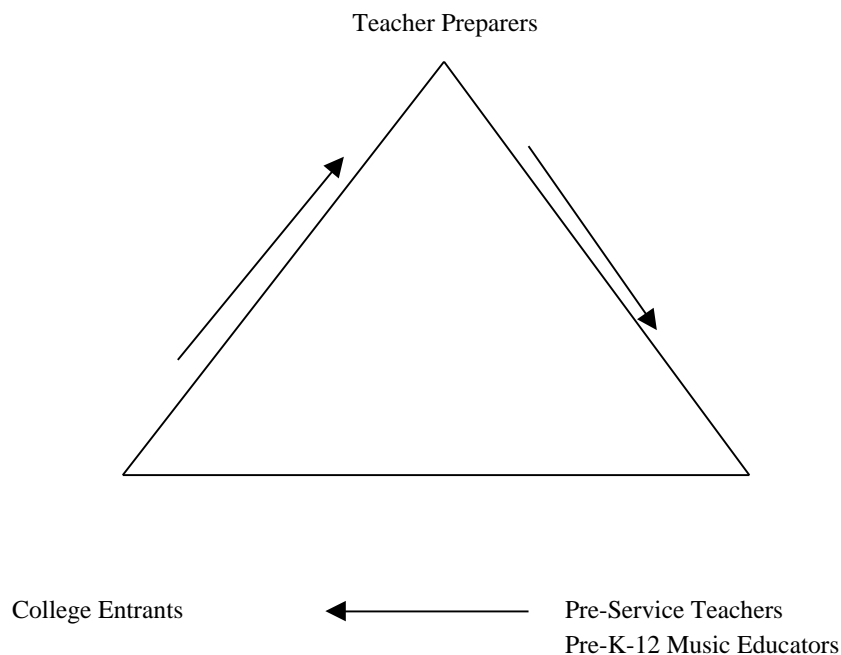
student-centered
collaborative
self-reflective
intellectually curious
researcher/scholar
multidisciplinary thinker
Technologist
Guide/mentor
Comprehensive educator
Enabler

STRATEGIES

1. Sharing with our colleagues
2. Sharing with our students
3. Sharing with current music educators

FINAL THOUGHTS AND QUESTIONS....

- We, as role models, are change agents
- Helen Stowasser: the only way to make change is to start with ourselves
- This is, of course, the tip of the iceberg...What are the problems we will face?
How will we assess, to determine if we are successful?
- Why are we even doing this? Because our teachers are unprepared, we don't treat music as a discipline, America is an "amusical" culture, to establish why music should even be taught.
 - G. Does music scholarship talk to itself?
 - H. We have established these qualities that we should possess, and actions that should come from these qualities as Teachers of teachers. How do we actually get this information out?



REFERENCES

Gillespie, R., and Hamann, D.L. (1999). Career choice among string music education students in American colleges and universities. *Journal of Research in Music Education, MENC – The National Association for Music Education, Virginia: Reston.* Vol. 47, No.3, 266-278.

Henry, W. (2001) *Music teacher education and the professional development school.* *Journal of Music Teacher Education, MENC – The National Association for Music Education, Virginia: Reston.* Vol. 10, No. 2, 23-28.

Hickey, M., and Rees, F. (2001). Designing a blueprint for curricular reform in music teacher education. *College Music Society: Symposium* Vol. 40. Available: <http://www.music.Org./ProfActiv/Pubs...ol40/mhickeyarticle/curriculum.html>

Kimpton, J. (2001). Rethinking content and context: music education and the future of the musical academy. Presented at Music Teacher Education for this Century Conference, at Northwestern University, Evanston, Il. Sponsored by CMS/MENC.

Music in the undergraduate curriculum: a reassessment (1989). *College Music Society, CMS Report Number 7. College Music Society. Colorado: Boulder.*

Stowasser, H. (2001). Working with faculty members for change in the context of comprehensive music education. Presented at Music Teacher Education for this Century Conference, at Northwestern University, Evanston, Il. Sponsored by CMS/MENC.

Winner, E., et al. (1992). *Arts PROPEL: a handbook for music.* Project Zero, Harvard University, Cambridge, MA.