The Music Teacher Profession Initiative: Current Status and Future Action

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1. WHO WE ARE
THE MUSIC TEACHER PROFESSION INITIATIVE

Joe Abramo
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Kate Fitzpatrick
Maud Hickey

Steve Kelly
Roy Legette
Nick Matherne
Sean Powell
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Dave Rickels
Tiger Robison

**NAfME Oversight**

John Donaldson
Scott Sheehan
Mackie Spradley
Chris Woodside
MTPi HELPING HANDS

Chris Johnson
Bryan Nichols
Bryan Powell
Wendy Sims
Greg Springer
Laura Stambaugh
Darrin Thornton
Matt Williams
2. HISTORICAL CONTEXT
HISTORICAL CONTEXT

• Creation of the task force
• Task force goals
• Processes
• Importance of the voices of MSIs in the conversation (*this inclusion is a first for NAfME*)
MSI PARTICIPANT UNIVERSITIES

California State Stanislaus
Delaware State
Florida A & M
Louisiana State
Loyola – New Orleans
South Carolina State
Tennessee State
Texas Southern
NON MSI PARTICIPANT UNIVERSITIES

Berklee College of Music
Florida State
Georgia Southern
Kansas State
Montclair State
Northwestern
Pacific Lutheran
Penn State
Temple
Texas Tech
University of Colorado – Boulder
University of Kansas
University of Miami
University of Missouri
Wayne State
3. STATUS REPORT
Before the Degree Program

Challenges

• Student/Family Level
  o Expenses
  o private lessons
  o Time
  o transportation

• School/District Level
  o distribution of funds and resources by school
  o availability of music in school

• Musical
  o traditional Western art paradigm

• Perceptions
  o of teaching
  o of college
    ▪ Trust
    ▪ finding "our" people
BEFORE THE DEGREE PROGRAM

Auditions/Admissions Challenges

• Ensemble paradigm for recruiting and selection
• Limited audition focus
  o instrument/voice types
  o style/genre
• Expenses (now and in the future)
BEFORE THE DEGREE PROGRAM (Audition)

Ideas for Change

- **PK-12 Level**
  - Recruiting efforts by the University
  - Focus on Elementary and Middle School Music
  - Support Organizations in high school
  - More types of music courses

- **College Level**
  - Reconsider Audition and admissions requirements
    - Questions measures of "success" in the audition
  - Revise MTE curricula
  - "Rebrand" what a music teacher needs/should/could do
DURING THE DEGREE PROGRAM

Determine and Reflect Needs of Today’s Music Students

- Urban, suburban, rural
- Broaden scope - not limited to public schools
- Determine how schools/communities interact/work together
- Equity and accessibility
- Greater inclusivity of a wider range of prospective music educators from diverse backgrounds
- Shift teaching perspective to reflect beyond white US culture and Eurocentric traditions
DURING THE DEGREE PROGRAM

Re-Evaluate and Revise Current Curricula and Materials

- Multiple forms of pedagogy
- Teach for transfer; conceptualized teaching
- Open dialogue with all who have a vested interest
- Break inertia/resistance to change
- Urban, suburban, rural: some needs are similar, some different
- Rebalance credit requirement
- Prioritize culture and community
DURING THE DEGREE PROGRAM

Redefine/Broaden the Scope of Music Education

• Prioritize most important/salient elements
• Music educators’ role: school AND community
• Teach for lifelong interaction with music
• Broaden teaching competencies beyond classically-focused paradigms
• Musics beyond Eurocentrism: vernacular, popular, community
DURING THE DEGREE PROGRAM

Reimagine Musicianship Competencies

• Extend Scope
  o How musicianship can be demonstrated beyond the traditional studio model
  o Growth in musical understandings beyond the parameters and limitations of traditional theory and history
During the Degree Program

- Prioritize most important/salient elements
- Credit caps
- Time
- Funding/Scholarships
- Space
- Facilities
DURING THE DEGREE PROGRAM

Those With Vested Interest

• Music teacher education faculty
• University music faculty outside of music education
• Schools/colleges of education
• Accreditation bodies
• State entities (licensure, Praxis, edTPA)
• Undergraduate students
• Inservice teachers
AFTER THE DEGREE PROGRAM

Continued Connections with the University

• Relationships: creating, developing, maintaining
• Early career teachers and alums
• Resources
• School administration, university faculty, in-service teachers
• Early career teachers returning to interact with preservice teachers
• Creating a sense of community
AFTER THE DEGREE PROGRAM

- Networking: local, university; make opportunities clear, available, explicit
- Relationships: early career teachers and preservice teachers
- Expose to and encourage professional groups outside of Music Education (e.g., NEA, NAMM, Teacher Development Network)
- Music educator AND teacher within a building/district/system
- Operationalize social media
AFTER THE DEGREE PROGRAM

Identity

• See oneself in MEA, NAfME
• Inequity of access to conferences
• BIPOC community groups in MEAs, NAfME – safe space
AFTER THE DEGREE PROGRAM

Professional Challenges in Music

• Broaden the traditional scope of positions (BOC)
• Job market remains highly traditional, dissuading those with less traditional skill sets from entering or remaining in the profession
• Divergence: university curricula and reality of P12 programs/student populations
• Connecting the right person with the right position
AFTER THE DEGREE PROGRAM

Professional Challenges Beyond Music

- Costs of first years in the profession
- Salary v. cost of living in some areas
- Working conditions
- Feeling valued
- Maintaining certification/edTPA
- Recent graduates leaving the profession and undergraduates’ awareness of this trend
AFTER THE DEGREE PROGRAM

- Veteran teachers sometimes equal outdate perspectives
- Lack of early/mid-career mentors
- From within and outside of discipline
- Need of pay and training of mentors
- Long-term instead of fleeting relationships
- Build mentoring into faculty load
AFTER THE DEGREE PROGRAM

Mentoring

- Broaden:
  - Perspective on how to operationalize (formal, informal)
  - Scope of mentoring goals
- Resources: MEAs, NAfME, schools, local organizations
- Rural and urban areas often disadvantages
- Community effort
- Reinforce importance of mentorship with school administrators
- Discipline-specific professional development
3. DISCUSSION
CONTRIBUTE YOUR IDEAS

Use the QR code to add your thoughts in the Padlet.
WE HELP TO SHAPE THEIR FUTURE.

What one barrier can you remove tomorrow?
Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by SlidesCarnival
- Photographs by Unsplash