

The Music Teacher Profession Initiative: Current Status and Future Action



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1.

WHO WE ARE

THE MUSIC TEACHER PROFESSION INITIATIVE

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Kate Fitzpatrick

Maud Hickey

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NAfME Oversight

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Chris Woodside

MTPI **HELPING** HANDS

Chris Johnson

Bryan Nichols

Bryan Powell

Wendy Sims

Greg Springer

Laura Stambaugh

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Matt Williams

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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
 - Expenses
 - private lessons
 - Time
 - transportation
- School/District Level
 - distribution of funds and resources by school
 - availability of music in school
- Musical
 - traditional Western art paradigm
- Perceptions
 - of teaching
 - of college
 - Trust
 - finding "our" people

BEFORE THE DEGREE PROGRAM

Auditions/Admissions Challenges

- Ensemble paradigm for recruiting and selection
- Limited audition focus
 - instrument/voice types
 - 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
 - How musicianship can be demonstrated beyond the traditional studio model
 - Growth in musical understandings beyond the parameters and limitations of traditional theory and history

DURING THE DEGREE PROGRAM

Resources and Limitations

- 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

Identity

- 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

Mentoring

- 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

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DISCUSSION



CONTRIBUTE YOUR IDEAS

Use the QR code to add your thoughts in the Padlet.

A photograph of a young man and woman playing violins in an orchestra. The young man is in the foreground, looking intently at his instrument. The young woman is slightly behind him, also focused on her playing. They are both wearing green t-shirts. A music stand with sheet music is in front of them. The background is slightly blurred, showing other orchestra members.

WE HELP TO
SHAPE THEIR
FUTURE.

What one barrier
can you remove
tomorrow?

CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)