

2026 Biennial NAFME Music Research and Teacher Education Conference

September 30–October 3, 2026 Hilton Long Beach, Long Beach, California

***PROGRAM NOTE:** This detailed conference program is as of **September 25, 2026**. It will be regularly updated leading up to the conference. This program shows all presenters who are presenting at the conference. It does not include all contributing authors for each paper and poster. All co-authors will be properly credited onsite, and a detailed final conference program will be posted on NAFME's website by mid-October showing the final conference program for the 2026 Biennial Conference, which will list all authors and will also note the on-site presenter(s) for each paper and poster.

Conference Schedule Overview

9/30/2026	8:00 AM	5:00 PM	Promenade Second Floor	Registration Open		Page 2
	9:00 AM	5:00 PM		Society and Editorial Committee Meetings	*Various rooms/times; see below	
	5:30 PM	7:00 PM	Catalina	Mentoring Session for Emerging Faculty and Researchers		
10/1/2026	7:00 AM	5:00 PM	Promenade Second Floor	Registration Open		Page 3
	8:30 AM	10:40 AM		Presentation Sessions	*Various rooms/times; see below	
	10:50 AM	12:05 PM	International I, II, and III	Poster Session 1	*Click on the hyperlink	Page 11
	12:05 PM	1:20 PM		Lunch		
	1:20 PM	3:30 PM		Presentation Sessions	*Various rooms/times; see below	
	3:30 PM	4:00 PM	International III, IV, and V	The LA County High School for the Arts (LACHSA) Jazz Ensemble		
	4:00 PM	5:15 PM	International III, IV, and V	Plenary Session: Keynote Speaker Pedro Antonio Noguera		
	5:15 PM	6:30 PM	Promenade and Foyer	Welcome Reception		
10/2/2026	7:15 AM	8:15 AM	Catalina	Mentoring Session for Emerging Faculty and Researchers		Page 30
	7:30 AM	5:00 PM	Promenade Second Floor	Registration Open		
	8:30 AM	10:40 AM		Presentation Sessions	*Various rooms/times; see below	
	10:50 AM	12:05 PM	International I, II, and III	Poster Session 2	*Click on the hyperlink	Page 37
	12:05 PM	1:20 PM		Lunch		
	1:20 PM	3:30 PM		Presentation Sessions	*Various rooms/times; see below	
	3:40 PM	4:55 PM	International I, II, and III	Poster Session 3	*Click on the hyperlink	Page 56
	5:15 PM	6:30 PM	International III, IV, and V	Senior Research Address: Colleen Conway; SRME Business Meeting		
10/3/2026	7:30 AM	11:00 AM	Promenade Second Floor	Registration Open		Page 70
	8:00 AM	11:55 AM		Presentation Sessions	*Various rooms/times; see below	
	12:05 PM	1:20 PM	International I, II, and III	Poster Session 4	*Click on the hyperlink	Page 81

Wednesday, September 30, 2026

9/30/2026	9:00 AM	12:00 PM	Pacific II	Meeting	SMTE Committee		
9/30/2026	12:00 PM	1:00 PM	TBA	Lunch	Lunch for Society and Journal Committee Members		
9/30/2026	1:00 PM	2:30 PM	Coral (3rd Floor)	Meeting	<i>Journal of Music Teacher Education (JMTE)</i> Editorial Committee		
9/30/2026	1:00 PM	2:45 PM	Pacific I	Meeting	<i>Update</i> Editorial Committee		
9/30/2026	1:00 PM	4:00 PM	Gallerie II	Meeting	SRME Committee		
9/30/2026	2:00 PM	3:30 PM	Caribbean	Meeting	<i>Music Education Journal (MEJ)</i> Editorial Committee		
9/30/2026	3:00 PM	4:45 PM	Mediterranean I/II (3rd Floor)	Meeting	<i>Journal of Research in Music Education (JRME)</i> Editorial Committee		
9/30/2026	5:00 PM	6:00 PM	Atlantic I	Meeting	<i>Journal of General Music Education (JGME)</i> Editorial Committee		
9/30/2026	5:30 PM	7:00 PM	Catalina	Mentoring Session 1	Mentoring Session for Emerging Faculty and Researchers	SRME and SMTE leaders will provide career mentoring opportunities for attendees on Wednesday evening and Friday morning. Music education professors at various career stages and representing different types of institutions will be available for small-group or one-on-one mentoring on a variety of career topics that include applying for first jobs in academia, the tenure and promotion process, middle and late career stages, and publishing in research journals. Mentees will be encouraged to move to one or more topics throughout the sessions and come and go as their time permits. Please join us for one or both sessions.	

Thursday, October 1, 2026

10/1/2026	8:30 AM	8:55 AM	Caribbean	Research Paper	Grounded Theory of Processes of Curricular Change in Undergraduate Music Education	15 - This grounded theory study of curricular reform in undergraduate music education presents a four-stage, iterative model with integrated processes of compromise, negotiation, fragmentation, and transparency as a framework for successful change, with consideration to bureaucratic procedures and infrastructure to address calls for innovation.	Natalie S. Royston; Jill Wilson; Brian N. Weidner
10/1/2026	8:30 AM	8:55 AM	Catalina	Research Paper	Against the Current: Narrative of Four Music Education Faculty Navigating Equity Work Amidst Political Opposition	22 - This narrative inquiry examined how four music education faculty navigate professional identity while conducting diversity, equity, and inclusion work during anti-DEI political opposition. Analysis revealed language policing, embodied harm, authenticity paradoxes, and institutional abandonment. Findings illuminate advocacy as a three-dimensional narrative process and challenge music education to address institutional failures threatening the field's capacity to serve all students.	Quinton D. Parker
10/1/2026	8:30 AM	8:55 AM	Gallerie II	Research Paper	Artificial Intelligence and Equity in Lesson Planning: Searching for Meaning Amidst Information Overload	52 - In this philosophical inquiry I investigate the nature of human-versus AI-created lesson plans and examine how the use of AI for lesson plan creation might both promote and inhibit equity. Skills and dispositions that teacher educators might emphasize to promote beneficial uses of AI are considered.	Lauren Kapalka Richerme
10/1/2026	8:30 AM	8:55 AM	Mediterranean I/II	Research Paper	Decisions, Decisions, Decisions: A Policy Analysis of Site Based Management and Music Education	54 - We conducted a multiple case study policy analysis of site based management (SBM), and decision processes used by school administrators with regard to their music programs. Interview participants represent five states in different regions of the U.S., and interview findings were corroborated with primary source documents. Preliminary findings indicate administrators utilize complex decision making strategies. Findings also indicate that there may be conflict between what administrators and music educators each define as "support" for programs and curriculum.	Tina Beveridge; Wendy Gunther

10/1/2026	8:30 AM	8:55 AM	International IV and V	Research Paper - SRIG 1 - Adult and Community Music Education	Grade 12 Students' Intentions to Persist in Music Performance Beyond Graduation: Application of Expectancy-Value Theory of Motivation	74 - This study examined grade 12 music students' motivation to persist in music performance beyond high school using expectancy-value theory of motivation. The analysis included the extent to which expectancy, intrinsic value, affirmation value, utility value, and cost were salient predictors of intentions to persist in music beyond high school graduation.	Cameron R. Siegal
10/1/2026	8:30 AM	8:55 AM	Atlantic I/II	Research Paper	A Two-Continua Examination of Music Teachers' Mental Health	107 - The purpose of this survey study was to apply the two-continua model of mental health to examine mental health and mental illness among K–12 music teachers (N = 457) in the United States. Teachers across all mental health categories—languishing, moderately mentally healthy, and flourishing—reported some level of anxiety, depression, and stress.	Nicholas E. Roseth
10/1/2026	8:30 AM	8:55 AM	Pacific II	Research Paper	New Identities in New Spaces: Music Teacher Educators Sense of Belonging	224 - Utilizing Self-Study of Teacher Education Practices (S-STEP), this inquiry explores music teacher educators' professional belonging. Grounded in ecological systems theory and an integrative belonging framework, we employed collaborative reflection and journals to examine identity, belonging, and practice. Findings illuminated devalued teacher identities and feelings of displacement.	David Dockan; Jason Gossett; Jenny Hutton; Anand Sukumaran; Mike Vecchio
10/1/2026	8:30 AM	8:55 AM	Gallerie III	Research Paper	A Phenomenological Study of Current College Students and What Influenced Their Decision to Enroll in High School Band Classes	227 - The purpose of this phenomenological study was investigating factors that influence students' decisions to continue in high school band. Interviews with twelve college band students revealed central roles of relationships, instrument fit, performance experiences, and structural support in sustaining participation. Findings offer practical guidance for strengthening recruitment and retention.	Katherine S. Mason
10/1/2026	8:30 AM	8:55 AM	Gallerie I	Research Paper - SRIG 3 - Accessible Music Education	A Multiple Case Study of the Lived Experiences of String Musicians with Blindness	325 - This multiple case study examines the learning experiences of three string musicians with blindness and three instructors. Using practice videos, lesson and rehearsal observations, and semi-structured interviews, preliminary findings highlight family support and persistent institutional and accessibility barriers. Implications address admissions, accommodations, materials access, and disability-focused teacher preparation.	Shi Shi; Amanda Draper

10/1/2026	8:30 AM	8:55 AM	Pacific I	Research Paper - SRIG 2 - Emotion, Expressivity, Engagement	Ariana Grande, Possible Selves, and Music Teacher Identity: A Duoethnography	340 - The purpose of this study was to explore how celebrity Ariana Grande's music shaped the professional identities of two choral music educators at different stages of their careers: one an in-service teacher and one a preservice teacher.	Ramon Cardenas; Leslie De La O
10/1/2026	9:05 AM	9:30 AM	Pacific I	Research Paper - SRIG 2 - Emotion, Expressivity, Engagement	K–12 Music Teachers' Self-Efficacy for Classroom Management	31 - This study examined K–12 music teachers' classroom management self-efficacy using a national survey. Results showed strong self-efficacy in instruction and engagement, greater confidence in routines than behavior response, and notable gaps in preservice preparation, highlighting the need for targeted professional development.	Jennifer Gee; John Eros
10/1/2026	9:05 AM	9:30 AM	Mediterranean I/II	Research Paper	A Systems-focused Analysis of Music Education Course Offerings in Kentucky	79 - The purpose of this study was to examine school- and district-level contextual factors associated with music course offerings in secondary schools in Kentucky. Data came from Kentucky Center for Education Statistics, a statewide longitudinal data system, and were analyzed with descriptive statistics, logistic regression, and Poisson regression.	David S. Miller
10/1/2026	9:05 AM	9:30 AM	Catalina	Special Topics in Music Teacher Education	A Student-Led Preservice Ensemble Model for Expanding Jazz Pedagogy Access	113 - This session presents a reflective account of an undergraduate-initiated preservice jazz teaching ensemble viewed through the perspectives of its student founder, faculty mentor, and participants. Emphasizing inclusive structures for beginners in jazz performance and pedagogy, it highlights ensemble design—structure, activities, and recruitment—presenting strategies for jazz access and preservice teacher development.	Mackenzie Caddell; Lonnie Easter II
10/1/2026	9:05 AM	9:30 AM	Atlantic I/II	Research Paper	Examining K–12 In-Service Music Teachers' Vocal Fatigue and Quality of Life: Implications for Music Teachers' Well-Being	120 - Music teaching is a vocally demanding profession. This research examined the prevalence of K–12 in-service music teachers' self-reported vocal fatigue and their quality of life. Participants were 211 music teachers. Findings revealed significant effects of vocal fatigue on quality of life, offering implications to support teachers' occupational performance and well-being.	Kexin Xu

10/1/2026	9:05 AM	9:30 AM	Pacific II	Research Paper	What Happens When the Professor Picks up the Trumpet?: An Autoethnographic Adventure in Undergraduate Brass Techniques	140 - This analytic autoethnography examines a music teacher educator's experience completing undergraduate trumpet techniques as a novice. Emergent themes included embodied vulnerability, curricular compression, pedagogical empathy, and unexpected joy. Experiencing the course firsthand illuminated tensions between performance expectations and pedagogical realities, and substantiated developmentally responsive, reflective approaches to instrumental techniques instruction.	Kristin Harney
10/1/2026	9:05 AM	9:30 AM	Gallerie II	Research Paper	Gen Z Students: Music Listening, Learning, and Sharing	159 - Amid pervasive solitary listening via streaming, this study of Gen Z college students (N = 171) showed music sharing remains valued in close relationships, learning about music is valued within sharing, and music teachers influence even non-music majors. Music majors show distinct sharing patterns. Implications for music education are discussed.	Lynne Snyder
10/1/2026	9:05 AM	9:30 AM	Gallerie III	Research Paper	Does School Belonging Protect Music Students from Bullying? Evidence from Four National Surveys	316 - We replicate and extend research on bullying among secondary school music/theatre students using national data from 2015–2022 (N = 16,838). Logistic regressions and GSEM show school belonging (peer/adult connectedness, feeling safe, attendance) protects against victimization. Despite higher belonging, arts students still face 67% greater victimization vs. non-arts peers, suggesting unique vulnerability pathways.	Kenneth Elpus; Jared R. Rawlings
10/1/2026	9:05 AM	9:30 AM	Gallerie I	Research Paper - SRIG 3 - Accessible Music Education	A Case Study on the Music Teaching and Learning at a Residential School for the Blind	500 - Blindness and visual impairment (BVI) is a disability that affects 627,000 children in the United States. Empirical research on successful music experiences for BVI students is lacking. Through examining a music program at a residential school for the blind, we can better understand how to effectively teach BVI students.	Courtney Nottingham
10/1/2026	9:05 AM	9:30 AM	International IV and V	Research Paper - SRIG 1 - Adult and Community Music Education	An Investigation of Preservice Music Teachers' Experiences Leading a Beginning Community Band Program: A Case Study	577 - This study investigated the experiences of preservice music educators who taught in a beginning community band program. The findings demonstrate an ongoing need for experiential learning opportunities in music teacher education programs and how universities and community ensemble partnerships may provide preservice music teachers with impactful teaching experiences.	David Rolandson

10/1/2026	9:05 AM	9:30 AM	Caribbean	Research Paper	The Role of the Dissertation in Music Education Doctoral Programs: A 10-Year Replication Study	439 - This 10-year replication study surveyed senior music education faculty to compare characteristics and attitudes regarding monograph and project-based dissertations. Results indicate increased familiarity and acceptance of project-based dissertations and growth in number of programs permitting them. Continued discussion of dissertation options related to student competencies and career aspirations is recommended.	Wendy L. Sims
10/1/2026	9:40 AM	10:05 AM	Caribbean	Research Paper	Facilitating Innovative Curricular Disruption in Undergraduate Music Education	44 - This critical case study investigated four undergraduate music education programs that have introduced disruptive innovations as part of their curricula. Key considerations of design and implementation include a both/and mentality; inter- and intra-institutional collaboration; community grounding; and multiple exposures to and normalization of new practices.	Brian N. Weidner
10/1/2026	9:40 AM	10:05 AM	Mediterranean I/II	Research Paper	Cutting Strings: Teachers' Experiences with Elimination of a School Orchestra Program	127 - Status of school music programs, particularly in times of fiscal constraint, is a documented concern for music teachers. Budget cuts and reductions in staffing often disproportionately affect early career educators. The purpose of this study was to explore music teachers' experiences with navigating budget-driven elimination of an elementary instrumental music program.	Stephanie Prichard
10/1/2026	9:40 AM	10:05 AM	Atlantic I/II	Research Paper	Mental Health Literacy Among Collegiate Music Teachers	137 - The purpose of this study was to examine mental health literacy (MHL) among collegiate music teachers throughout the United States. We investigated whether MHL differed by personal and proximal exposure to mental health treatment, perceptions of treatment effectiveness, age, teaching experience, gender identity, and race/ethnicity.	Don Taylor; Danika Locey
10/1/2026	9:40 AM	10:05 AM	Pacific II	Research Paper	Factors Influencing Secondary Music Students' Decisions to Major in Music Education	151 - Guided by Social Cognitive Career Theory, we examined how learning experiences, self-efficacy, outcome expectations, and contextual supports/barriers shape secondary students' interest and intention to major in music education. Using an adapted SCCT survey, we report district-level locale descriptives and outline analyses that yield actionable recommendations for secondary music educators.	Erika J. Knapp; Ben M. Kambs

10/1/2026	9:40 AM	10:05 AM	Pacific I	Research Paper - SRIG 2 - Emotion, Expressivity, Engagement	"My Goal Is for You to Not Need Me": Middle School Orchestra Teachers' Views on Supporting Student Autonomy	177 - I explored how and why four middle school orchestra teachers support student autonomy. Findings included providing choices, supplying rationale, and cultivating independent and reciprocal learning. The participants cited large classes, administrator pressure, and a desire to center students as justification. Benefits included enhanced trust in their students and community building.	Louanne Greer
10/1/2026	9:40 AM	10:05 AM	Gallerie III	Research Paper	Exploring the Benefits of Audition Recording and Self- Assessment on Musical Theatre Students' Performance Anxiety	318 - The pervasiveness of music performance anxiety among tertiary students reflects a need for pedagogical and institutional support. In this study we audio-recorded musical theatre auditions to investigate the potential for post-performance listening and reflection in reducing rumination and performance anxiety, and enhancing perspective and self-efficacy in undergraduate singers.	Charlene Ryan; Melissa Treinkman
10/1/2026	9:40 AM	10:05 AM	Gallerie II	Research Paper	Musicians' Perceptions About Creativity and AI: A National Survey on How Values Shape Attitudes Toward AI in Music	320 - This study examines connections between musicians' views of creativity and their perceptions of AI's risks and opportunities for music-making. Drawing on a 2025 NSF-supported national survey, findings reveal that musicians who prioritize uniqueness and originality perceive significantly greater AI-related risks, while creativity values do not meaningfully predict perceived opportunities.	Benjamin Guerrero
10/1/2026	9:40 AM	10:05 AM	International IV and V	Research Paper - SRIG 1 - Adult and Community Music Education	Mais Gardez Donc: Observation and Analysis of the Teaching Behaviors of Three Traditional Cajun Musicians	358 - This study analyzed teaching behaviors of three Cajun culture bearers in a university program using non-verbal, co-verbal, and verbal coding categories. Across 15 hours of instruction, modeling and group play occurred most frequently, while individual play, co-verbal modeling, directive feedback, and storytelling varied substantially across instructors and instrumental contexts.	Kylie Griffin; David Saccardi
10/1/2026	9:40 AM	10:05 AM	Gallerie I	Research Paper - SRIG 3 - Accessible Music Education	"It's Open to Whatever the Kids Need": A Case Study of a Collaborative Community Music Program for Disabled Musicians	535 - This intrinsic case study explores The MusiColAbility Project, a community-based, ability-oriented music program connecting disabled musicians, their families, and university volunteers. Using observations, interviews, and artifacts, preliminary findings highlight flexible participation, reciprocal learning, and shifts in beliefs about disability, with implications for inclusive music education and community music practices.	Amanda R. Draper

10/1/2026	9:40 AM	10:40 AM	Catalina	Music Teacher Profession Advisory Committee Session (MTPAC)	Leading from the Middle: Administrative Advocacy for Curricular Evolution	This interactive session presents music education researchers and teacher preparation leaders with potential strategies to effectively lead from the middle when engaging with Deans and Directors. Participants will explore critical pathways for institutional change through topics including auditions and curricular evolution, offering practical guidance on navigating faculty resistance and institutional inertia to achieve meaningful, program-wide revision.	Latasha Casterlow-Lalla; Shawn Chastain; Ramon Jackson; Sarah Nietupski; Kelly Parkes; Jared Rawlings
10/1/2026	10:15 AM	10:40 AM	Caribbean	Research Paper	Expectations of Meaningful Engagements: How Gamers Learn and Why It Matters for Music Education and Music Teacher Education	115 - This study explores the digital spaces today's children occupy—specifically video games. It reveals unique habits of mind and expectations for meaningful engagement that children develop through gaming and suggests an imperative for music educators to understand and reflect how digital spaces are shaping the learning minds of young learners.	Judy Lewis
10/1/2026	10:15 AM	10:40 AM	International IV and V	Research Paper	Predictive Modeling of the Relationships between Property Value and Music Competition Results in Secondary School Music Education Programs	132 - In this study, I examine the statistical relationships between property valuation and music competition and festival outcomes between Missouri high schools. I employ correlational and regression analysis to compare property value with more commonly used socioeconomic indicators to evaluate its predictive power and implications for equity, assessment validity, and policy.	Jared Shulse
10/1/2026	10:15 AM	10:40 AM	Pacific II	Research Paper	Sources of Teacher Self-Efficacy of Music Student Teachers	189 - The purpose of this multiple case study is to explore how sources of self-efficacy influence music student teachers' teacher self-efficacy. Providing student teachers with mastery experiences that foster independence while communicating with them on the level of a colleague may help them feel better prepared to enter the profession.	Julia R. Weinstein
10/1/2026	10:15 AM	10:40 AM	Mediterranean I/II	Research Paper	It Takes a Village: Community Engagement and the Sustainability of School Music Programs	285 - This qualitative study examines how community involvement supports participation, engagement, and sustainability in a rural Alaska music program. Findings show that family support, partnerships, public performances, and local context function together as an ecological system that strengthens student motivation, persistence, and long-term musical involvement across grade levels.	Francis Penaranda; Serjoe Orven Gutierrez; Michelle Luna

10/1/2026	10:15 AM	10:40 AM	Atlantic I/II	Research Paper	A Grounded Theory of Secondary School Music Teacher Resilience	311 - This constructivist grounded theory study investigated the resilience development process for secondary school music teachers. Through interviews with 13 music teachers, a theory emerged illustrating how participants' maintenance of their emotional and physical energy reserves led to an efficient teaching praxis that provided emotional rewards to support their career sustainability.	Kristina Westover
10/1/2026	10:15 AM	10:40 AM	Gallerie I	Special Topics in Music Teacher Education	Preparing Future Music Educators in the Age of AI: Reflections on Year One of the NAFME AI Guiding Principles	329 - Members of the NAFME AI Task Force reconvene to examine how the Guiding Principles' recommendations have played out in practice. This panel focuses on how music teacher educators have integrated AI literacy, ethical reasoning, and practical AI tools into coursework and field experiences. Panelists share classroom narratives and forward-looking strategies.	Benjamin Guerrero; William Bauer; Richard Dammers
10/1/2026	10:15 AM	10:40 AM	Gallerie III	Research Paper	Development of Choral Singing as a Leisure Pursuit from Secondary Music to Emerging Adulthood	507 - This multiple case study explored singers' individual experiences across life transitions. Four beginning singers, six graduating high school singers, and six singers in emerging adulthood were interviewed during such transitions. Findings suggest singers experience strong relatedness in school but reimagine the role of singing in their lives during life transitions.	Nick Matherne
10/1/2026	10:15 AM	10:40 AM	Pacific I	Research Paper	Demographic Predictors of Modern Band Enrollment in Dallas	533 - Research has demonstrated historically marginalized students are less likely to enroll in music. This study used multiple binary logistic regressions to examine the predictive relationship between student demographic characteristics and enrollment in specific course types in Dallas. Results indicated modern band showed fewer demographic barriers than every other course type.	David H. Knapp; Collin Clark; Bryan Powell
10/1/2026	10:15 AM	10:40 AM	Gallerie II	Research Paper	Navigating Dual Worlds: Musician Social Media Streamers Bridging Real and Virtual Spaces	616 - This multiple-case study explored the lived experiences of musician social media streamers as they created virtual learning communities, highlighting how they share musical content and navigate boundaries between their virtual and real-world roles.	Julie Myung Ok Song; David Gaddis Ross; Moonsik Shin

Poster Session 1

1/0/1900	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Experience Versus Training: What Predicts Music Teacher Self-Efficacy for Students Who Have Autism?	13 - This pilot study (N = 54) investigated the self-efficacy of music educators regarding the inclusion of students with Autism Spectrum Disorder (ASD). While regression analysis found no statistically significant relationship between self-efficacy and experience, descriptive trends suggested specialized training may enhance confidence, particularly in behavioral management and instructional adaptation.	Cody Lee Puckett
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Intersecting the History of Dalcroze, Kodály and Orff: An Alternative View on Their Introductions Into the United States Music Curriculum	16 - Teachers of future teachers should understand and develop ideas to assist their students to make decisions for teaching their own future students. This study's design is referred to as horizontal history (Thelin 2010), taking three prominent approaches to music teaching (Dalcroze, Kodály, and Orff) and comparing them in a historical timeline.	Kateri Miller
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Undergraduate Music Students' Mental and Emotional Health: Challenges and Resources	163 - The purpose of this study is to determine the self-reported levels and causes of stress/anxiety for undergraduate music majors. Subjects will be a convenience sample of undergraduate music majors from multiple universities, varying in size, including HBCUs (Historically Black Colleges and Universities) and PWIs (Predominantly White Institutions).	Karen S. Thomas; Debbie S. O'Connell
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Preparing Preservice Music Therapists for Practice in U.S. Public Schools: Bridging Clinical Training and Educational Contexts	182 -The purpose of this research was to investigate the knowledge, understanding, and practice that in-service music therapists perceive as necessary to prepare preservice music therapists for effective practice in U.S. public schools. Understanding disability law, consultation with music educators, and others' perceptions of their role in schools will be detailed.	Kimberly VanWeelden; Flor del Cielo Hernández

10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Ethically Gray Areas: Navigating Advocacy in Music Education	236 - This conceptual poster reframes music education advocacy as a multidimensional ethical practice. Using deontology, utilitarianism, and virtue ethics, it examines recurring advocacy dilemmas, unintended harms, and equity tensions. An integrative model positions self-compassion as an ethical foundation that sustains advocates against moral distress, fatigue, and burnout.	Patrick Anthony Aguayo
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Internationalizing the Instructor: A Case Study of a Global Faculty Development Program in Contemporary Music Education	255 - This paper proposes a qualitative single-site case study of a short-term international faculty development program in contemporary and popular music education. Centering Chinese faculty participants, it examines how they interpret pedagogical differences between U.S. and Chinese contexts and how these encounters shape their understandings of authority, student voice, and the purposes of popular music education. Guided by cultural humility and a critical ontology of otherness, the study uses semi-structured interviews and iterative coding to trace shifts in belief and practice. It argues that global exchange can cultivate "music humility" and generate practical principles for culturally responsive program design.	Yi Long
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Musical Information Literacy as New Cultural Capital: A Case Study of Socioeconomic Disparities Among Chinese Middle School Students	584 - This study examines socioeconomic disparities in musical information literacy among Chinese adolescents. Using interviews with students from public and private schools, it analyzes the influence of informal learning and institutional support on digital music engagement and educational equity.	Yihao Sheng
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Community in Choir: Perceptions of Practices That Promote Belonging	292 - This descriptive study examined choral singers' perceptions of the degree to which various practices and experiences contribute to the development of a positive choral community. Specific areas of examination included (1) rehearsal-embedded musical practices, (2) performance-based experiences, (3) in-class relational practices, and (4) out-of-class social and community experiences.	Rose Hellmers
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Examining a Sense of Belonging for LGBTQ+ Students in a Video Game Ensemble	610 - Within this multiple-case study design, I utilize Vaccaro and Newman's (2016) Model of Belonging for Privileged and Minoritized Students to examine the lived experiences of safety and belonging by LGBTQ+ students in a collegiate video game ensemble.	Jessica Haley

10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	The Impact of Mindfulness Training on Reducing Stress and Promoting Well-Being for Music Educators	18 - The stress related to music teaching may cause adverse effects that can deteriorate music educators' well-being and elevate levels of stress and burnout. Results of this study suggest that mindfulness training may be an effective tool in reducing stress and promoting well-being for music educators.	Michelle Jamieson
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Music and Tactile Associations of College Musicians as Mediated by Emotion	30 - The purpose of this study was to determine how music and tactile associations might occur in college music students, as mediated by emotional responses. Specifically, this research sought to determine whether students perceived physical or tactile sensations when they engaged with music and how emotional states contributed to the formation or intensity of those sensations. Preliminary data analysis suggests that potential associations may exist. Continued examination of data may further clarify implications for multimodal approaches to student learning. By intentionally incorporating tactile references while teaching, educators may be able to engage multimodal responses and foster deeper learning.	Jason Cumberledge; Amanda Schlegel
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	A Journey through Self-Compassion: The Exploration of a Choir-Composer-Conductor Collaboration	33 - The purpose of this study was to document a collaboration between two student composers, a choral ensemble, and a choral conductor in preparation of two new pieces across an academic semester. Two student composers (who were also members of the ensemble) wrote pieces for the ensemble with text centered on self-compassion. Emergent themes, using the communities of practice framework and the self-compassion construct, included (1) increased awareness of self-compassion, (2) excitement in musical shared experience, and (3) community building. Participants increased their understanding of self-compassion, with a trend toward greater self-kindness and common humanity.	Jessica Nápoles
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	An Examination of K–12 Music Teaching Credential Preparation in California	37 - We conducted a descriptive survey study to examine the preparedness of K–12 music educators in California, focusing on the state's distinctive credentialing structure. Results describe the demographics of K–12 music educators, impacts of California policy on credentialing, and educator preparedness across the state.	Karen Koner; Jennifer Gee; Ramon Cardenas; Chad Zullinger

10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Beyond the Canon: Pedagogical, Linguistic, and Cultural Outcomes of Integrating Spanish, Catalan, Iberian, Mexican, and Latin American Vocal Repertoire into the Voice Studio	38 - This study examines the pedagogical and cultural impact of integrating Spanish, Catalan, Iberian, Mexican, and Latin American art song, folk song, and aria into private and university voice instruction. Findings indicate increased linguistic engagement, technical adaptability, and cultural awareness, alongside challenges related to resources, training, and entrenched curricular traditions.	Crystal E. Buck
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Sacred Music in Secular Schools: Perception and Experience	40 - Sacred music holds significant historical and curricular importance in music education. However, public school teachers often face push back or restrictions when programming or teaching religious music. Extant literature examines legality and policy but rarely the teacher experience. This study addresses that gap.	Emily Pence Brown
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	The Effects of Varied Movement Conditions on Acoustic and Perceptual Measures of Treble Singers' Voicing	41 - Teachers can support their students with tools for mitigating vocal inefficiencies that arise during voicing. Some of these tools involve moving one's body. The purpose of this study was to explore whether treble singer voicing perceptions and acoustic measures changed with varied prescribed movements during singing.	Madeline Yankell
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Factors Influencing Achievement of All-State High School Band Students	45 - This study explored how adult figures and self-influence impact the musical achievement of band students who participated in All-State Band during their high school years. An electronic survey was distributed nationwide to eligible undergraduate and graduate collegiate musicians. Private lesson instructors and band directors had a profound impact on these students' musical development. The most frequently cited attributes of private lesson instructors included their ability to enhance technique, provide personalized instruction, and foster artistry. Band directors' most frequently mentioned qualities included their encouraging and supportive nature, followed by themes of inspiration and passion.	Steven Collins; Joseph Parisi
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Music Performance Anxiety and Self-Efficacy in Music Student Teachers	56 - Following recent findings that suggest music performance anxiety may be experienced by student teachers when leading a class or ensemble, in the current study we investigate student teachers' feelings both before and after student teaching, taking into account their perceptions of self-efficacy as a musician, a teacher, and an ensemble director.	Charlene Ryan; Kexin Xu; Pamela Pike

10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Perceptions and Practices in Inclusive Music Education: An Exploration of Competencies, Resources, and Universal Design for Learning	57 - Music educators may find it challenging to instruct students with disabilities. This session aims to explore the resources music teachers use in inclusive settings by examining perceptions and practices. Exploration will occur through the lens of the conceptual framework Universal Design for Learning (UDL). Practical strategies for teaching students with disabilities will be included.	Josh Jordan
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Social Support and Music Performance Anxiety Among Collegiate Double Bass Students	62 - This study examined the relationship between performance anxiety and social support in collegiate double bass students. By clarifying the nature of this relationship, this study provides insights for music educators and researchers, seeking strategies to strengthen social support systems and students' health and well-being.	Rey Sunglao
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Piloting a Measure of Expression in Instrumental Performance	64 - The purpose of this study is to pilot the Measure of Expression in Instrumental Performance (MEIP) in a realistic context. Participants will use the MEIP to assess four unique concert recording excerpts from a chamber wind ensemble. The strength of the structure will be examined using confirmatory factor analysis (CFA).	Marina C. McLerran
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Pedagogical Creativity in the Wind Band: Teaching as Adaptive Practice	67 - This qualitative multiple-case study examines how experienced secondary wind band directors enact pedagogical creativity within traditional ensemble contexts. Findings reveal creativity as a situated, adaptive practice characterized by ambiguity tolerance, structured improvisation, and fluid professional identity, challenging narrow conceptions of creativity as novelty or deviation.	Rachel J. Maxwell
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Effects of Spoken and Sung Language Modeling on Cepstral Peak Prominence in Collegiate Singers	68 - Language learning and pronunciation are central to being a successful singer. Language is often learned through interactions with teachers and conductors. The current investigation functioned as an exploratory study to assess the accuracy of language learning with a private singing teacher after repeating text with either spoken or sung prompts.	Melissa C. Brunkan; Evelyn K. Orman

10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	The Experiences of Women and Gender Minorities in University Music Settings: A Mixed Methods Study	72 - Women and gender minorities in university music settings report heightened depression, anxiety, and stress. Using an explanatory sequential mixed methods design, this study identifies intersecting factors, institutional challenges, and needed supports to improve wellbeing, equity, and inclusion in music programs.	Danni Gilbert; Erin Bailey; Briana Nannen; Emily Chapman
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Navigating Artificial Intelligence in Music Education: Perceptions of K–University Music Educators	76 - This national survey examines music educators' perceptions, familiarity, uses, benefits, and concerns related to artificial intelligence in music education across K–university levels. Findings will contribute to the emerging body of knowledge on AI in music education and inform future professional learning, practice, and research.	Glen A. Brumbach
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Breathe Out: Student Perceptions of a School of Music Wellness Program	83 - Using a researcher-designed survey, we examined a university School of Music wellness program. Students most valued resources that offered comfort, nourishment, and social connection. Findings highlighted reduced stress, increased happiness, emotional support, and stronger belonging, which demonstrated the program's role in fostering well-being and community within the School of Music.	Melissa Baughman; James Doyle
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Preservice Music Teachers' Perceptions of the Quality of Service Provided by Music Teacher Educators	88 - As expectations for higher education evolve, the quality of instructor service is becoming an increasingly important consideration in teacher preparation programs. In music teacher education, quality of instructor service extends beyond content knowledge to include mentoring, accessibility, communication, and support within applied, ensemble, and pedagogical contexts. The purpose of this study was to investigate student perceptions of instructor service in music teacher preparation programs. Respondents (N = 205) were preservice music teachers from across the United States. Data were collected using the Quality of Instructor Service Questionnaire. Findings may inform instructional practices and decision-making processes in music teacher preparation programs.	Jason P. Cumberledge
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Vocal Hygiene and Self-Reported Vocal Health of Choral Music Student Teachers	91 - The purpose of the study was to chronicle the vocal health and habits of choral music education majors (n = 10) during their student teaching semester. Data was collected via semi-structured interviews, pre- and post-semester Voice Handicap Index surveys, and rehearsal video analysis.	Emily Pence Brown; Rhonda Hackworth

10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	An Existentialist Perspective on Authenticity and Trauma Dumping in Music Education	92 - This paper examines authenticity through an existentialist philosophical lens, interrogating the emergence of "trauma dumping" in music education as a perceived expression of authenticity. Drawing on Sartre, Heidegger, and Taylor, the paper argues that ethical authenticity differs from exploitative vulnerability that emphasizes relational boundaries and accountability in expressive and educational contexts.	Rhian Bristol
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	An Exploration of Visual Fidelity for Music Conductors During Virtual Reality Immersion	95 - We explored how advancements in visual fidelity affect music conductors' perceptions when immersed in virtual reality (VR) ensemble environments. Results showed significant increases in participant presence and identification of key environmental elements for 8K resolution. Thus, VR may now offer a transformative approach for developing effective music teaching behaviors.	Evelyn K. Orman; Jennifer A. Whitaker
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Music Administrators in Higher Education: Sensemaking and Enacting Change in Existing Institutional Structures	96 - This study describes how music administrators make sense of their work and enact change in their departments. Weick's (1995) theory of sensemaking and Archer's (1995) morphogenetic approach to agency frame analysis of individual interviews, observations, and artifacts. Implications for leadership practices are provided.	Katie Smith
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Bouncing Forward: The Resilience of Trans and Gender Expansive K-12 Music Educators and Their Experiences	100 - By examining the experiences of four different trans and gender expansive (TGE) music educators through a resilience framework, this study seeks to improve music education as a whole and better prepare future generations of educators in navigating and enduring professional challenges within the world of music teaching and learning.	Brendan Michels
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Optimizing Harmonic Aural Training via the PC-HLT Model: A Predictive Coding Framework	103 - This study proposes the PC-HLT model derived from predictive coding to address traditional pedagogical lags. A controlled experimental protocol is designed to implement this framework using structural primers. Expected results aim to validate enhanced processing fluency through quantified reductions in reaction time, providing evidence for neural precision-weighting recalibration.	Tianyue Hua

10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	RACE(ing) Toward Musicianship in the Piano Studio: Findings From Two Studies	105 - Addressing the need for stronger aural development in beginner/elementary piano studies, this poster synthesizes two studies from Singapore and United States that investigate aural-based approaches. The findings highlight musicianship, presenting Recall, Association, Calibration, and Empowerment (RACE) incidences and outcomes. This prompts considerations of music education methods within piano teacher education.	Samuel E. Pang
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Designing a Discipline-Specific AI Literacy Model through Design-Based Research	106 - This study presents a discipline-specific AI Literacy Model for preservice music teachers developed through Design-Based Research. Across two cycles, the model evolved into an integrated framework consisting of (a) core AI literacy components; (b) a constructivist pedagogical approach; (c) Human-AI Shared Regulation; (d) Heidegger's philosophical orientation; and (e) structured decision-making justification.	Hyesoo Yoo
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Riding the Synth Wave: Examining the Inclusion of Audio Synthesis Studies in U.S Music Classrooms	108 - This session presents national survey findings on the prevalence, contexts, and predictors of audio synthesis instruction in U.S. schools. A professional synth artist will also offer a brief live demonstration illustrating accessible, classroom-ready approaches that connect music, STEM, and contemporary creative practice.	Daniel Keown; Anthony Marinelli
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	DEIA Curricular Practices in Music Teacher Education	109 - This study examined how music teacher educators enact diversity, equity, inclusion, and access (DEIA) within required undergraduate curricula at five U.S. institutions. Using the BETTER in STEM framework—which emphasizes equity across curriculum, environment, discourse, and assessment—the researchers conducted a multiple case study using faculty interviews and artifact analysis. Researchers found that DEIA efforts were integrated in varied, contextual ways that centered student humanity and extended beyond race. Researchers identified how DEIA efforts were integrated into music teacher education, including culture, environment, discourse, curriculum, and assessment. This work responds to national calls for equitable curricula and supports inclusive academic communities.	Nerissa Rebagay; James Reddan; Rachael D. Sanguinetti; Shane Colquhoun
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Wellbeing of Undergraduate and Graduate Students in University Wind Ensembles	117 - The purpose of this study was to examine the wellbeing of instrumental music students enrolled in wind band ensembles using the PERMA model theoretical framework of wellbeing. Preliminary data indicates music majors experience time commitment struggles that can cause stress. Additionally, participants have increased positive emotions from playing in ensembles.	Karen Koner

10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Mapping the Repertoire Landscape: Availability, Access, and Composer Diversity in Published Concert Band Literature for K–12 Ensembles	118 - This study analyzed top-selling concert band works from five major U.S. publishers to assess composer diversity and accessibility in grades 4–12. Results showed 94% of composers were white and 95% cisgender men, along with rising costs by grade level. Findings reveal systemic inequities shaping school band repertoire selection.	Christian Folk; Stephanie Prichard
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Choral Conducting and Choral Music Education Job Vacancies in Higher Education, 2025–2026	119 - The purpose of this study was to examine the vacancies listed as choral conducting and choral music education positions in the academic year 2026–2027 to determine the level of crossover in the expectations and teaching duties, the requirements for doctoral degrees, and tenure track status. Preliminary results indicate that, of the 51 advertised positions, 72.55% (n = 37) were listed as tenure track. Doctoral degrees were listed as required (n = 29) or preferred (n = 8) qualifications. Of the positions that required terminal degrees (n = 29), one position (3.45%) specified a PhD and two positions (6.90%) specified DMA.	Jessica Nápoles; Danika Locey; Jennifer Barnett
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Resonant Ecologies: A Framework for Analyzing Music Education-Industry Interdependence	122 - "Resonant ecologies" is a theoretical framework revealing how music education and the music industry function as an integrated system rather than separate domains. Drawing on actor-network theory, ecological systems theory, and digital materialism, it identifies nine interconnected mechanisms of mutual influence, incorporating material agency and power dynamics to promote more equitable practices.	Stacey Swanson
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Peacebuilding Rehearsal Practices of a Conductorless Orchestra	123 - I observed 19 rehearsals and interviewed nine members of a conductorless orchestra to investigate potential peace-supportive structures and cultural practices through the lens of peacebuilding. Results include rehearsal rules and processes designed to flatten hierarchies and offer all voice, leadership rotation, near-ritualistic kindness in communications, and collective commitment to vision.	Rebecca Roesler
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Processes and Outcomes of Collaborative Songwriting on Non-Incarcerated Musicians Who Work with People in Prison, Released from Prison, or Crime Survivors: A Pilot Study	462 - Generative Justice is defined as "social processes and community practices involving justice-affected people that are somehow generative of relationships characterised by solidarity" (McNeill, 2022). In this initial study, I piloted an open-ended questionnaire and interview questions with three songwriters who work with incarcerated musicians to collaboratively write songs.	Mary L. Cohen

10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Singing After Respiratory Illness: An Exploratory Study of Adult Singers' Perceptions of Impact	124 - Respiratory illnesses can disrupt vocal function, particularly for singers and other voice professionals. Viral infections such as influenza, bronchitis, pneumonia, and COVID-19 may produce lingering effects, including respiratory fatigue, laryngeal sensitivity, and changes in voice quality. This exploratory study surveyed 31 singers regarding their experiences with respiratory illness and subsequent vocal impact. Nearly all participants (96.8%) reported at least one significant illness, with common challenges including reduced stamina, vocal fatigue, and altered range. Many adapted by modifying technique, repertoire, breath management, and practice pacing, and incorporating vocal rest. Findings underscore the need for pedagogical and clinical support during post-illness vocal recovery.	Melissa C. Brunkan
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Getting Tall: The Experience of Pubertal Voice Change Among Professional Child Singers in Musical Theater	125 - Research on pubertal voice change has focused primarily on choral classrooms, with little attention to professional child singers. Through semi-structured interviews with adults formerly employed in musical theater, this phenomenological study examines how vocal transition intersects with identity and informs educator support in high-stakes performance contexts.	Steven Oliveri
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Feasibility and Acceptability of a Novel jSax Curriculum for Adults With Breathing Disorders	126 - The purpose of this research was to examine feasibility and acceptability of a 10-week novel jSax curriculum in adults with breathing disorders. By combining structured formal musical training with health-focused adaptations, the jSax program demonstrates how instrumental study can enrich beginning adult learners' lives.	Kayla Brown; Mia Marasco; Jennifer Bugos
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	The Effect of Mental Practice on the Performance Achievement of Collegiate String Players	129 - The purpose of this study is to examine the effectiveness of physical, mental, and hybrid practice in enhancing performance outcomes among collegiate string players. Results may help string teachers better understand and incorporate mental practice in their teaching, potentially improving teaching effectiveness, practice effectiveness, and student learning outcomes.	Heather A. Lofdahl; Wei Qin
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Possible Impediments to Adult Band Retention	135 - The purpose of the study was to describe adult musicians' perceptions about their continued participation in community music. Band members (N = 63) from two New Horizons Bands answered 32 perception questions. The items with the highest mean ratings documenting possible future concerns for retention addressed musical and practical/environmental topics.	Debbie Rohwer; Amanda Schlegel

10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Is Repertoire the Curriculum?: Curriculum Development in Large Ensemble Instrumental Music	138 - In this collective case study, I spoke with three high school band directors to understand their curriculum development. Participants had conflicting conceptions of curriculum, although they all described engaging with curriculum development processes. Participants described highly valued social goals as both the intentional goal and byproduct of good music teaching.	Carlye Latas McGregor
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Qualities of Effective Cooperating Music Teachers: Former Student Teacher Perspectives	142 - This study reports former music student teachers' lived experiences to define effective cooperating teachers. Understanding former student teachers' perspectives and perceived priorities can foster productive learning environments for novice educators, including honest, frequent feedback; close mentoring relationships; opportunities to learn through personal struggle; development of teacher identity; and high expectations.	Meghan Provost
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Music Integration in Elementary Non-Music Classrooms: A Scoping Review of Teachers' Practices and Perspectives	143 - This scoping review maps research on how U.S. elementary classroom teachers integrate music into non-music subjects. Following PRISMA-ScR guidelines, studies from six databases and key grey literature were synthesized. Music integration is largely utilitarian and outcome-driven, shaped by teacher capacity constraints and limited attention to classroom implementation.	Huilin Guan
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	The Development of Core Practices and Adaptive Expertise in Music Education: Insights from Music Teacher Educators	145 - This qualitative study explores how music teacher educators develop core practices and adaptive expertise in preservice teachers. Data includes interviews, focus groups, and curricular artifacts. Findings describe the teaching and curricular sequencing of core practices across music contexts, aiming to deepen the understanding of music teacher preparation.	Colleen Conway; Kelsey Dewar; Katie Smith
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Culturally Sustaining Pedagogy in Action: The Impact of a School-Based Cajun and Zydeco Ensemble on Student Identity	146 - Addressing the marginalization of local culture, this research explores a school-based Cajun and Zydeco ensemble's impact. Data reveal that unlike traditional bands, vernacular ensembles foster exceptional creative agency and intergenerational cultural connection. The findings offer a blueprint for implementing Culturally Sustaining Pedagogy.	Gregory Griffin

10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Fostering Transformative Competencies Through Music Education	147 - In a Japanese university course, preservice teachers questioned whether traditional music teaching practices were appropriate for young learners. Corresponding with the transformative competencies advocated by the OECD, such questioning creates new value, constructively presenting alternatives manages tension and dilemmas, and reading the unspoken emotions of children fosters respect for others.	Saito Noriko
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Elementary General Music Realities: Comparing NAFME's Opportunity to Learn Standards With Current Practices	154 - This descriptive survey examined how elementary general music programs align with NAFME's Opportunity to Learn Standards. Data from 196 respondents revealed widespread failure to meet basic scheduling and resource needs, alongside burnout indicators. Structural redesign rather than curricular reform is proposed as the primary path toward sustainable teaching environments.	Erika J. Knapp; Karen Salvador
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	The Influences of Background Experiences and Professional Development Opportunities on Orchestra Teaching Efficacy	157 - There are many variables that influence music teaching efficacy. The purpose of this study will be to examine the background and professional development experiences that influence orchestra teaching efficacy. Findings could be valuable for music teacher educators as they look to improve the quality of teacher preparation.	Kelsey Dewar; Kathleen Stebal; Michael Hopkins
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Curricular Priorities in Preservice Jazz Pedagogy: A National Content Analysis of Undergraduate Music Education Syllabi	158 - This research-in-progress examines undergraduate jazz pedagogy syllabi at NASM-accredited institutions to identify curricular priorities, instructional strategies, and cultural frameworks. Using qualitative content analysis, the study documents topical emphases, assessment approaches, and alignment with research-supported K-12 jazz practices, providing a national perspective on preservice jazz teacher preparation.	Nathaniel Irby
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Pre-Service Teachers' Attitudes and Habits of Use With Generative AI	368 - This study examined pre-service teachers' (N = 157; music, n = 5) attitudes and GenAI habits through a survey at the start and end of Fall semester 2025. Findings address frequency of use, academic integrity concerns, and confidence. Implications connect results to NAFME's Guiding Principles and recent music education research.	Laura A. Stambaugh

10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Perceptions of Comedic Musical Improvisation	528 - Musical improv comedy is widely popular across the world yet currently lacks empirical research. This study gathers perceptions of the elements of musical improv as well as required skills for musical improv performers in order to seek patterns which could establish a definition of musical improv and inform its pedagogy.	MacKenzie Wright
10/1/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 1	Are "Tiger Parents" Fading? A Survey Study on Parental Practice Companionship and Musical Learning Attitudes Among Chinese Students	251 - The purpose of this study was to investigate parental practice companionship and its association with students' musical learning attitudes among 1,204 Chinese students. Results reveal a paradigm shift from outcome-oriented "Tiger Parenting" to emotionally supportive parenting. Supportive companionship significantly correlates with positive learning attitudes, offering critical implications for music education.	Yuanling Fan; Wanqin Yin; Zhouyang Li; Sijing Yang
10/1/2026	12:05 PM	1:20 PM		LUNCH BREAK	LUNCH BREAK		
10/1/2026	1:20 PM	1:45 PM	Caribbean	Special Topics in Music Teacher Education	Songwriting Workgroups: A Way Forward for Creative Pedagogy in Music Classrooms	49 - Songwriting pedagogy is in its infancy in music education (Draves, 2008; Kratus, 2016; Tobias, 2013; Randles, 2022). In this presentation, the researcher provides a rationale for incorporating songwriting workgroups into the operation of classroom teachers where songwriting at the middle school and high school levels is taught. Other topics in the presentation include production, listenership, lyric writing, recording, and the creative process (Dylan, 2022; Johansson, 2020; Perricone, 2018). The researcher utilizes vignettes of professional musicians who assume the various workgroup roles presented with connections to music education.	Clint Randles
10/1/2026	1:20 PM	1:45 PM	Gallerie III	Research Paper	Reframing Musical Value: A Case Study of Social and Cultural Capital in a Rural High School Modern Band Program	55 - This qualitative case study examines how a rural high school's shift to a modern band model reshaped students' musical identities, access, and participation. Interviews, a focus group, and program artifacts reveal how social and cultural capital were reconfigured through collaborative, student-centered music making.	Kevin Droie

10/1/2026	1:20 PM	1:45 PM	Atlantic I/II	Special Topics in Music Teacher Education	Ungrading with Pre-Service Senior Music Educators: Burnout, Disengagement, and Amotivation	73 - This session reports a semester long ungrading redesign in a senior Instrumental Methods course. Using a WRAPT (plan–teach–assess–reflect) cycle integrated with practicum, results revealed burnout, overload/ambiguity, and extrinsic motivation dominance. Participants gain templates, cautions, and design heuristics for deploying ungrading within licensure aligned music teacher preparation.	Danni Gilbert
10/1/2026	1:20 PM	1:45 PM	Mediterranean I/II	Research Paper	Orchestra Teachers' Perceptions of Instrumental Conducting Curricula and Score Study Practices	164 - Members of the Facebook Orchestra Teachers group and state orchestra organizations completed a modified version of a survey by Silvey et al. (2020). Results indicated that participants felt well prepared to execute basic technical aspects of conducting and felt less secure regarding more nuanced musical skills.	David Saccardi; Tyler Goehring; Kelsey Nussbaum; Marissa Guarriello
10/1/2026	1:20 PM	1:45 PM	Pacific I	Research Paper	Cooperating Music Teachers and the edTPA: Negotiating the Demands of Mentoring Student Teachers Amid a State-Mandated Performance-Based Assessment	283 - This qualitative case study examined how fifteen cooperating music teachers navigated mentoring during New York's edTPA mandate (2014–2022). While focused on edTPA's impact, findings revealed a more fundamental problem: cooperating teachers felt systematically excluded from university collaboration. Results suggest strengthening partnerships through formal mentoring preparation, transparent communication, and genuine inclusion in program development.	Deborah A. Cunningham
10/1/2026	1:20 PM	1:45 PM	International IV and V	Research Paper	Youth Choral Music as a Pathway to Climate Understanding and Agency	300 - The purpose of this convergent mixed methods research study was to document the effect of youth contributing to a large-scale climate change choral project, including creative design, music learning and performance, and how the process could influence youth's cognitive, affective, and behavioral relationship with climate change.	Elizabeth Cassidy Parker; Alexandra Davatzes
10/1/2026	1:20 PM	1:45 PM	Gallerie II	Special Topics in Music Teacher Education	Beyond Competitions and Contests: Motivating Students through Cultivating Self-Determination	428 - Despite longstanding concerns about its potential detrimental impacts on student learning, competition remains a widespread and persistent component of secondary music education curricula. Informed by self-determination theory, we discuss alternatives to competitive pedagogical practices that promote students' motivation and learning through cultivating their feelings of competence, relatedness, and autonomy.	Adam G. Harry; Kevin J. Niese

10/1/2026	1:20 PM	2:20 PM	Pacific II	Special Topics in Research	A Methodological Comparison of Hermeneutic and Transcendental Phenomenology: Exploring Mentorship Formation of Music Teachers	112 - In this session, we compare hermeneutic and transcendental phenomenological methodology focusing on mentorship formation among professional development providers in music education. We aim to demonstrate how research procedures shaped by the philosophical underpinnings of transcendental and hermeneutic phenomenology can yield different results from the same data.	TaeYoung Kwon; Patrick Freer
10/1/2026	1:20 PM	2:20 PM	Catalina	SRME/SMTE Journals Editors Session	Editors' Panel: Publishing in SMTE/SRME Research Journals—Information and Advice from SMTE/SRME Journal Editors	Do you aspire to publish in NAFME research journals? Editors of the SMTE journal (<i>Journal of Music Teacher Education</i>) and the SRME journals (<i>Journal of Research in Music Education</i> and <i>Update: Applications of Research in Music Education</i>) will provide useful insights into what authors should expect from the publication process.	Colleen Conway; Mark Montemayor; Jason Silveira
10/1/2026	1:55 PM	2:20 PM	Gallerie III	Research Paper	Responses to Community Participatory Musical Activities: A Qualitative Case Study	70 - This qualitative case study examined how 802 museum visitors engaged in four community-based participatory music activities. Findings revealed diverse modes of participation, intuitive physical and emotional responses, and spontaneous social connections, with implications for designing inclusive, exploratory community music environments.	Danni Gilbert; Ziyue Tan
10/1/2026	1:55 PM	2:20 PM	Atlantic I/II	Special Topics in Music Teacher Education	Wellness “Snacks” for Singers: Nourishing Students through Holistic Mini-Lessons	84 - In this session, we will demonstrate how choral educators can support singers' well-being by integrating brief, evidence-based wellness mini-lessons into rehearsals. We will model mindful breathing, posture resets, gentle movement, and mental-focus techniques to reduce stress, improve focus, and enhance vocal function. Attendees will be equipped with simple tools for healthier, more resilient singers.	Melissa Baughman; Darrell J. Jordan
10/1/2026	1:55 PM	2:20 PM	Caribbean	Research Paper	Examining the Relationship Between Self-Efficacy and Singing Accuracy of Preservice Instrumental Music Teachers	110 - The purpose of this research was to examine the relationship between self-efficacy for singing and singing accuracy of preservice instrumental music teachers. Participants consisted of 31 undergraduate students who completed the Singing Self-Efficacy Questionnaire and the Seattle Singing Accuracy Protocol. Findings revealed significant relationships between singing self-efficacy and singing accuracy.	Kexin Xu; Jeremy Manternach

10/1/2026	1:55 PM	2:20 PM	Mediterranean I/II	Research Paper	Repertoire, Representation, and Requirement: Programming Patterns in High School Band Music Performance Assessment (2021–2025)	165 - This study examined repertoire selection in Florida, Missouri, and Texas (2021–2025) and potential relationships with music performance assessment structures and the identities of high school band directors. Results show persistent overrepresentation of White men and limited programming of marginalized composers, suggesting systemic influences and the need for structural reform.	Alexandra Gilbert Rudy
10/1/2026	1:55 PM	2:20 PM	Gallerie II	Research Paper	The Effect of Coping Versus Mastery Models on the Level of Self-Efficacy for Self-Regulated Music Learning, Self-Efficacy for Classical Guitar Playing and Guitar Achievement for Undergraduate Non-Music Majors	508 - Novice music students often drop out before developing confidence and performance skills, contributing to high attrition rates in beginning instrumental programs. This experimental study investigated whether coping models— demonstrating gradual improvement, problem-solving strategies, and increasing confidence—enhance self-efficacy more effectively than mastery models among beginning classical guitarists. Eighty-six undergraduate non-music majors were randomly assigned to conditions. Findings suggest music educators should model learning processes, not just performance outcomes, offering a practical, evidence-based retention strategy for vulnerable beginners.	Patrick Feely
10/1/2026	1:55 PM	2:20 PM	International IV and V	Research Paper	Longitudinal Analysis of Demographic Trends at Bands of America Marching Band Festivals (2006–2024)	520 - This longitudinal study examined participation and advancement patterns of 1,684 bands across 18 years of Bands of America Marching Band Championships. School size was a stable predictor of advancement, while school poverty reduced advancement odds by up to 92%, particularly during periods of societal instability.	Emily Glaser Rossin; Madison Hines Schmoll
10/1/2026	1:55 PM	2:20 PM	Pacific I	Research Paper	First-Time Cooperating Music Teachers: Five Years Later	522 - This multiple case study examines first-time cooperating music teachers' experiences mentoring student teachers and collaborating with university support five years after the initial study. Findings reveal evolving understandings of the mentoring role, persistent challenges in the triadic relationship, and the continued need for systematic preparation and institutional support.	Eric M. Pennello
10/1/2026	2:30 PM	2:55 PM	Pacific II	Research Paper	“It Was Rare, I Was There”: An Interpretive Phenomenological Analysis of Music Educators, Meaning-Making, and Taylor Swift	121 - The purpose of this study was to explore how music educators make sense of their experiences with Taylor Swift's music, and particularly how her music contributes to their personal identity formation, meaning-making, and lived experiences.	Ramon Cardenas; Karen Koner

10/1/2026	2:30 PM	2:55 PM	Mediterranean I/II	Research Paper	The Rationalization of Teacher's Literature Selection Processes in American School Music	237 - The purpose of this philosophical inquiry is to examine teachers' processes of literature selection using Weber's theory of rationalization. Through this lens, the ideas of calculability, methodical behavior, and reflexivity provide a starting point for a reimagination of how repertoire might be selected for school ensembles.	Latrice Green
10/1/2026	2:30 PM	2:55 PM	Pacific 1	Curated Session 1 - Research Paper	Resetting the Dialogue on "Inclusive" Practices: Perspectives of Queer, Trans, and Nonbinary Scholars on Supporting and Sustaining LGBTQ+ Music Educators in an Era of Hostile Legislation	337 - In this presentation, queer, trans, and nonbinary scholars will "reset the dialogue" on "inclusive" practices by synthesizing extant research on supporting preservice and in-service LGBTQ+ music educators in a time of increasingly hostile legislation. Presenters will provide implications for practice, research, and expanded implementation of the 2022 NAfME Strategic Plan. <i>*Curated Session 1 continues with another presentation (#596) - see the 3:05 PM to 3:30 PM time block.</i>	Austin Norrid; Melanie E. Stapleton; Tatyana Louis-Jacques; Justin Caithaml
10/1/2026	2:30 PM	2:55 PM	Atlantic I/II	Research Paper	At the Intersection of Passion and Pressure: Mental Wellness, Stress, and Work-Life Balance Among Collegiate Music Education Faculty	455 - This study examines mental wellness among U.S. collegiate music education faculty, measuring anxiety, depression, stress, job satisfaction, and work-life balance. Preliminary findings indicate elevated mental health concerns consistent with previous research. This suggests involvement of broader influences, and the need for enhanced supports and reforms within the profession.	Natalie Steele Royston; Phillip D. Payne; Aaron T. Wacker
10/1/2026	2:30 PM	2:55 PM	Gallerie II	Research Paper	A Bayesian Analysis of Longitudinal Patterns in contextual and Holistic Self-Regulated Learning and Their Relationship to Significant Events	518 - Self-regulated learning was assessed in university musicians (N = 30) over twelve weeks. Using a Bayesian multilevel model, longitudinal self-regulated learning was explored, including the trajectory of shifts in self-regulation, the relationship of changes to significant musical events, and the relationship of self-regulation phases within and across practice sessions.	Peter C. Weinert
10/1/2026	2:30 PM	3:30 PM	Caribbean	Special Topics in Music Teacher Education	Beyond Engagement: Cultivating Commitment in the Music Classroom	66 - This session invites music educators to reconsider what meaningful student involvement looks like. While engagement often emphasizes participation and compliance, this presentation focuses on fostering student ownership, purpose, and deeper musical investment using Phillip Schlechty's framework. Through practical classroom examples, participants will explore strategies that move beyond ritual compliance toward authentic commitment. This session offers concrete tools teachers can apply immediately to strengthen student connection and agency in their music classrooms. It also explores how thoughtfully designed, ethically grounded uses of AI can support student reflection and creative decision-making.	Scott Courtney

10/1/2026	2:30 PM	3:30 PM	Catalina	Music Teacher Profession Advisory Committee Session (MTPAC)	Models of Change in Music Teacher Education: New Directions and Approaches	Panelists will describe successful programmatic shifts in pre-service music teacher education designed to expand access and relevance. They will share specific changes, including removing audition requirements and developing new concentrations in popular music, mariachi, and bilingual music education to better serve diverse and non-traditional students. The session will examine both the opportunities and challenges involved in revising auditions, studio lessons, ensemble expectations, and coursework to prepare future music teachers for the realities of current and future music classrooms.	Bryan Powell; Virginia Davis; Cassandra Eisenreich; Jennifer Walter
10/1/2026	2:30 PM	3:30 PM	Gallerie 3	Special Topics in Music Teacher Education	Parallel Programs: Opportunities to Work With School Children Outside of Practicum	144 - This panel discussion will share two programs that provide opportunities to work with children outside of practicum. Video of preservice teachers will be included in short overviews of each program. Participants will have the opportunity to interact with the panelists and one another to discuss the advantages and disadvantages of these approaches to fieldwork experience.	Colleen Conway; Robin Giebelhausen; Katie Smith
10/1/2026	2:30 PM	3:30 PM	Gallerie I	Special Topics in Music Teacher Education	Expanding Access to Feedback: Video-Based GenAI in Rehearsal Pedagogy	200 - This session examines a research-informed integration of video-based generative artificial intelligence layered onto traditional rubric-based assessment in an undergraduate rehearsal pedagogy course. Findings indicate expanded feedback access, strengthened reflective practice, and increased instructional confidence, with implications for early career persistence and sustainable music teacher development.	Kathleen Melago
10/1/2026	3:05 PM	3:30 PM	Atlantic I/II	Research Paper	Facets of Publication Preparation During Doctoral Studies in Music Education	286 - This mixed methods study examines the "hidden curriculum" of scholarly publication in music education doctoral programs. Findings reveal a reliance on informal apprenticeship over structured instruction. We propose a pedagogical framework to demystify peer review, ensuring equitable professional induction and better preparing emerging scholars for the demands of the academy.	Jared Rawlings; Kelly Parkes
10/1/2026	3:05 PM	3:30 PM	Mediterranean I/II	Research Paper	Expressive Movement in Choral Performance: A Review of Literature	290 - This comprehensive literature review synthesizes research on expressive movement in musical performance and provides implications for choral settings. Findings obtained using the PRISMA method indicated expressive movement enhances perceived performance quality, audience engagement, and performer expertise, and influences perceptions and actual performances of musical aspects, including rhythm, intonation, and tone.	Rose Hellmers

10/1/2026	3:05 PM	3:30 PM	Pacific II	Special Topics in Music Teacher Education	Alternative Pathways to Music Teacher Education: One Teacher's Journey	550 - "Jane" has experienced success in both elementary music and opera and is now pursuing a doctorate in music education. This special topics session will include Jane as a participant-researcher and her co-author describing her alternative pathway to the profession and offering new perspectives for preparing future music teacher educators.	Julie Derges; Julie Hoeltzel
10/1/2026	3:05 PM	3:30 PM	Gallerie II	Research Paper	Enjoyment and Goal Accomplishment in Individual and Group Music Learning Experiences	582 - The enjoyment people find in performing music can be influenced by aspects of their experience. Here, we present two experiments with musicians and non-musicians that explored the relationship between enjoyment and goal accomplishment in three learning activities. Regardless of the activity, enjoyment increased when students perceived they had accomplished more.	Andrew J. Marks; Joe Alvear; Amy L. Simmons
10/1/2026	3:05 PM	3:30 PM	Pacific 1	Curated Session 1 - Research Paper	Identities in Music Education: The Experiences of Queer Elementary Music Teachers	596 - This multiple case study explores the lived experiences of queer elementary music teachers. Findings reveal ongoing identity errors between participants' queer and teacher identities. The study discusses how teachers negotiate their queer identity to maintain safety and professional stability, emphasizing the importance of supportive, inclusive environments in music education. <i>*This is a continuation of Curated Session 1, which begins with presentation #337 starting at 2:30 PM.</i>	Armando Loney
10/1/2026	3:30 PM	4:00 PM	International Ballroom III, IV, and V	Student Ensemble Performing Group	The Los Angeles County High School for the Arts (LACHSA) Jazz Ensemble: The Court Six Combo	Don't miss this special performance! The Los Angeles County High School for the Arts (LACHSA) Jazz Ensemble will perform prior to the Keynote Plenary Session, as attendees are arriving to the session.	
10/1/2026	4:00 PM	5:15 PM	International Ballroom III, IV, and V	Plenary Session 1 - Keynote Presentation	Keynote Session Presentation - Music for All: The Case for Placing Music at the Center of the School Curriculum	2026 Biennial Conference Keynote Speaker – Pedro Antonio Noguera, PhD. Dr. Noguera is the Dean of the Rossier School of Education and Distinguished Professor of Education at the University of Southern California (USC). He is one of the nation's leading scholars on issues related to inequality, public policy, and education. Prior to coming to USC, he held endowed chairs at UCLA, NYU, Harvard, and the University of California, Berkeley. He is the author of 15 books. His most recent book, <i>A Search for Common Ground</i> , with Rick Hess was the winner of the American Association of Publishers Prose Award in 2021. In 2023 he was ranked 1st in the nation for influence and impact in the field of education by <i>Education Week</i> . Born in New York City to Caribbean immigrants, Noguera is the father of five children, and grandfather to five grandchildren.	Pedro Antonio Noguera
10/1/2026	5:15 PM	6:30 PM	Promenade and Foyer	Welcome Reception	Welcome Reception		

Friday, October 2, 2026

10/2/2026	7:15 AM	8:15 AM	Catalina	Mentoring Session 2	Mentoring Session for Emerging Faculty and Researchers	SRME and SMTE leaders will provide career mentoring opportunities for attendees on Wednesday evening and Friday morning. Music education professors at various career stages and representing different types of institutions will be available for small-group or one-on-one mentoring on a variety of career topics that include applying for first jobs in academia, the tenure and promotion process, middle and late career stages, and publishing in research journals. Mentees will be encouraged to move to one or more topics throughout the sessions and come and go as their time permits. Please join us for one or both sessions.	
10/2/2026	8:30 AM	8:55 AM	Caribbean	Special Topics in Music Teacher Education	Foundations of Creativity in Undergraduate Music Teacher Education	160 - This presentation will give an overview of creativity, specifically as it relates to the needs of preservice music teachers, provide a rationale for including creativity in the music teacher education curriculum, and discuss ways that creativity can be included in the curriculum using examples from the literature.	Kelsey Dewar
10/2/2026	8:30 AM	8:55 AM	Pacific II	Research Paper - SRIG 4 - Assessment	Collegiate Music Students' Perceptions of Applied Studio Teaching: Instructional Feedback, Evaluative Practice, and Career Preparation	354 - This study examined collegiate music students' perceptions of applied studio teaching across four domains: instructional methods, lesson flow, feedback, and career preparation (N = 60). Students rated teacher expertise most highly and rubric use and career preparation most critically, suggesting gaps in evaluative practice and systematic career mentorship within applied studio instruction.	Tian Sanchez-Ballado
10/2/2026	8:30 AM	8:55 AM	Gallerie I	Research Paper - SRIG 6 - Early Childhood Music	<i>Desde el principio</i> : Engaging Caregivers in Their Children's Learning	397 - This mixed-methods longitudinal study examines how participation in culturally grounded infant music classes relates to parental well-being, home musical engagement, and parent-infant interaction. It further explores how caregivers describe music's role in bonding, regulation, and cultural identity, and how these patterns may differ across Latinx and non-Latinx families.	Natalia Elizabeth Moreno Buitrago; Eugenia Costa-Giomi

10/2/2026	8:30 AM	8:55 AM	Mediterranean I/II	Research Paper	An Investigation of Choral Music Teachers' Beliefs and Practices Related to Musicianship	472 - The purpose of this survey study was to measure beliefs about musicianship and classroom practices pertaining to musicianship among secondary choral music teachers in the United States. We found these beliefs and practices broadly aligned with core tenets of Music Learning Theory: audiation, aptitude, sequential learning, whole-part-whole, and individual assessment.	Stuart Chapman Hill; Joshua Palkki; Aimee D. Pearsall-Kramer
10/2/2026	8:30 AM	8:55 AM	Atlantic I/II	Research Paper - SRIG 5 - Creativity	Inside the Pocket: Altering Bass Time Placement Within a Jazz Performance	583 - Listeners (N = 137) compared big band excerpts with bass shifted ahead, behind, or on the beat. Temporally displaced bass was preferred over on-beat placement, with no consistent ahead-behind bias. Preferences varied by ensemble and increased with jazz knowledge, indicating microtiming nuance shapes groove perception and has pedagogical implications.	Christopher M. Johnson; Joseph Parisi; Ruth V. Brittin
10/2/2026	8:30 AM	8:55 AM	Gallerie II	Research Paper	Social and Emotional Learning Practices in Chinese High School Music Classrooms: Evidence from Classroom Observations	586 - This qualitative case study examines how social-emotional learning (SEL) is embedded in Chinese high school music classrooms. Through twelve classroom observations, the study identifies recurring instructional phases (S1–S4) and six observable indicators (Core-6), proposing a classroom-based framework for implementing SEL in exam-oriented educational contexts.	Yao Lu
10/2/2026	8:30 AM	8:55 AM	Pacific I	Research Paper	Understanding First-Generation College Graduate Persistence: A National Profile	590 - The purpose of this study was to understand demographic, institution, and job characterizations of music and music education first-generation college graduates. Using the 2022 dataset from the Strategic National Arts Alumni Project, I conducted a secondary data analysis seeking to elucidate persistence indicators among first-generation college graduates.	Bri'Ann Wright
10/2/2026	8:30 AM	9:30 AM	Gallerie III	Special Topics in Music Teacher Education	This Used to Be Our Playground	89 - Opportunities to establish a positive singing identity amongst students begins in elementary school through intentional technical training playfully presented as vocal play. By reinforcing healthy vocal production and joy in participatory music making, PreK–6 music teachers can establish the foundation for a lifelong love of singing. Likewise, when this playful spirit of collaboration persists into the upper grades, it reinforces the positive power of choral music and leads to robust programs. In this session, we explore vertical alignment between elementary music and secondary vocal music curriculum that is rooted in play and participation, and informed by research.	Lorelei Batisla-ong; Jami Lercher

10/2/2026	8:30 AM	9:30 AM	Catalina	Research Grant Presentations	SRME Research Grant	The session will feature updates from recipients of the NAFME/SRME Research Grants. One project examines parents' beliefs, values, and behaviors regarding school music education and extracurricular musical activities among U.S. secondary students. The other investigates culturally responsive, relevant, and sustaining pedagogy in choral music education. Presentation 1 (Beatriz Ilari): Building on the <i>Blueprint for Strengthening the Music Profession</i> and prior research, this study examines parents' beliefs, values, and behaviors regarding secondary school music education and extracurricular music participation. Findings will inform music teaching, advocacy, and recruitment by clarifying how family background and parental perspectives influence students' engagement in music. Presentation 2 (Julia Shaw): This study explores teachers' and students' experiences with culturally responsive, relevant, and sustaining pedagogy in three school or community choirs. Using interviews, observations, and participant artifacts, it examines perceptions, practices, and barriers. Findings will provide practical examples of asset-based choral teaching while identifying challenges to inform future music education practice and research.	Beatriz Ilari; Julia Shaw
10/2/2026	8:30 AM	8:55 PM	International IV and V	Research Paper	Unveiling the Masque: The Lived Experiences of African American Band Directors	98 - "Unveiling the Masque" is a hermeneutic phenomenological study examining how African American band directors interpret their professional experiences within music education. Findings highlight identity negotiation, systemic barriers, and culturally responsive leadership, offering insights into equity, teacher identity, and inclusive practices that support diverse educators and students in music education.	Thurman D. Hollins
10/2/2026	9:05 AM	9:30 AM	International IV and V	Research Paper	Secondary Choral Directors' Perspectives on Universal Design for Learning	156 - This survey study examined 177 U.S. secondary choral directors' knowledge, implementation, and perceived barriers to Universal Design for Learning (UDL). Findings revealed that most directors implement UDL-aligned practices without recognizing the framework, highlighting a need for discipline-specific professional development that explicitly connects existing choral pedagogy to UDL principles.	Erika J. Knapp
10/2/2026	9:05 AM	9:30 AM	Pacific II	Research Paper - SRIG 4 - Assessment	Music Teachers' Attitudes toward Music Performance Assessment	284 - We explore music educators' attitudes toward music performance assessment (MPAs), events where students perform music for adjudicators and receive evaluative scores and comments. We investigate how MPAs may influence curricular choices, professional reputation, and more. Understanding teachers' attitudes toward MPAs can renew teaching practices that resist curricular narrowing.	Jason M. Silveira; Wesley Brewer

10/2/2026	9:05 AM	9:30 AM	Mediterranean I/II	Special Topics in Music Teacher Education	Examining Repertoire as Curriculum in Large Ensemble Settings	495 - Repertoire is traditionally composed at one difficulty level, maximizing the learning of some students while leaving others unchallenged or overwhelmed. Our session will report data on differentiation and present considerations for future music curriculum using repertoire composed in multiple simultaneous grade levels that better meets individual needs and increases accessibility.	Suzanne Charney; Micah Killion; Laura Bock
10/2/2026	9:05 AM	9:30 AM	Gallerie I	Research Paper - SRIG 6 - Early Childhood Music	Exploring the Impact of Virtual Parent Education on Early Childhood Music Experiences	516 - This exploratory case study examines the role of caregiver involvement and explores the impact of purposefully designed information sessions to elucidate the significance of their participation in early childhood music programs. Found themes include (a) "parents as first teachers," (b) parent-teacher collaboration, and (c) access to early childhood music education.	HyeWon Huskey
10/2/2026	9:05 AM	9:30 AM	Pacific I	Research Paper	Sarah's Story: A Narrative Inquiry into Visual Impairment and Becoming a Music Teacher	601 - This narrative inquiry explores Sarah's experiences as a preservice choral music educator with a visual impairment, navigating undergraduate music teacher education (MTE). Her story shows how visually centered traditions influence access and identity, offering insights for instructors aiming to foster more inclusive, adaptive, and responsive MTE environments.	Elizabeth R. Hearn
10/2/2026	9:05 AM	9:30 AM	Atlantic I/II	Research Paper - SRIG 5 - Creativity	Children's Guided Piano Improvisations: A Qualitative Study of Intention and Experience	613 - This qualitative study examined how children make sense of guided piano improvisation. Findings indicated that children experienced improvisation as exploratory, representative, and distinct from repertoire performance. Verbal and embodied explanations demonstrated intentional connections between imagined extramusical ideas and musical choices, offering insight into developmentally appropriate approaches to scaffolding improvisation experiences.	Ann M. Harrington
10/2/2026	9:05 AM	10:05 AM	Gallerie II	Special Topics in Music Teacher Education	The Times They Are A-Changin': The Future of Graduate Music Education	241 - The purpose of this special topics session is to foster dialogue on the impact of recent legislative mandates and the proposed dissolution of tenure on graduate music education programs. We will explore how music teacher educator preparation may need to change in light of the changing political and social landscape.	Christopher M. Baumgartner; Margaret Haefner Berg

10/2/2026	9:05 AM	10:05 AM	Caribbean	Special Topics in Music Teacher Education	Disrupting Peer Teaching: Intentional Design for Deeper Learning	377 - Peer teaching is a foundational practice in music teacher education that often falls short of its potential. This interactive session reframes peer teaching as a recursive cycle of enactment, feedback, and revision and equips participants with practical, adaptable strategies to strengthen the impact of peer teaching.	Kari Adams
10/2/2026	9:40 AM	10:05 AM	International IV and V	Special Topics in Music Teacher Education	Preparing Inclusive Music Educators: A Curriculum-Wide Approach	168 - Preservice music teachers benefit when experiences, frameworks, and strategies for serving students with disabilities are embedded across the undergraduate curriculum. In this session we provide resources and sample assignments for music teacher educators to implement across undergraduate coursework to better prepare inclusive music educators.	Julie Bannerman; Ellary Draper
10/2/2026	9:40 AM	10:05 AM	Gallerie III	Research Paper	From Precolonial Philippines to Present: An Historical Overview of Philippine Music Education	258 - This paper provides a historical report on the development of music education in the Philippines, including precolonial Philippines, Spanish colonial period, the early 20th century when the United States was actively shaping the Philippine education system, and through the present. Precolonial Philippines and the Spanish colonial period will be discussed to establish historical context, specifically in terms of oral transmission and the role of the church in music instruction. Then, the discussion will turn to the Americans introducing a formalized education system and how these foundations evolved into current Philippine music education.	Rey Sunglao
10/2/2026	9:40 AM	10:05 AM	Atlantic I/II	Research Paper - SRIG 5 - Creativity	Preparing to Teach Creatively: Examining the Impact of an Undergraduate Improvisation Course on Creative Confidence in Preservice Music Teachers	306 - This study examines preservice music teachers' confidence with traditional and creative pedagogy before and after participation in an undergraduate improvisation course. Baseline data indicated low improvisational self-efficacy and comfort with creative practices compared to traditional teaching practices. Post-class data is in progress.	Marissa Guarriello; Sarah Gulish
10/2/2026	9:40 AM	10:05 AM	Gallerie I	Research Paper - SRIG 6 - Early Childhood Music	Registration Events of Children Ages 5–12	415 - Using Praat, we describe potential registration shifts within children's singing voices. Forty pitches occurred in registration events with an E5 median pitch. Events had a similar shape with 5-year-olds, indicating two registers. A similar trend was observed across ages 9–10; a binary curve emerged by ages 11–12, suggesting three registers.	Christina L. Svec; Amanda Schlegel; Mara E. Culp

10/2/2026	9:40 AM	10:05 AM	Pacific II	Research Paper - SRIG 4 - Assessment	A Nationwide Survey of Secondary Ensemble Music Teachers' Approaches to Grading	579 - This survey study examined American ensemble teachers' grading beliefs using a nationwide probability sample (N = 495). Structural equation modeling identified obstacles to improved grading practices, including time constraints, grading self-efficacy, and grades' perceived importance. Beliefs varied by career stage. High school teachers reported substantial discrepancies between self-described "top" and "bottom" ensembles.	Brian Shaw
10/2/2026	9:40 AM	10:05 AM	Pacific I	Research Paper	"Because I'm Not Having a Good Time": Non-Conventional Pre-Service Music Educators' Experiences in WEAM-Centered Institutions	607 - This interpretative phenomenological study examines how non-conventional pre-service music educators—those whose preferred musicianship deviate from their institution's offerings—experience WEAM centered institutional structures. Through longitudinal interviews with four participants, the analysis reveals patterns of compliance, conditional validation, and perseverance, illustrating how colonial dynamics condition teacher training by promoting Eurocentric adherences.	Francisco Luis Reyes
10/2/2026	9:40 AM	10:40 AM	Catalina	Music Teacher Profession Advisory Committee Session (MTPAC)	The Music Teacher, 2050: Skills, Knowledge, and Dispositions Teachers Will Need in the Future	What are the skills, knowledge, dispositions, and competencies a music teacher will need in the future? Join us for a highly interactive brainstorming session designed to inform MTPAC's development of forward-looking recommendations.	Wendy L. Sims; Erin Bailey
10/2/2026	9:40 AM	10:40 AM	Mediterranean I/II	Special Topics in Research	Philosophizing and Quantification in Music Education Scholarship	199 - Music education writers tend to be guided in various projects by different mindsets, such as empirical, historical, philosophical, and practical. The presenter delineates the nature, process, strengths, and weaknesses of philosophizing and quantifying phenomena in music education and proposes ways to apply them complementarily, citing Galileo, Heidegger, Confucianism, and Daoism.	Victor Fung
10/2/2026	10:15 AM	10:40 AM	Pacific II	Research Paper	Reframing Classroom Management: A Study of Shifting Definitions Among Elementary Music Teachers	29 - This descriptive survey study examined how U.S. elementary general music teachers defined, conceptualized, and enacted classroom management across career stages. Findings revealed a shift from rule-based control toward community-centered, relational, and equity-oriented approaches, highlighting implications for teacher preparation, self-efficacy, and practice in music education.	Jennifer Gee; Melissa Ryan

10/2/2026	10:15 AM	10:40 AM	Atlantic I/II	Research Paper	An Instrumental Multiple Case Study of Three Music Teacher Educators' Use of Democratic Teaching Practices	332 - We investigated three music teacher educators' motivations, methods, and assessments when incorporating democratic teaching practices. Findings suggest that democratic pedagogy functions as a relational, values-driven orientation enacted through dialogue, reflection, and context-dependent adaptation rather than as a separate instructional technique.	Sophie M. Browning; Brian A. Silvey
10/2/2026	10:15 AM	10:40 AM	Pacific I	Research Paper	A Grounded Theory of Secondary Music Ensemble Directors' Teaching Emotions	87 - The purpose of this grounded theory study was to explore the processes of emotion management that secondary large ensemble directors utilize in their work. We aimed to gain insight into the emotions that secondary ensemble directors experience related to work, situations that cause these emotional responses, and how they respond.	Faith Hall; Jason Bowers
10/2/2026	10:15 AM	10:40 AM	Gallerie I	Research Paper	Beyond the Baton Alone: AI-Supported Rehearsal Planning, Perceived Quality, and Willingness to Experiment in Ensemble Teaching	225 - This study asks whether AI can support conductors' rehearsal planning and decision-making. Using a within-subject experimental design, ensembles completed human-led and AI-assisted rehearsal cycles with the same repertoire. Results show high perceived rehearsal quality and leadership in both conditions, but generally low openness toward AI support.	Simone Caparrucci
10/2/2026	10:15 AM	10:40 AM	Gallerie III	Special Topics in Music Teacher Education	Relationships & Magic Tricks: Hip-Hop Music Education Through Relational Pedagogy	308 - This presentation examines how relational pedagogy and critical hip-hop pedagogy can bridge disconnections between academia and hip-hop communities. Arguing that hip-hop is a lived cultural practice rather than repertoire, it offers relational, community-rooted strategies for developing authentic hip-hop teacher education that centers youth expertise, cultural grounding, and collaborative knowledge building.	Theory Simmons
10/2/2026	10:15 AM	10:40 AM	Caribbean	Special Topics in Music Teacher Education	Developing Artistic Literacy and Lifelong Musicianship through a Modern Band Practicum Experience	380 - This session explores a modern band student teaching program that prepares preservice teachers to foster independent musicianship through student-selected repertoire and popular music pedagogies. Participants will consider how this model promotes artistic literacy and equips future teachers to cultivate lifelong musicians in PreK–12 classrooms.	Matthew Clauhs

10/2/2026	10:15 AM	10:40 AM	Gallerie II	Special Topics in Music Teacher Education	Collaboration with Rural Schools: The Land Grant Mission and Music Education	479 - Land grant universities have a responsibility to serve rural communities, and MTEs do so by preparing pre-service music teachers through curriculum, field experiences, and community engagement. In this presentation, we will explore how our institution fulfills its land-grant mission and offer recommendations for outreach and collaboration with underserved rural communities.	Angela Munroe; Jason Gossett; Kyle T. Gray
10/2/2026	10:15 AM	10:40 AM	International IV and V	Special Topics in Music Teacher Education	Addressing Access Barriers in Music Education	530 - The purpose of this presentation is to showcase the process and impact of broadening access to a music education program by eliminating certain barriers to entry. We outline a new recruitment/admission approach intended to expand access and support for underrepresented preservice educators.	Amy Lewis; Jesse Rathgeber
Poster Session 2							
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Expanding the Repertoire: An Analysis of Diversity in Oregon's High School, College, and Professional Orchestras	136 - This project aims to examine the representation of composers in commonly used string orchestra high school competition and adjudication lists across the United States. We analyze demographic patterns—such as race, gender, and cultural background—among composers featured on state-approved music lists and festival-required repertoire lists for high school string orchestras. Although similar work has been done for band literature, the string orchestra field has received far less attention, despite the widespread use of curated lists that directly influence what students learn and perform.	Rebekah Hanson
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Why Modern Band?: A Multiple Case Study of Three Secondary General Music Teachers	149 - Despite modern band's rapid growth, there are few research studies exploring why teachers make the shift to include modern band in their programs. In this multiple case study, I explored why three teachers adopted modern band, their preparation, and the challenges they faced. Findings indicate that teachers use modern band in secondary general music because they believe it helps to (a) cultivate connections, (b) build musicianship skills, and (c) prepare students for future music making. Participants relied on professional development workshops and self-directed learning to build modern band skills. Challenges included time constraints and exhaustion.	Rachael D. Sanguinetti

10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	What Do Music Programs Do to Support Undergraduate Music Majors' Mental and Emotional Health?	161 - The purpose of this study is to examine music majors' health and wellness resources found in current literature and on university music program websites.	Debbie S. O'Connell; Karen S. Thomas
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	50 Years of IDEA: An Updated Systematic Review of Music Research with Children With Disabilities	170 - The purpose of this study is to update information from the most current reviews of music-related research with children with disabilities from the years 2010 through 2025 to coincide with the 50th anniversary of the Individuals with Disabilities Education Act of 1975. We identified 27 articles that met our criteria. The results from this study can inform future research questions, particularly in light of how children are served in special education environments that fall under IDEA. This study also provides updated information about disability categories that are prevalent in the current body of research.	Ellary Draper
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Como Tú: Becoming and Belonging in the Lives of Latine Preservice Music Educators	171 - This study explores how teaching mariachi ensembles shapes the cultural identities of Latine preservice music educators. Using interviews, journals, and observations within a qualitative case study, it highlights participants' experience and offers implications for music teacher educators to support culturally informed identity development in non-Western contexts.	Diego Jose Fuentes
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Centering Access and Equity: An Exploratory Study of a Statewide Mentoring Model for Early Career Music Educators	173 - This exploratory mixed methods study examines the design and early implementation of a statewide, equity-centered mentoring program for early career music educators. Findings highlight the importance of relational trust, discipline-specific support, and targeted professional development in reducing isolation and strengthening instructional confidence during the first three years of teaching.	Erin Zaffini
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Transgender and Gender-Expansive (TGX) Music Educators' Experiences in a Changing Sociopolitical Climate	180 - The purpose of this study was to explore how transgender and gender expansive (TGX) educators are navigating a changing sociopolitical climate. Understanding bigotry as the source of these changes, I offer a glimpse into TGX music educators' experiences and discuss their implications for anti-bigots in our field.	Tatyana C. Louis-Jacques

10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Assistive Technology Use in U.S. Elementary General Music Classrooms	181 - For this study, we investigated the assistive technology (AT) available and used in elementary general music classes in Florida and Georgia, as well as music educators' perceptions of efficacy in helping students use AT devices in their classrooms.	Alexandra Brookshire; Kimberly VanWeelden
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	A Longitudinal Reflection on the Development of Agency, Identity, and Leadership in Music Teacher Education	184 - This longitudinal study explored agency, identity, and leadership development in three preservice music teachers transitioning into their first year of teaching through individual interviews, observations, and a focus group. Implications for teacher educators regarding how field experiences, coursework, and reflection shaped growth for these participants is provided.	Colleen M. Conway; Thomas Flynn; Zachary S. Nenaber
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Music Teacher Identity in First-Year Undergraduate Music Education Students	185 - The first year in an undergraduate degree program includes many new experiences for students. This study explores the experiences that contribute to the teacher identity of first-year preservice music teachers in a music education program. Findings may provide insight to higher education faculty working with first-year students.	Kelsey Dewar
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Enseñar las Raíces Tradicionales del la Música de Conjunto (Teaching the Traditional Roots of Conjunto Music): An Examination of Conjunto Pedagogy at the Elementary Level	186 - This qualitative case study examines conjunto pedagogy at an elementary school in the Rio Grande Valley, documenting instructional strategies, cultural impacts, and program sustainability. Through observations, interviews, and artifact analysis, the study advances culturally sustaining music education and provides a framework for integrating regional traditions into public school curricula.	Amanda C. Soto
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Masking, Musicianship, and Methods Courses: Neurodivergent Women in Teacher Preparation Programs	188 - This pilot qualitative multiple-case study centers neurodivergent female undergraduate music education majors navigating teacher preparation programs. Interviews reveal the importance of authentic field experiences, structured and multimodal coursework, and faculty inquiry over assumption. Findings highlight early-program belonging challenges, autonomy in teaching development, and concerns about professional gatekeeping and inclusion.	Lesley Maxwell Mann; Julia Heath Reynolds

10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	The Impact of Lead Guitar Education in Los Angeles Public Schools	190 - Guitar programs in schools have become ubiquitous, be it in the form of modern band, mariachi, or guitar class. Despite being a popular instrument there is little training in classroom guitar pedagogy. The popularity of the guitar has given way to numerous guitar method books from classical to contemporary guitar individual instruction books. Teacher preparation programs in universities often lack a classroom guitar pedagogy class. Lead Guitar is a non-profit organization from Arizona that helps bridge the gap between teacher preparation and classroom guitar pedagogy with classical guitar technique. This study examines the impact of Lead Guitar in public schools.	Julio J. Sequeira
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Effects of Focus of Attention on Muscle Activity of Singers	193 - To test muscle efficiency and focus of attention (FoA), 18 singers performed while thinking about differing internal and external FoA directives. Muscle activity (FFT) captured through sEMG revealed no significant differences between internal and external FoA. Teacher directives may be interpreted differently by individuals, resulting in varying muscle activity.	Rebecca L. Atkins
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	A Phenomenological Exploration of High School Music Teachers' Experiences of Assessment	197 - A number of researchers have described music teachers' assessment practices, but there is little extant research to describe those teachers' perceptions of or experiences with assessment. The purpose of this transcendental phenomenological study is to explore the experiences of high school music teachers as they assess their students.	Marshall Haning
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Fear or Action? Interrogating the Equality Gap in Music Education	203 - In this philosophical inquiry, we suggest that the equality gap (Knauer, 2020) in music education is not incidental but structural. The federated model of professional organizations delegates questions of equity to geography. Therefore, access to affirming participation in music programs may depend more on state policy than on professional consensus.	Justin Caithaml; Joshua Palkki
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	The Lived Experience of Intentional Curricular Integration in Elementary Classrooms	204 - In this phenomenological case study, we explored how music-STEM integrated units are planned, enacted, perceived, and experienced across learning contexts. Iterative and inductive data analysis of teachers' and students' lived experiences revealed meaningful tensions and insights related to variable levels of integration and their alignment with teachers' intentions. Findings support professional development on reflective collaboration, integration goals, and shared language.	Daniel C. Johnson; Kristin Harney; Amorette Languell-Pudelka

10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Beyond SATB: Ensemble Organization in Secondary Choral Programs: A Systemic Literature Review	205 - Through the exploration of three themes, vocal development, learning preferences and participation and retention, this article provides an in-depth investigation into the updated research that educators could utilize when making informed decisions on what their choral programs should represent.	Mandi Steele
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Through Her Eyes: Narrative Inquiry of a Visually Impaired Musician	206 - This narrative inquiry centers Leanne, a blind, lesbian older adult, reflecting on accessibility in school band and later community choir. While early accommodations were inconsistent, differentiated choral practices, including custom vocal tracks, early materials, and aural conducting cues, fostered belonging, illuminating both persistent barriers and transformative inclusive pedagogy.	Jessica L. Gallagher-Steuer
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Reframing Secondary Music Theory: A Motivational and Cross-Cultural Instructional Design Analysis	207 - In this study, I look closely at a traditional secondary music theory curriculum from the perspectives of Self-Determination Theory and cross-cultural pedagogy. An instructional design analysis identifies features that may limit student autonomy and inclusion and proposes practical revisions to support engagement and equity.	YuQing Pan
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Caregiver Perspectives on their Children with Disabilities' K-12 Musical Experiences	208 - This multiple-case study examined caregivers' perspectives on their children with disabilities' K-12 public school music experiences. Findings revealed three themes: joy and emotional connection to music, persistent social and structural barriers to participation, and the relational labor of advocacy. Implications for music educator preparation and caregiver-teacher communication are discussed.	Erika J. Knapp
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Perspectives on Accommodations in Music Teacher Education Licensure Programs	210 - This study investigates accommodations during music student teaching from the perspectives of Student Teachers, Cooperating Teachers, Teacher Educators, and University Supervisors. Conflicting perspectives suggest how disability is constructed in student teaching and possibly makes ableist structures within music teacher education apparent and addressable, and calls for further examination.	Lorelei J. Batisla-ong; Mike Ruybalid; Nerissa R.M. Rebagay; Jesse Rathgeber

10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Perceptions of Uzbek and Arabic Musical Excerpts in an Online Listening Context: Preference, Arousal, Familiarity, and Structural Clarity	211 - This study examined undergraduate music students' perceptions of Uzbek and Arabic excerpts in an online listening task. Twenty-four students rated excerpts on preference, calmness, excitement, familiarity, and clarity. Results showed no overall style difference but significant construct differences, highlighting differentiated cross-cultural listening and supporting multicultural music integration.	Sarvinoz Isroilova
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Music Teachers' Voices on Professional Development Experiences and Satisfaction Across Diverse Student Demographic Profiles	212 - Using an explanatory mixed-methods design, we examined in-service music teachers' professional development (PD) experiences and satisfaction at the state, district, and personal levels across student demographic profiles. We found a statistically significant interaction effect between PD levels and student diversity rate, which guided the selection of interviewees with distinctive experiences.	Zhilin Zhang; Sangmi Kang
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	A Cross-National Study of Music Teacher Preparation and Student Learning Opportunities in the United States, Finland, Croatia, and Singapore	213 - This study compared music teacher preparation and student learning in the United States, Finland, Croatia, and Singapore. Using semi-structured interviews with eight faculty and policy analysis, it found substantial variations in early teaching experiences, competencies, and student access. Findings inform cross-national dialogue, guiding improvements in teacher preparation and equitable music education.	Dijana Ihas
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Experiential Learning Principles in Orff and Dalcroze: A Comparative Conceptual Analysis of the Literature	215 - This study conducted a comparative conceptual analysis of experiential learning and two established music pedagogies: Orff and Dalcroze. Foundational experiential learning literature was systematically analyzed using qualitative content analysis to identify core principles. Writings on Dalcroze and Orff were then examined and compared against the framework. Substantial alignment was found.	Mike Zhu
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	An Investigation Into What Students Want in Their High School Music Programs	218 - This investigation concerned what high school music students wanted from their school music experiences. Participants (N = 350) from geographically different high schools with comprehensive music programs were surveyed. Findings suggest participants wanted to Listen to music and Perform music by diverse composers the most from their school music experiences.	Steven N. Kelly

10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Rural Choruses Organized by County Farm Bureaus and the University of Illinois Agricultural Extension Division, 1930s–1960s	219 - This study examined rural choruses organized by county Farm Bureaus and the University of Illinois Agricultural Extension Division. Research questions addressed the structure, activities, leadership, repertoire, and underlying values of ensembles involved in these programs. Findings illuminate how organized music programs supported social cohesion and cultural development in agricultural communities.	Phillip M. Hash
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Place and Locale Identities and Their Intersection With Music and Music Education	230 - Place and locale function as distinct sites of identity with underexplored implications for music education. Drawing on Tuan's (1977) geographic philosophy and Relph's (1976) concept of placelessness, I examine how spatial identities intersect with musical identities and consider implications for inclusive, place-conscious music teaching and teacher education.	Whitney Mayo
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	The Relationship of Conductor-Ensemble Congruity with Recognition Memory for Instrumental Music	234 - We examine the relationship between congruence of conductor (visual) and ensemble (audio) components of music performance and retention of musical information. Across two studies (N = 150) we test recognition memory for music excerpts presented with matched/mismatched conductor video, predicting incongruent audio/video information will result in diminished memory accuracy.	Alexandra Rudy; Mark Montemayor
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Honor Choir Assessment and Validity Check: Are We Measuring What We Treasure?	234 - This research-in-progress poster advances a validity argument for redesigning CCDA honor choir auditions. Current audition tasks may underrepresent ensemble-based choral skills and introduce construct-irrelevant variance. The project maps "choral readiness," pilots an ensemble-simulation audition task, and develops adjudicator calibration supports to strengthen authenticity, fairness, and score defensibility.	Patrick Anthony Aguayo
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	The Experience of Female Music Educators in Drum Corps International: A Narrative Case Study	239 - This narrative case study examines the experiences of female music educators who have participated in Drum Corps International. Understanding how these experiences have shaped their professional careers and whether they have faced any barriers or abuse during their DCI participation could shed light on the broader ideology of marching band.	Sarah E. Hamilton

10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Eliminating Latency in Remote Music Performance: A Browser-Based Synchronization System for Music Education	240 - This study presents an asynchronous synchronization system enabling distributed vocal and instrumental performance over standard internet connections. Preliminary testing demonstrates 20 ms alignment accuracy across diverse network conditions using consumer hardware. The browser-based implementation requires no specialized equipment or software installation, addressing critical barriers to remote music pedagogy.	Lance Glasser
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	American Kodály Teachers' Experience With Popular Music	249 - As classrooms evolve, music education must too. This study explores how integrating popular music into a literacy-focused approach can boost engagement, relevance, and teacher confidence. Survey results from U.S. educators suggest that blending students' musical worlds with established pedagogy may strengthen learning, expand access, and reshape music literacy today.	Kelly Adams
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Peer Review of Teaching for Music Faculty in Higher Education: Faculty Perspectives and Institutional Contexts	250 - Evaluation of university music faculty is often dependent on student perception surveys. This multiple instrumental case study examined how music faculty units enacted peer review of teaching within institutional evaluation frameworks. Emergent themes of governance, collegial mentoring, and alignment challenges highlighted PRT's potential to support equitable, discipline-sensitive teaching evaluation.	Matthew L. Garrett
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Moral Perfectionism and Exemplarist Ethics in the Formation of Music Performance Anxiety Among Adolescent ESL Vocal Learners	253 - This philosophical paper examines how perfectionism and exemplarism shape Music Performance Anxiety (MPA) for adolescent ESL vocal learners. Grounded in Aristotle's moral perfectionism and Zagzebski's Exemplarist Moral Theory, it distinguishes moral perfectionism from psychological perfectionism that ties worth to flawlessness. Using Kenny's definition of MPA, it advances five arguments: excellence as journey, the ESL gap, exemplars and identity, the social construction of psychological perfectionism, and the perfectionism-exemplarism spin cycle. It calls for a holistic view centering growth, excellence over time, selective trait emulation, and flourishing, and urges music educators to make an ethical choice for students.	Yi Long
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Flow in the Large Ensemble: An Investigation of the Flow Experiences of Band, Chorus, and Orchestra Members	256 - The purpose of this research is to measure and examine the flow experiences reported by non-music majors during large ensemble rehearsals. The Flow Short Scale (FSS) will be used to measure flow during large ensemble rehearsals and to assess differences across factors such as ensemble type and years of experience.	Keith Griffis

10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Culturally Responsive Education in the Music Classroom: A Cross-Contextual Review of Literature Across Different Music Classroom Settings	257 - This cross-contextual review investigated the application and impact of culturally informed practices across diverse music education settings, focusing on instrumental, choral, and general music classrooms. It aimed to answer the essential questions, what does the existing literature reveal about the implementation of culturally informed practices in instrumental, choral, and general music settings, and what do these findings suggest about its impact, challenges, and gaps in music education?	Rey Sunglao
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Teaching Music From Different Ethnic Cultures: A Review of Literature on Music Teachers' Practices, Achievements, and Challenges	259 - This literature review synthesizes research on how music teachers teach music from diverse ethnic cultures. It examines pedagogical approaches, teacher reflections, students' outcomes, and key challenges. Findings highlight the importance of sustained, immersive, performance-based instruction supported by cultural bearers, while also revealing tensions in teaching culturally unfamiliar music.	Zhilin Zhang
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	A Descriptive Analysis of All-State Orchestra Conductors from 2015–2026	260 - Demographic data on All-State ensemble conductors have not been explored. In this descriptive analysis, the researcher examines All-State Orchestra conductors from 20 states (2015–2026) and analyzes demographics, selection trends, and influencing factors, with particular attention to gender norms, professional practices, and educational standards that have shaped conductor selection.	Elizabeth A. Reed
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Challenges and Support Strategies in Online Piano Learning: A Content Analysis of Online Discussion Forums	261 - This study conducts a ten-year longitudinal content analysis from 2016 to the present of online piano-learning discussions on forums (e.g., Reddit, Piano World). It identifies common learner challenges, questions, and needs, and systematically pairs them with peer-provided coping and support strategies, addressing gaps in prior small-sample, researcher-led studies.	Liujin Chen
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Perfectionism as a Predictor of Depression, Anxiety, and Stress in Music Students	270 - The purpose of this ongoing study was to examine whether perfectionism traits and workload predict depression, anxiety, and stress among music students in higher education. Previous research has explored perfectionism among musicians; understanding its predictive role may help music students and educators develop preventative and supportive strategies.	Parintorn Pankaew

10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	The Impact of Arvida Steen on Music Education and the Global Orff Schulwerk Community	271 - Arvida Steen has made substantial contributions to the dissemination and instruction of the Orff approach among music educators throughout the United States, Canada, Austria, and Australia. This study examines her roles as an author, music educator, and Orff teacher educator from 1959 to 2023.	Erica Kupinski
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Redefining the Role of Music Teachers in "Local Folk Music" Education	272 - How to incorporate regional culture into schooling is a critical international issue. In Japan, where "Kyodo" (hometown) inextricably links land and identity, I apply this theoretical foundation to music education, systematizing traditional music learning and re-examining the role and significance of teachers regarding this practical educational challenge.	Mikiko Yamamoto
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Daring to Deviate: A Phenomenological Exploration of Pedagogical Risk-Taking in Orchestra Education	274 - Pedagogical risk-taking in orchestra classrooms is shaped by vulnerability, institutional norms, and professional identity. This phenomenological study examines how teachers navigate risk while pursuing meaningful, student-centered music learning. Findings suggest risk-taking is a moral, relational, and identity-driven act with implications for teacher education and equitable music pedagogy.	Marissa Guarriello
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Undergraduate Music Education Student Perceptions of Class Size	275 - The purpose of this study was to investigate undergraduate music education students' perspectives on course enrollment size throughout their degree program. Specifically, do students consider potential course enrollment size when choosing an institution; do they perceive benefits of larger or smaller classes, and do these perceptions differ between students attending large or small institutions?	Jacquelyn Tabone
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Predicting the Relationship Between Practice Strategy Usage and Growth Mindset in Child Instrumentalists	276 - The purpose of this study was to examine the relationship between practice strategies and growth mindset in child instrumentalists; differences in strategy usage by low or high growth mindset and parental involvement; and whether educators can predict growth mindset from practice strategies. We found an interaction between growth mindset and parent involvement suggesting parent involvement supports growth mindset. Problem-Solving and Attention practice strategies were significant predictors of growth mindset in middle childhood.	Jennifer Bugos; Derris A. Lee

10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Understanding Adult Piano Learners' Motivation in China: A Descriptive Qualitative Study	278 - This study explores what motivates adult piano learners in China to begin and sustain piano study. Through qualitative interviews, photos, and lesson observations with three adult learners, findings suggest that initial motivations include personal fulfillment and childhood aspirations. Sustained engagement is tied to performing meaningful repertoire and public performance opportunities.	Yuxiang Zhang
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	NAfME 2026: Composition Council Virtual Symposium for Emerging Composers, Songwriters, and Music Producers	280 - Presenting virtually the creative works of young students (ages 4–18) from around the United States, this symposium will share creative work of young people taught by music educators in the United States. NAfME will extend an invitation throughout each region for music educators to submit compositions created by their students similar to what we have achieved for our National Assemblies. The presenter will create videos to be shared with all members.	Lisa A. Crawford
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Music Students' Conducting Anxiety in Advanced Undergraduate Conducting Courses	282 - Because conducting courses may present an environment conducive to experiencing anxiety (Regier, Aughman, Scherer, & Silvey, 2025), and students who take conducting courses may be predisposed to performance-related anxiety (Gilbert, 2021; Payne, 2023), we examined how undergraduate music students' conducting anxiety experiences associated with various music specific, demographic, and psychological constructs.	Alec D. Scherer; Bradley J. Regier; Melissa Baughman; Brian A. Silvey
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	The Challenges and Benefits of World Music Teaching in United States Classrooms: A Review of Literature	289 - In this literature review, research on the benefits and challenges of world music education is examined, with recommendations for successful implementation in K–12 classrooms. Findings highlight cultural, musical, and empathy-building benefits alongside persistent challenges of authenticity, colonial legacies, and teacher preparation. Recommendations include sustained integration, culturally responsive pedagogy, and professional development to support ethical, meaningful practice.	Sara Durkin; Meghan D. Provost; Anh H. Tran
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Frames of Agency: Examining Teacher and Student Decision-Making in High-Performance Ensemble Classrooms	293 - Student agency in large ensembles has primarily been studied in programs emphasizing musical independence (Kambs, 2024; Scherer, 2021, 2023; Weidner, 2015, 2020). Agency within performance-centered ensembles may operate differently. Therefore, we examined how students and teachers enact agency in high-performing high school ensembles centered on group performance.	Ben Kambs; Alec Scherer; Brian Weidner

10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Leon Thurman and the VoiceCare Network: The Development of Vocal Health Education for Music Teachers	295 - This historical investigation explores the VoiceCare Network, founded by Leon Thurman (1940–2024), from early Voice Skills Workshops through national expansion and influence on music teacher preparation. Archival research, publication analysis, and interviews document how Thurman's science-based professional development addressed longstanding gaps in vocal anatomy and health education for teachers.	Rhonda S. Hackworth; Jeremy N. Manternach; Alan L. Spurgeon
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Participant Reflections on the TI:ME Music Technology Leadership Academy	296 - This qualitative study examines the long-term influence of the Music Technology Leadership Academy (MTLA) on alumni's professional identities, instructional practices, technology use to broaden access for "The Other 80%," and technology leadership. Semi-structured interviews with diverse participants provided insights to inform music teacher education and future technology-focused professional learning initiatives.	William I. Bauer; David B. Williams; Richard J. Dammers; V. J. Manzo
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Relationships Between Teaching and Performance Anxiety and Occupational Identity of Chinese Senior Music Education Undergraduates	302 - This study investigated potential relationships among teaching anxiety and music performance anxiety with occupational identity of senior music education students in Chinese universities. Findings revealed distinct associations between different types of anxiety and student's occupational identity.	Xuanrong Fu
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Between Two Worlds: Secondary Music Educators Navigating School Transitions	304 - This narrative inquiry study explores how secondary music educators describe changes in their professional identity as they move from Title I to non-Title I schools. It examines how three educators from diverse racial and gender backgrounds negotiate their identities, manage emotional labor, and encounter systemic inequities in school environments.	Cristina Morales
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Examining Competitive Ensemble Experiences, Musical Risk-Taking, and Self-Perceived Creativity in Collegial Musicians	307 - This study examined relationships among competitive ensemble experience, musical risk-taking propensity, and self-perceived creativity in collegiate music education majors. Students with competitive backgrounds report greater musical risk tolerance; however, competition experience is not associated with higher creativity, suggesting evaluative environments shape risk behaviors more than creative self-perceptions.	Marissa Guarriello; Sarah Gulish

10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Liberating Ensemble Pedagogy: A Qualitative Case Study of Collective Composition	309 - This qualitative case study examines the philosophical foundations of Collective Composition, a student-centered approach to group composition. The first academic study documenting Collective Composition, it is grounded in the liberatory pedagogy of bell hooks and Paulo Freire to analyze power dynamics, constraint, and freedom in ensemble music education.	Lisa Stein
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Reflective Practice and Verbal Feedback in Collegiate Marching Band Rehearsals: A Self-Study in an HBCU Ensemble	398 - This self-study examined the verbal feedback I provided during three collegiate HBCU marching band rehearsals. Feedback was coded by function including feed up, feed back, and feed forward, and by level including task, process, self-regulation, and self using an adapted framework. Findings showed predominantly task-level feedback, with increased process and self-regulation feedback following reflective journaling, with implications for ensemble pedagogy.	Kenneth Collins
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	Academic and Major-Based Predictors of Year-to-Year Ensemble Persistence Among Non-Music Majors	422 - Using institutional academic data, this study investigated whether major category, GPA, credit load, and class standing predicted year-to-year ensemble persistence among non-music majors. Regression analyses revealed significant structural predictors of continued participation, offering data-informed insights for ensemble retention and recruitment strategies.	Peter Hamlin
10/2/2026	10:50 AM	12:05 PM	International I, II and III	Poster Session 2	A Comparative Analysis of the Teacher-Performer Identity of Music Education Undergraduate Students by Year of Study	431 - This study examines how music education majors' teacher and performer identities evolve during undergraduate study. Survey-based Teacher and Performer Identity scores were analyzed and results showed generally balanced identities. This highlights the importance of nurturing these dual identities through advising and curriculum to strengthen future music educators and the profession.	Samantha Goolsby; Carl B. Hancock
10/2/2026	12:05 PM	1:20 PM		LUNCH BREAK	LUNCH BREAK		

10/2/2026	1:20 PM	1:45 PM	Atlantic I/II	Research Paper - SRIG 8 - History	Post-Mortem of the "Birthplace" of Music Teacher Education	155 - This is a historical account of the birth, growth, and death of the music education program at Oberlin Conservatory. Findings reinforce the importance of a strong, well-articulated philosophical position for all music educators and institutions, and that music educators must always consider the balance between relevance and excellence.	Timothy J. Groulx
10/2/2026	1:20 PM	1:45 PM	International IV and V	Research Paper	The Impacts of LGBTQIA2S+ Representation in Music Education Curriculum: Inclusion vs. Indoctrination of Students in Primary Institutions	246 - At a time when education in the United States has become polarized and politicized, inclusive teaching practices are being labeled as "indoctrination" in restrictive executive orders and divisive concepts laws. This paper helps elementary general music teachers create LGBTQIA2S+ inclusive curricula that circumvents the growing legal restrictions in educational content.	Tristan McMichael
10/2/2026	1:20 PM	1:45 PM	Gallerie III	Research Paper	More Than an Ensemble: The IU Soul Revue at a Predominantly White Institution, 1971–1981	317 - This ongoing historical study investigates the early years of the Indiana University Soul Revue (1971–1981), the first credit-bearing black popular music ensemble in American higher education. Drawing on two archival collections, this study examines its pedagogical practices and the experiences of first-generation members during the ensemble's formative decade.	Xizi Zang
10/2/2026	1:20 PM	1:45 PM	Gallerie II	Research Paper	An Examination of K–12 Administrators' Philosophical Views on Music Education	440 - This study examined K–12 administrators' utilitarian, aesthetic, and praxial beliefs using survey data, t-tests, and LASSO models. Administrators (n = 65) endorsed all three philosophies, with the strongest support for praxialism. LASSO retained only small predictors for utilitarian and aesthetic beliefs, and none for praxial beliefs, suggesting broad philosophical support.	Kathryn Smith
10/2/2026	1:20 PM	1:45 PM	Gallerie I	Research Paper - SRIG 9 - Instructional Strategies	The Effect of Differentiated Educational Centers on Student Learning and Engagement in the General Music Classroom	481 - The purpose of this quasi-experimental study was to compare centers-based and traditional instruction as measured by students' musical knowledge and auditory discrimination. Eight intact classes of elementary students served as participants for this five-week study (N = 232). Despite expectations from general classroom research, traditional instruction was significantly more effective in terms of auditory skills, providing support for whole-class instruction.	Daniel C. Johnson

10/2/2026	1:20 PM	1:45 PM	Pacific II	Research Paper - SRIG 7 - Gender and Sexuality	The Lived Experiences of Mothers Pursuing a Ph.D. in Music Education	483 - This hermeneutic phenomenological study explores the lived experiences of mothers pursuing a Ph.D. in music education. Findings reveal systemic barriers, emotional labor, and redefined notions of success. This study reveals the critical role of mentorship, institutional flexibility, and social support in fostering persistence and equity in doctoral education for mothers.	Kelli Baker
10/2/2026	1:20 PM	2:20 PM	Mediterranean I/II	Special Topics in Music Teacher Education	Generative AI and Intercultural Dynamics in Music Education: Access, Equity, and Postcolonial Challenges	169 - This special topic session explores the use of generative AI in navigating intercultural dynamics in music classrooms, employing Foucault's notion of genealogy to critically examine issues of access, equity, and postcolonial challenges. We will interrogate the entanglement of power and knowledge embedded in chatbot-generated lesson plan examples reflecting cultural traditions.	Sangmi Kang; Jennifer Mellizo
10/2/2026	1:20 PM	2:20 PM	Catalina	SRME/SMTE Journals Editors Session	Editors' Panel: Publishing in SMTE/SRME Research Journals—Information and Advice from SMTE/SRME Journal Editors	Do you aspire to publish in NAFME research journals? Editors of the SMTE journal (<i>Journal of Music Teacher Education</i>) and the SRME journals (<i>Journal of Research in Music Education</i> and <i>Update: Applications of Research in Music Education</i>) will provide useful insights into what authors should expect from the publication process.	Colleen Conway; Mark Montemayor; Jason Silveira
10/2/2026	1:20 PM	2:20 PM	Caribbean	Special Topics in Music Teacher Education	Research-Informed Design of Professional Development Workshops in Music Teacher Education	425 - This session examines research-informed design principles for music education professional development workshops. Drawing on Desimone's framework and pilot findings from a four-year mixed-method longitudinal study, participants analyze how content focus, active learning, coherence, duration, and collective participation shape teacher growth and confidence to guide scalable, practitioner-centered workshop design.	Jameon Moss; Stephanie Nantell
10/2/2026	1:20 PM	2:20 PM	Pacific I	Special Topics in Research	LLM-Assisted Hermeneutic Phenomenology: A Transparent Human–Machine Analytic Design	576 - This pilot advances a transparent, large-language-model-(LLM)–assisted hermeneutic-phenomenological approach to qualitative inquiry. Human researchers conducted a full analysis of one transcript to establish grounding; LLMs performed a parallel analysis across the remaining cases. An audit trail and bias safeguards support responsible computational augmentation of interpretive research.	Cory Meals; Elaine Waier

10/2/2026	1:55 PM	2:20 PM	Pacific II	Research Paper - SRIG 7 - Gender and Sexuality	Belonging and Disparity in Music Teacher Preparation: Evidence from a National Alumni Survey	394 - Drawing on 2022 SNAAP data from 1,672 music education alumni, this study examines sense of belonging in undergraduate teacher preparation. While overall faculty respect was high, substantial disparities emerged for gender and racially minoritized alumni. Diversity-related coursework and community engagement were positively associated with belonging, suggesting actionable programmatic levers.	Christian Folk
10/2/2026	1:55 PM	2:20 PM	Gallerie II	Special Topics in Music Teacher Education	Individual Agency, Collective Responsibility: Music Teacher Educators as Policy Practitioners	434 - This session positions music teacher educators as policy practitioners, highlighting their agency through everyday pedagogical decisions. Participants will identify and develop daily "policy rituals" that enact values within their programs. The session offers actionable tools to cultivate community, professional solidarity, and shared purpose within an increasingly isolating higher education climate.	Justin Caithaml; Kelly Bylica
10/2/2026	1:55 PM	2:20 PM	Gallerie III	Research Paper	A Grounded Theory of Conference Clinics as Professional Development Interventions in Music Education	575 - This grounded theory examines conference clinics as music teacher professional development interventions. Based on observations of 35 clinics and 21 clinician interviews across six state conferences, I reveal a four-phase intervention process centered on modularity. Clinicians share digestible, discrete modules to seed awareness rather than specify implementation, prioritizing teacher agency over prescribed change.	Justin J. West
10/2/2026	1:55 PM	2:20 PM	Atlantic I/II	Research Paper - SRIG 8 - History	Transcending National Memory Through Music: Korean Children's Songs, Tongyo	597 - This historical research examines how Korean children's songs, tongyo, reflect Korea's national memory through cultural and musical expression. Guided by Culturally Sustaining Pedagogy, this study provides historical context and pedagogical suggestions for including tongyo in elementary-level music learning environments.	HyeWon Huskey

10/2/2026	1:55 PM	2:55 PM	International IV and V	Special Topics in Research	Proposing Pedagogical Documentation as a Method for Researching Nonspeaking and Limited Speaking Participants in Music Education	299 - Research with nonspeaking/limited speaking participants presents methodological and ethical challenges. Interviews, questionnaires, and proxy reports may marginalize or exclude young children and some students with disabilities. Drawing on a recent case study, we propose pedagogical documentation to expand notions of participant voice, resist deficit narratives, and illuminate musical meaning-making.	Karen Salvador; Namhee Lim
10/2/2026	2:30 PM	2:55 PM	Gallerie I	Research Paper - SRIG 9 - Instructional Strategies	Beliefs in Action: The Experiences of High School Ensemble Directors Teaching Jazz	248 - Jazz education research within school music programs has prioritized elite competition bands and rehearsal techniques, leaving teachers' lived experiences underexamined. The purpose of this study is to explore participants' understandings of their teacher beliefs through classroom actions as experienced in the act of teaching high school jazz ensembles.	Zachary S. Nenaber
10/2/2026	2:30 PM	2:55 PM	Catalina	Curated Session 2 - Research Paper	Navigating the Conservatory: An Interpretative Phenomenological Analysis of Preservice Teachers with Popular Music Identities	266 - This Interpretative Phenomenological Analysis explored how three preservice music teachers with popular/vernacular backgrounds navigated Western art music-centered teacher education programs. Participants experienced identity dissonance, utilizing personal musical tethers and playing detective to connect disparate curricula, ultimately conceptualizing their expanding musicianship as new branches on their popular/vernacular roots. <i>*Curated Session 2 continues with another presentation (#77) - see the 3:05 PM to 3:30 PM time block.</i>	David Dockan; Keith J. Watts; Latrice Green
10/2/2026	2:30 PM	2:55 PM	Gallerie III	Research Paper	From Exhibit to Classroom: Translating National Musical Narratives for Music Education	399 - This ethnographic case study examines the year-long development of a Smithsonian music exhibit and K-12 curriculum for an America 250 initiative. Findings reveal how educators, curators, and community partners negotiated cultural authority, translated complex traditions for classrooms, and positioned music as a vehicle for civic inquiry and democratic engagement.	Christian Folk; Jennifer Mellizo; Dwandalyn Reece
10/2/2026	2:30 PM	2:55 PM	Caribbean	Research Paper	Survey of Elementary Music Teachers' Teaching Approach, Instructional Goals, and Classroom Space	436 - This survey study of elementary music teachers examined relationships among teaching approaches (e.g., Kodály, Dalcroze), instructional goals, and physical classroom space. Our researcher-created "Third Teacher" instrument of physical classroom space was determined to be reliable. Teaching approach and instructional goals were found to influence classroom space.	Nicholas E. Roeth; Ian Cicco

10/2/2026	2:30 PM	2:55 PM	Atlantic I/II	Research Paper - SRIG 8 - History	"Light is Spreading!" Aldine S. Kieffer's Defense of Seven-Shape Notation	343 - This study examines Aldine S. Kieffer's defense of seven-shape notation through a systematic analysis of The Musical Million (1879–1915). Set within nineteenth-century notation reform, it assesses the scope of Kieffer's advocacy, his pedagogical arguments, and his responses to critics, illuminating how print culture shaped musical literacy, access, and legitimacy.	Alicia C. Vorel
10/2/2026	2:30 PM	2:55 PM	Pacific II	Research Paper - SRIG 7 - Gender and Sexuality	Measuring Harmony: A Cross-Sectional Survey of Community and LGBTQIA+ Belonging Among Members of GALA Choruses in the United States	542 - This quantitative study examined belonging among 216 singers in U.S. GALA choruses using the Brief Sense of Community Scale and LGBTQ Belongingness Attainment Scale. Factor analyses supported instrument validity in choral contexts. Regression analyses identified gender-based disparities, establishing belonging as a measurable, multidimensional construct associated with relational and structural ensemble conditions.	Stephanie Gregoire
10/2/2026	2:30 PM	2:55 PM	Mediterranean I/II	Special Topics in Music Teacher Education	An Ensemble for Our Time: Centering Black Music Aesthetics Pedagogy at California State University, Long Beach	611 - This session will detail the impetus and pedagogical development process of the forthcoming Umoja African American Music Ensemble at California State University, Long Beach. The session will then problematize and facilitate ongoing dialogue surrounding the current condition of black musical and cultural inclusion in preservice music educator programs.	Michelle Z. Gibson; Ray Briggs; Izzy Wright
10/2/2026	2:30 PM	3:30 PM	Pacific I	Special Topics in Research	Reproducible Quantitative Research for Music Education With R	11 - This session introduces R as a flexible, open-source research tool for music education scholars. Participants will explore practical workflows for data management, analysis, and visualization while considering issues of transparency, reproducibility, and methodological decision-making when conducting quantitative analyses.	Peter Miksza
10/2/2026	2:30 PM	3:30 PM	Gallerie II	Special Topics in Music Teacher Education	From the Ground Up: Place, Power, and Participation in Music Teacher Education Policy	371 - As national and state-level policies retreat into austerity and authoritarian retrenchment, progressive change increasingly hinges on bottom-up policy action. In this special topics session, panelists and attendees will explore how, in response, policymaking music teacher education might be repositioned as a lived, contested, local, and ultimately more effective enterprise.	Justin J. West; Patrick Schmidt; Kelly Bylica; Ryan D. Shaw

10/2/2026	3:05 PM	3:30 PM	Catalina	Curated Session 2 - Research Paper	Music Education as Alienation	77 - In this philosophical paper, I explore the concept of alienation as it applies to music education. In the common view, education should involve avoiding or overcoming alienation. However, for theorist Todd McGowan, alienation is the key to an emancipatory education through the development of children as full subjects. <i>*This is a continuation of Curated Session 2, which begins with presentation #266 starting at 2:30 PM.</i>	Sean Powell
10/2/2026	3:05 PM	3:30 PM	Gallerie I	Research Paper	"Any Ideas for a Concert Song?": What 1,600 Facebook Posts Reveal About How Elementary Music Teachers Seek Support	226 - Elementary general music teachers often seek support through online communities. This content analysis examined 1,612 discussion posts from the Elementary Music Teachers Facebook group to identify prevalent topics and help-seeking behaviors. Repertoire, performances, and lesson planning dominated posts, with information-seeking, particularly executive help-seeking, appearing more frequently than information sharing.	Theresa A. Hoover; Erin J. Hopkins
10/2/2026	3:05 PM	3:30 PM	Atlantic I/II	Research Paper	Developing Self-Reflective Skills for Studio Teaching in Collegiate Musicians	423 - We investigated guided reflective practice as a tool for professional development for music performance students. Results highlighted the relative ease with which these students developed self-reflective skills. Because in-service studio teachers have few opportunities to engage in professional development, these self-reflective skills may prove invaluable in developing their teaching practice.	Jennifer Blackwell
10/2/2026	3:05 PM	3:30 PM	Caribbean	Research Paper	Interdisciplinary Literacy Development Through Orff Schulwerk: Reflections on an Arts-Integrated Teacher Education Course	444 - The purpose of this project was to examine participant reflections on a teacher education course combining Orff Schulwerk with interdisciplinary language and literacy education. By studying lesson plans and periodic reports, the researcher examined how participants' interdisciplinary practices developed. Three main findings were natural and intentional points of integration, effective integrated lesson planning, and enhanced confidence in the Orff pedagogy.	Daniel C. Johnson
10/2/2026	3:05 PM	3:30 PM	Pacific II	Research Paper	Peer Review, Collegiality, and Academic Voice: A Survey Study in Music Teacher Education	451 - The purpose of this survey study is to examine how MTEs interpret and respond to peer-review feedback. Preliminary findings indicate that respondents generally view the peer review process as legitimate while also acknowledging bias within the system; respondents reported developmental benefits and emotional strain in their experiences with reviewer feedback.	Ian Cicco

10/2/2026	3:05 PM	3:30 PM	Gallerie III	Research Paper	The Lost Cultural Frames of Ruth Crawford Seeger's <i>American Folk Songs for Children</i> : Historical Discourse Analyses of "Old Joe Clarke," "By'm Bye," and "Mary Had a Baby" and Implications for Future Practice	489 - Ruth Crawford Seeger championed the use of American folk music in formal K–12 learning contexts to provide "fingermarks" of American culture to all American children. Historical discourse analyses applied to three frequently used songs from Seeger's foundational text, <i>American Folk Songs for Children</i> , yielded new information on culture bearers and cultural frames which can inform future teaching, research, and curriculum design. Analyses and contextualization of communicative acts will be presented for multiple generations of "Old Joe Clarke," "By'm Bye," and "Mary Had a Baby" curricular discourse for the purpose of informing culturally responsible teaching (Bennett, 2023).	Kendra Kay Friar
10/2/2026	3:05 PM	3:30 PM	Mediterranean I/II	Research Paper	Repertoire Selection Patterns in Florida Jazz Band Music Performance Assessments: A Comprehensive Study (2010–2026)	608 - This study analyzed all repertoire performed during Florida Jazz Band Music Performance Assessments from 2010–2026, encompassing over 20,000 performances and 5,000 compositions. Programming frequency of individual composers, arrangers, and musical selections was examined, including the prevalence of <i>Essentially Ellington</i> repertoire over time.	Mark A. Belfast Jr.; Jacob Wright
10/2/2026	3:05 PM	3:30 PM	International III	SRIG Chairs Meeting	SRIG Chairs Meeting	Note: Meet at the roundtables in the center of the ballroom. The purposes of SRME's Special Research Interest Groups (SRIGs) are to (a) broaden the base of support for research in NAFME by actively involving members with specific research interests in the activities of the SRME, (b) provide a focal point for research specialties for both for researchers and for teacher practitioners, (c) provide a continuing source of qualified leadership for SRME, and (d) provide a vehicle for engagement among researchers with similar scholarly interests.	
Poster Session 3							
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	The Effectiveness of Self-Evaluation in the Music Classroom: A Review of the Literature	279 - In this literature review, the effectiveness of self-evaluation in secondary music classrooms is examined, focusing on student accuracy, implementation, and performance outcomes. Researchers suggest that structured training, anchor models, teacher feedback, and student-generated rubrics may enhance both student self-evaluation accuracy and musical achievement, particularly in secondary choral settings.	Sara Durkin

10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	"My Chorus Is My Lifeline": LGBTQ+ Choral Participation in Older Adulthood	232 - This research examined LGBTQ+ older adults' motivations for and benefits of joining a Pride Chorus. Participants were primarily motivated by social connection and reported social benefits as most significant. Interpreted through Seligman's (2011) PERMA framework, findings suggest Pride Chorus participation supports well-being, and they inform recruitment, retention, and music education practices.	Jessica L. Gallagher-Steuer
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	The Singing Child: A Review and Comparison of Research from 1990–2024	17 - This research poster investigated newer research on the child's singing voice compared to previous research. The results offer implications for teacher preparation and for classroom teachers, as well as suggestions for future research studies.	Kateri Miller
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Think Like a Synth in University Music Programs: Industry Partnerships and Synthesis Pedagogy	111 - This study examines how the Think Like a Synth online curriculum was adapted into a hybrid university synthesis course through an industry-university partnership. Findings from an exploratory workshop study are presented, followed by a live demonstration led by the TLAS instructor and university instructor illustrating synthesis pedagogy and scalable course design.	Daniel Keown; Anthony Marinelli
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Creating a Safe Space With Compassion: A Course With Keyboard Experience for Learners of Mixed Age and Skill	148 - The presenter designed a Western music course with keyboard experience at a university and created a safe space for learning for mixed ages and skill levels. The specific actions based on the six qualities of compassion that Karin S. Hendriks proposed in 2018 guided achieving the class assignments and individual tasks.	Saito Noriko
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	"It's a Bunch of Spinning Plates": A Narrative of a Choral Music Educator Navigating Anti-Trans Legislation and Divisive Concept Laws	312 - This narrative inquiry examines how a secondary choral educator navigated anti-trans and Divisive Concept legislation during the 2025–2026 school year. Through six interviews, the study explores shifts in pedagogy, identity, and agency, offering timely insight into how policy climates shape music classroom practice and professional decision-making.	Melanie E. Stapleton

10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Collective Effervescence and Communal Regulation in the Music Classroom	314 - This paper re-conceptualizes collective effervescence in K–12 music classrooms as an embodied form of communal regulation. Integrating music education philosophy, belonging research, and emerging well-being scholarship, it argues that sustaining synchronized musical engagement fosters relational safety, student belonging, and shared vitality at the core of ensemble practice.	Lauren Ryals
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Music Education Enrollment Trends Since Tanglewood: A Literature Review	315 - This literature review explores trends in K–12 music enrollment in the United States from the 1967 Tanglewood Symposium to today. Combining findings from four policy periods and examining participation patterns by demographic groups, school settings, and program types, this review emphasizes consensus, disagreements, and gaps within the current research.	Cristina Morales
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	The Educational Contributions of Clair Omar Musser	319 - This historical research presentation seeks to illuminate the educational contributions of Clair Omar Musser (1901–1998). Relying on primary sources, the poster will show Musser's contributions to percussion pedagogy through the development of 4-mallet technique, his camps and marimba orchestras for young children, and his student-groups at Northwestern University.	Dustin E. Mallory
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	The Cognitive Cost of Efficiency: Evaluating the Impact of Generative AI on Higher-Order Thinking in General Education Music History	321 - This presentation examines the pedagogical implications of AI integration in general education music history. While AI offers efficiency gains, students who use it consistently to complete assignments risk "cognitive offloading" and bypass the "desirable difficulties" required to build complex neural circuits for critical thinking.	Matthew Carter
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	An Exploration of the Experiences of Secondary Choral Directors in Urban Schools	322 - Secondary choral directors in large urban schools navigate cultural complexity, systemic inequities, and evolving student needs. This study shares results from an exploratory survey of Southwestern NAFME educators, highlighting contextual knowledge, specialized skills, attitudes, challenges, and rewards. Results offer actionable implications for teacher preparation, mentoring, and culturally responsive choral practice.	Mackenzie Heaney

10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	From Cue to Co-Creation: Instructional Improvisation in Early Childhood Music Education	327 - Early childhood music education is inherently improvisational; research shows teachers improvise instruction as purposeful, adaptive responsive teaching alongside planning. This instrumental case study examines instructional improvisation in caregiver/child music classes, investigating how teachers interpret children's cues, make in-the-moment pedagogical decisions, and support musical engagement, exploration, and responses in real time.	Piumi Kasthuri Arachchi
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Trends and Trajectories of General Music Education: A Content Analysis of the Mountain Lake Colloquium	328 - The Mountain Lake Colloquium is a critical space of dialogue, community, and inspiration for teachers of general music methods. Through conventional content analysis of Mountain Lake Colloquia artifacts, we examined the evolution of issues, values, and concerns in general music teacher education across three decades.	Vanessa L. Bond; David Dockan
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Relational Communication in Secondary Choral and Instrumental Ensembles: Teacher Immediacy and Face-Threat Mitigation	330 - The purpose of this study was to document and describe relational communication in secondary ensemble rehearsal. Drawing on facework theory, the study examines verbal face-threat mitigation and nonverbal immediacy behaviors exhibited by expert band and choir directors. Findings establish operational definitions and document patterned variation across teachers and ensemble types.	Laura Singletary; Marla Ringel
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Keys to Wellness: How University Pianists Discover, Access, and Evaluate Injury Support Resources	331 - The purpose of this study was to explore student pianists' experiences with playing-related injuries and how they sought support systems within their university. Findings revealed their experiences, awareness, navigation, and barriers to accessing resources to inform wellness curricula and improve communication and collaboration among faculty and health providers.	Victoria Wells
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Content Analysis of State NAFME- and Non-NAFME-Affiliated Music Educator Association Mentoring Programs	333 - This study examines state music content-specific mentoring programs across NAFME-affiliated and non-affiliated states. Preliminary website analysis revealed a large range of variability in program transparency and structure. These inconsistencies will inform a deeper content analysis and include leader interviews to aid in better understanding how to create supportive mentoring structures.	Alicia C. Vorel; Melissa Roth Young

10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	How Common Is the Wealth of the Commonwealth? An Analysis of the Socioeconomic Status of Schools Participating in Pennsylvania All-State Honors Ensembles From 2014 to 2024	334 - This study examines relationships between socioeconomic status and participation in Pennsylvania All-State ensembles (2014–2024). Using Pearson correlation analysis of public-school data (N = 4, 192), results show a weak negative relationship between low-income enrollment and participation in quota-based ensembles, suggesting well-researched socioeconomic disparities persist despite geographically representative selection systems.	Ryan Page
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Teacher Collaboration and Repertoire Diversity as Predictors of Culturally Responsive Music Education	341 - This study examines how secondary music teacher attributes and collaborative practices predict emphasis on students' understanding of music in history and culture. Using national survey data, findings indicate that varied repertoire and collaboration with teachers significantly predict culturally responsive instructional goals, highlighting implications for professional development and program design.	Robin Gomes; Connor Bogenreif; Mir Aminy; Douglas Havard
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Elementary Music Educator Perspectives on Music Literacy and a Longitudinal Approach to Literacy Acquisition (L.A.L.A.)	345 - Addressing the lack of a unified theory, this research in progress elevates elementary practitioner voices to explore multimodal music literacy (listening, "speaking," reading, writing). It introduces the longitudinal approach to literacy acquisition (L.A.L.A.), an adaptable, DNA-inspired framework that honors teacher preferences to promote equitable, accessible instruction and improve foundational student outcomes.	Kari Sabatella
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Compassion Fatigue Among K–12 Music Educators: Differences by School Socioeconomic Context and Gender	346 - This study examines whether compassion fatigue differs among K–12 music educators by school Title I status and gender. Using the Professional Quality of Life Scale (ProQOL), burnout and secondary traumatic stress are analyzed as indicators of compassion fatigue. Two-way MANOVA tests group differences across Title I status and gender.	Melissa Montoya
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Chasing a Photograph: Access to String Music Education in California, 1935–1945	348 - This historical paper investigates a vintage photograph of 60-plus string students, conductor, and teachers in a formal, pre-concert setting. Most are white and middle-class, but two Asian (likely Japanese) girls appear. Exploring identities and importance of the event illuminate issues regarding access to music education post-Depression, with implications for today.	Ruth V. Brittin

10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Harmony in Elementary Schools: The Science of Music Integration in Education	349 - This literature review is guided by two questions: (1) What does international peer-reviewed research reveal about the cognitive, socio-emotional, and behavioral effects of music integration in elementary classrooms? (2) What does the literature identify as effective professional development approaches for preparing generalist teachers to integrate music?	Joni M. Passafiume
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Dual-Task Protocols and Attention in Instrumental Music Performance: An Exploratory Study	351 - This exploratory study adapted dual-task protocols from attention research for instrumental performance. College music majors (N = 25) performed easy and hard scales while completing visual, aural, or kinesthetic secondary tasks. Dual-task cost measured attentional demand. Reliable protocols may support future research on attention and automaticity in musicians.	Laura A. Stambaugh
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Examining Impostor Phenomenon and Burnout in K-12 Music Educators	353 - This research was designed to extend the knowledge of imposter phenomenon and burnout by examining K-12 music educators. Survey participants self-reported about burnout in the classroom and their feelings of imposter phenomenon. Data was analyzed, and multivariate linear regression was used to determine the relationship between the two phenomena.	Heidi L. Guenther
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	The Importance of Music in Schools: The Superintendent's Perspective	356 - Superintendents are pivotal in public school district policymaking yet remain understudied within music. This study examines superintendents' perceptions of PreK-12 music programs. Interviews with leaders identified support for inclusive, high-enrollment offerings that foster belonging and district reputation, alongside contextual challenges, resource allocation considerations, and strategic leadership shaping program sustainability/growth.	Ryan D. Shaw; Cara Bernard
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Jazz Studies Majors' Experience in the Studio	359 - Through semi-structured interviews, I examine the experiences of Jazz Studies majors in applied music lessons within their undergraduate performance degree program. By centering the student as a vehicle for inquiry, this study aims to uncover how their studio experience has shaped their collegiate musical growth and performing career beyond HME.	Michael Webb

10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	A Content Analysis of a State-Sponsored Professional Development Conference, 2015–2025	360 - We analyzed state-level MEA conference programs (2015–2025) to examine trends in event purposes, content areas, and professional development topics. Educational sessions were most prevalent with an emphasis on content knowledge. Few sessions addressed learners or curriculum, highlighting gaps in PD offerings. These findings may inform state-level music education policy.	Tyler J. Goehring; Crystal Berner; Tian Sanchez-Ballado
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Effects of Timbral Instruction on Children's Singing Production	362 - This study examined whether elementary children (N = 19) alter pitch accuracy (cent deviation) or vocal brightness (spectral centroid) when instructed to sing "bright" or "dark." Singing "Twinkle, Twinkle" under controlled conditions showed no significant acoustic changes; children understood terms metaphorically but lacked consistent auditory-motor control to produce timbral differences.	Crystal Berner
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	The Family That Transformed Community Music in Winfield, Kansas	364 - The Gordon family transformed the town of Winfield, Kansas, early 20th century through innovative approaches to school and community music. Their approaches brought new people into musical endeavors and helped the community develop cohesive social bonds. This resulted in Winfield receiving national recognition and foreshadowed many modern trends.	Peter C. Weinert
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Music Teacher Educators' Use and Perceptions of Artificial Intelligence	365 - AI is a growing interest and concern for music teacher educators (MTEs), yet little is known about their current use and perceptions. This study reports survey findings on MTEs' attitudes toward AI, professional applications, students' use, and institutional guidance. Results will inform policy recommendations, MTE professional development, and technology integration.	Emmett O'Leary; William Bauer
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Comparing the Effects of Blocked and Interleaved Rehearsal Schedules on Choral Performance	367 - In this quasi-experimental study, we compared blocked and interleaved rehearsal schedules for university choral ensembles preparing Bruckner's <i>Os justi meditatitur</i> over three weeks. Blind ratings on a validated choral large ensemble rubric were used to examine performance outcomes based on rehearsal schedule to guide future research in secondary choral classrooms.	Skyler Bluemel; David Saccardi

10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Effects of a Teacher-Implemented Cognitive Behavioral Intervention on Music Performance Anxiety in Secondary Band Students	369 - This study examined whether teacher-implemented Cognitive Behavioral Therapy (CBT) strategies reduced Music Performance Anxiety (MPA) among 50 middle school band students. After a seven-week intervention, pre- and posttest results showed no significant overall MPA reduction, except decreased somatic symptoms. Findings suggest refinement of intervention strategies and improvement of teacher training.	Madison Hines Schmolli
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Beyond Band, Choir, and Orchestra: High School Participation in Nontraditional Ensembles	372 - NAfME published <i>The Blueprint</i> to determine ways to diversify music teaching. Looking beyond traditional ensembles, the purpose of this study is to identify types of nontraditional ensembles offered in public high schools in a metropolitan area. The study will include the demographic trends of the students enrolled in these courses.	Carla E. Aguilar
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Creative Music-Making in Early Childhood Classrooms: A Case Study of Teacher Self-Efficacy and Creative Personality	375 - This mixed methods case study investigates how early childhood teachers create opportunities for creative music-making within a preschool setting and how self-efficacy beliefs and creative personalities relate to observed classroom practice. Grounded in Bandura's theory, findings offer case-based insight into belief-practice alignment in early childhood music education.	Lizzie Maldonado Lessa Bertazo
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	The Other Half: Non-Music Professional Pathways Pursued by Music and Music Education Degree Earners	382 - Using 2022 SNAAP survey data from bachelor's degree recipients in music and music education (n = 2,883), this study analyzes graduates employed outside traditionally aligned professions. Through descriptive and multivariate analyses, we examine demographics, income, job satisfaction, and skill transfer. Findings conceptualize professional divergence as opportunity pluralism rather than attrition.	Christian Folk; Adam Grisé
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Mitigating Performance Anxiety in the Voice Studio	387 - Research on music performance anxiety increasingly points to a need for pedagogical practices that support the development of proactive strategies. In this collective case study, we examined the development of mitigation practices focusing on self-efficacy and self-regulation within select voice studios considering the teacher, the student, and the student-teacher dyad.	Sarah Lee Michaels; Charlene Ryan; Karin Hendricks

10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Early Career Music Teacher Perceptions of the Use of Singing Voice in Music Classrooms	389 - This qualitative research study aims to explore the perceptions early career music teachers have about their confidence and use of their singing voice in the music classroom. Implications for music teacher education include how to support the use of singing voice in music teaching.	Katie Toler
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Pathways to Leadership: Background, Preparation, and Perspectives of Three Music Executives in Higher Education	390 - The purposes of this study are to (a) investigate the educational and professional backgrounds of three music executives in higher education, (b) examine their preparation pathways and career trajectories, (c) and explore their perspectives on the challenges and opportunities they have experienced as well as their leadership approaches.	David Teachout
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Why Creativity? An Exploration of the 2014 National Standards	391 - How creativity became a "pillar" of the National Standards. Literature: Why we developed National Standards; what music education should look like and why we need it in schools. Interviews: Recalling how and why of Standards creation. Discussion: How creativity is viewed; policies come to be; practitioner voices are heard.	Eva George
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Predictors of Music Teacher Efficacy	392 - This study's purpose was to investigate factors that predict music teacher efficacy. Data collection revealed that the model was a good fit and predictor variables explained 69% of variance in participants' music teacher efficacy. Participants' professional dispositions, years of experience, and music performance efficacy positively predicted music teacher efficacy scores.	Nancy Summitt; Ryan Fisher; Anna Laura Williams
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Reflective Practice and Verbal Feedback in Collegiate Marching Band Rehearsals: A Self-Study in an HBCU Ensemble	396 - This self-study examined the verbal feedback I provided during three collegiate HBCU marching band rehearsals. Feedback was coded by function including feed up, feed back, and feed forward, and by level including task, process, self-regulation, and self using an adapted framework. Findings showed predominantly task-level feedback, with increased process and self-regulation feedback following reflective journaling, with implications for ensemble pedagogy.	Kenneth Collins

10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Centering Asian American Experiences in U.S. K–12 Music Education Through AsianCrit	400 - Guided by AsianCrit, this multiple instrumental case study examines how Asian American pre-service music teachers experienced and interpreted racialization within U.S. K–12 music education contexts. Through within- and cross-case analysis, the study explores patterns of similarity and difference while amplifying diverse counternarratives often marginalized in dominant discourse.	Chenyu Li
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Inclusion in Band: Student Perceptions of an Alternate Music Notation System for Band Students with Reading Challenges	402 - Inclusion is an important topic in music education, yet little examination exists regarding pedagogy and supports for American band education. In this study I explored student perceptions of an alternate music notation system that may benefit students with reading challenges. Positive potential and notable insights were identified.	Linda Thornton
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Rural Music Teacher Support for Teaching Students With Special Needs	406 - Teaching students with special needs may be a challenge for music teachers without adequate training or experience. This challenge may be further exacerbated when teaching in rural environments. The purpose of this poster is to explore perspectives of rural music teachers, outlining their concerns and providing possible sources for support.	Crystal Sieger; Lauren Hult-White
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Vocal Health, Identity, and Sustainability: Preparing Preservice Teachers for Lifelong Vocal Use	407 - This qualitative study examines the impact of a vocal health module embedded in a graduate choral pedagogy course for preservice music educators. Grounded in professional identity formation and communities of practice theory, the study explores how vocal health instruction influences awareness, modeling, and sustainability across specializations. Participants (n = 20) engaged in lectures, discussion, inquiry, and applied warm-up development. Preliminary findings indicate increased vocal awareness, confidence in classroom application, and recognition of the connection between stamina and teacher identity. Participants also expressed a need for more experiential practice. Results suggest vocal health education is essential to sustainable professional preparation.	Jeanne Goffi-Fynn
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Aesthetic Connotations and Contemporary Transmission Pathways of Ancient Chinese Art Songs: A Case Study of <i>Yangguan Sandie</i> (Three Variations on the Yang Pass)	408 - This study examines <i>Yangguan Sandie</i> (Three Variations on the Yang Pass), a canonical shengshi (musical poetry) work from the High Tang period, as an exemplar of ancient Chinese art song aesthetics. Through analysis of its poetic origins, qin-based melodic transmission, and the tripartite performance framework of qi (breath), sheng (articulation), and yun (rhythmic inflection), the paper elucidates how technical execution embodies philosophical and literary meaning. It further proposes pedagogically grounded strategies for contemporary transmission, contributing to culturally sustaining approaches in music education and heritage preservation.	Liu Fengyu

10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	James Denning Price: His Influence on Music Education and the Advancement of High School Orchestras in Connecticut	410 - James Denning Price played a significant role in advancing music education, focusing especially on creating and growing high school orchestras in Hartford, Connecticut. He served as an Associate and Director of Music Education for the Hartford Schools and was involved with both choral and orchestral programs until 1945.	Erica Kupinski
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Smithsonian Folkways Music Pathways: Collaborative Models for Culturally Informed Curriculum Design	417 - This poster examines the development of Smithsonian Folkways Music Pathways, interdisciplinary learning resources built collaboratively from audio recordings and primary sources. Preliminary findings suggest implications for both product and process. Educators gain access to free, arts-integrated resources, and curriculum designers can explore collaborative models supporting culturally informed and classroom-ready materials.	Jennifer Mellizo
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Early Career Music Teachers' Perceptions of Administrator Support	418 - Early career music teachers (ECMTs) leave the profession at high rates, with administrative support identified as a key factor. Using an explanatory sequential mixed methods design, this study investigates how ECMTs perceive administrator support. Findings will inform school administrators and music teacher educators on strategies to better support ECMTs during their formative years.	Thomas J. Standish-Rinn; Amy Melton
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Motivation, Identity, and Year-to-Year Ensemble Persistence Among Non-Music Majors	419 - This study examined psychological predictors of year-to-year ensemble persistence among non-music majors. Drawing on expectancy-value and identity frameworks, survey data were linked to institutional enrollment records. Regression analyses indicated that intrinsic value and music identity significantly predicted continued participation in collegiate ensembles.	Peter Hamlin
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Band Director Retention and Multi-Level Mobility in Florida's Adjudicated Secondary Band Programs	420 - Understanding discipline-specific labor market forces shaping teacher mobility is critical to developing music teacher workforce policy. Using fifteen years of adjudicated performance data, this longitudinal study models retention, leadership transitions, and vacancy chains in secondary band programs, illuminating how performance outcomes structure opportunity, succession, and human capital movement.	Carl B. Hancock; E. Danielle Todd

10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Group Cohesion in a University Band Program	424 - Scholars have called group cohesion the most important construct to consider when studying group dynamics. I conducted this quantitative, non-experimental study to examine relationships between demographic factors (major and academic level), ensemble level, and perceptions of conductor leadership behaviors and group cohesion within a university band program.	Andrew M. Connolly
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	The Potential of Informal Music-Making Experience to Reduce Perfectionism and Performance Anxiety in Formally Educated Musicians	437 - The purpose of this study was to explore the potential of informal music making to reduce perfectionism and performance anxiety among formally educated music students. Participants were 48 music education majors assigned to control and treatment groups, with the treatment group participating in an eight-week informal ukulele jam and sing-along.	Mark C. Adams
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Binary Ensemble Structures in Music Teacher Education: A Critical Analysis for Program Reform	441 - This study critically examines binary organizational structures within higher education ensembles and their misalignment with contemporary PreK–12 professional expectations. Focusing on preservice music educators, findings advocate for culturally sustaining, equitable teacher preparation that challenges gendered traditions and better reflects the diverse identities and needs of today's schools and communities.	Marci Malone DeAmbrose
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	The Effect of Ensemble Directing Behaviors on Perceptions of Jazz Ensembles and Their Directors	442 - This study examined how ensemble directing behaviors influence perceived jazz performance quality and conductor competence. It also explored participants' observations and reasoning behind their ratings. Findings have implications for music teacher preparation and professional development, informing evaluation practices and conductor training in jazz ensembles.	Mark A. Belfast Jr.; Victoria Warnet; Kenna Veronee
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Navigating Appropriateness: How Number of Musical Tasks and Think Time Shape Perceptions	453 - This study examined perceptions of appropriate think time durations in relation to the number of musical tasks presented in nine band rehearsal video segments. Results indicate longer think time durations elicited higher appropriateness ratings overall except for the single task, three seconds condition.	Jennifer A. Whitaker

10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Assessment Styles for Sight-Singing: A Survey of Collegiate Theory Faculty	457 - Collegiate theory faculty (N = 30) were interviewed about their sight-singing assessment practices. Results indicate faculty adopt assessment styles from graduate preparation. With experience, faculty identify benefits/deficiencies of their assessment practices, which evolve over time, resulting in hybrid approaches that may emphasize skill acquisition, holistic understanding, efficiency, student feedback, and/or concrete grading.	Michele L. Henry; Amy L. Fleming
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Addressing Inequities in Technology-Supported Instrumental Music Education Through Adaptive Instruments	463 - Following initial inquiries related to a web application, we built prioritizing standards-based instruction and assessment in instrumental music education, five users of adaptive instruments are (a) testing an in-app synthesizer we built for our web application and (b) completing a survey focused on user design and feelings of inclusiveness.	Alden H. Snell II; Joshua A. Hairston; Michael C. Stewart
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	Instrumental Conductors' Perceptions of Conducting Workshops	532 - The purpose of this study was to examine instrumental conductors' perceptions of conducting workshops. Survey findings (N = 140) detail workshop structures, travel demands, costs, and representation among clinicians and composers. Results reveal substantial financial and geographic barriers and uneven representation, highlighting access and equity considerations within conducting workshop participation.	Allison Davis; Brian A. Silvey
10/2/2026	3:40 PM	4:55 PM	International I, II and III	Poster Session 3	An Afro-Constructivist Approach to Music Education	587 - Eurocentrism continues to dominate music education despite diversity rhetoric. This paper argues that meaningful change requires a philosophical shift. An Afro-constructivist approach recenters intracultural humanity and spirituality, recognizes intercultural connections between Afrocentrism and Eurocentrism, and promotes relationship-building that supports culturally diverse musical experiences.	Adrian Davis

10/2/2026	5:15 PM	6:30 PM	International Ballroom III, IV, and V	Plenary Session 2 - 2026 Senior Researcher Address	2026 Senior Researcher Address	SRME Business Meeting and 2026 Senior Researcher Address - Colleen Conway: Studying Music Teacher Education The SRME Senior Researcher Award address will examine how music teacher education has emerged as an increasingly robust field of research over the past 25 years. Through the intertwined histories of qualitative inquiry and music teacher education, I will consider how methodological conventions, theoretical frameworks, editorial practices, and review cultures shape what scholars study and publish. The session challenges the tendency to treat teacher education as a catchall solution for every problem in music education and instead calls for precise, consequential research across the full continuum of teacher development. Five priorities guide the discussion: program curricula, connections between coursework and fieldwork, induction and early-career support, equity and justice, and the development of music teacher educators. Attendees will be invited to consider how rigorous, flexible research can better connect scholarship, practice, policy, and professional learning. Ultimately, the session argues that caring about students' musical lives requires studying how teachers are prepared and supported.	
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Saturday, October 3, 2026

10/3/2026	8:00 AM	8:25 AM	Pacific II	Research Paper - SRIG 12 - Philosophy	Absence, Means, and Ends: Interrogating Value Formation in Culturally Responsive Pedagogy	36 - The purpose of this philosophical inquiry is to examine the assumptions culturally responsive pedagogy scholars make about value formation. Using Dewey's theory of valuation, I posit the importance of identifying absence and detailing the means-ends continuum. After revealing limitations of Dewey's theory, I provide an extension of culturally responsive pedagogy.	Lauren Kapalka Richerme
10/3/2026	8:00 AM	8:25 AM	Gallerie I	Research Paper - SRIG 14 - Social Justice	Everything I Say Feels Watered Down: Chinese Graduate Students in U.S. Music Education	130 - This collective case study explores how six Chinese international graduate students experience U.S. music education programs. Findings indicate complex linguistic, pedagogical, and cultural adaptation alongside recurring mutual misunderstandings with faculty and peers. Results highlight need for supportive institutional structures for international students and inclusive approaches to music teacher education.	Huilin Guan
10/3/2026	8:00 AM	8:25 AM	Gallerie III	Research Paper	Locale in the Literature: A Systematic Mapping Review of Geographic Context in U.S. Music Education Research	231 - This systematic review examines how locale is defined, described, and engaged across nine peer-reviewed U.S. music education journals from 2006–2025. By analyzing the full published run of articles, I identify patterns in the field's attention to geographic context and offer implications for equity and contextual specificity in music education scholarship.	Whitney Mayo
10/3/2026	8:00 AM	8:25 AM	Pacific I	Special Topics in Music Teacher Education	Job Alert: Applications of a Content Analysis of Music Teacher Educator Job Postings from 2011–2023	301 - This presentation examines more than a decade of music teacher educator job postings from the College Music Society's Music Vacancy List and identifies trends, access concerns, and curricular implications for graduate programs. Presenters highlight key findings and offer recommendations for music teacher educators preparing the next generation of music education professors.	Kyle T. Gray; Tami J. Draves; Nicole K. Ramsey

10/3/2026	8:00 AM	8:25 AM	International IV and V	Research Paper - SRIG 10 - Learning and Development	"Owls and Larks": The Role of Chronotype in Preservice Music Teachers' Sleep Hygiene and Sleep Quality	411 - Undergraduate music education majors completed several standardized sleep scales. Results indicated that they have varied levels of sleep quality and that most demonstrated poor sleep hygiene behaviors. Evening types ("night owls") reported significantly poorer sleep hygiene than morning types ("morning larks"). Sleep hygiene was a significant predictor of sleep quality.	D. Gregory Springer; Alexandra Brookshire
10/3/2026	8:00 AM	8:25 AM	Atlantic I/II	Special Topics in Music Teacher Education	Empowering Students and Faculty Beyond Imposter Feelings	449 - Imposter Phenomenon (IP) is characterized by a permeating personal self-doubt despite high achievement levels and impacts a wide range of professionals across different genders and ethnicities. This presentation provides an overview of current research aligned with management strategies for faculty members experiencing IP and faculty mentors of students experiencing IP.	Jane M. Kuehne; Jody N. Blake; Casey Knox
10/3/2026	8:00 AM	8:25 AM	Mediterranean I/II	Research Paper	A Content Analysis of the College Music Society Music Vacancy List: 2015–2025	539 - This research session will examine music faculty job announcements from the College Music Society Music Vacancy List (2015–2025), presenting comprehensive data spanning ten years and highlighting commonalities and differences in requested materials, emerging trends in job announcements, and their implications for music faculty search committees and the higher education music profession.	Jay Juchniewicz
10/3/2026	8:00 AM	8:25 AM	Gallerie II	Research Paper	Mindfulness, Openness, and Universal-Diverse Orientations: Exploring Dispositional Pathways to Intercultural Competence Among Preservice Music Teachers	454 - The purpose of this quantitative survey study was to examine the relationship among mindfulness (Baer et al., 2006), openness (Soto & John, 2017), and universal-diverse orientation (UDO; Miville et al., 1999) among preservice music teachers. Three findings were most meaningful. First, students with any meditation experience reported higher openness and UDO scores than those who had never tried it. Second, mindfulness was a positive predictor of openness. Third, openness was a meaningful predictor of UDO. While these findings are cross-sectional and cannot establish a causal pathway, they suggest that mindfulness may support diversity-oriented growth by fostering greater openness.	Zack Clark
10/3/2026	8:00 AM	9:00 AM	Catalina	Special Topics in Music Teacher Education	From Compliance to Confidence: Redesigning Inclusion Coursework for Future Music Educators	14 - Current music teacher preparation often emphasizes legal compliance (IDEA) over pedagogical confidence. This session proposes a framework for redesigning inclusion coursework to move beyond generic "intro" courses. Attendees will explore music-specific syllabus structures, field-experience models, and strength-based assignments that bridge the gap between policy and effective classroom practice.	Cody Lee Puckett

10/3/2026	8:00 AM	9:00 AM	Caribbean	Special Topics in Research	The Literature Review as Argument: Design and Synthesis for Researchers, Mentors, and Reviewers	421 - Compelling literature reviews are arguments by design. This session offers practical strategies for structuring and synthesizing reviews with clarity and intention. Writers, mentors, and reviewers will gain tools to strengthen scholarly credibility, build conceptual momentum, and craft reviews that make the necessity of a study unmistakable.	Emily Rossin
10/3/2026	8:35 AM	9:00 AM	Gallerie I	Research Paper - SRIG 14 - Social Justice	"Two Worlds at Once": Bicultural Bilingual Music Teacher Identities	202 - This multiple case study examined the teacher identities of four Hispanic bicultural, bilingual music educators. Findings showed their complex, multifaceted identities influenced their instructional choices, classroom language practices, and relationships with students. Participants viewed their bicultural bilingualism as a professional asset that enhanced their teaching efficacy and cultural responsiveness.	Julissa Y. Chapa
10/3/2026	8:35 AM	9:00 AM	Gallerie II	Research Paper	A Symphony for Broken Instruments: The Sounds of Music Education in the School District of Philadelphia From 2000–2025	305 - This historical study examines 25 years of music education policy and practice in the School District of Philadelphia, revealing how fiscal strain, neoliberal reform, and philanthropic partnerships reshaped curricular music instruction. The analysis raises critical questions about the efficacy and equity of a shared-delivery model in urban music education.	Erica Breitbarth
10/3/2026	8:35 AM	9:00 AM	Pacific I	Special Topics in Music Teacher Education	Comprehensive Beginning Music Educator Mentoring Programs	335 - This session examines the current landscape of music teacher mentoring across national and state-level NAFME initiatives as well as those outside of NAFME. Drawing on research and comprehensive programs, presenters highlight effective, replicable mentoring models and offer strategies for strengthening music-specific support systems for beginning educators nationwide.	Alicia C. Vorel; Melissa Roth Young
10/3/2026	8:35 AM	9:00 AM	Atlantic I/II	Research Paper	String Teacher Wellness and Resilience	458 - Well-being and resilience have received limited attention in music education research, despite well-documented and wide-ranging occupational demands. In the current study, we surveyed public school string teachers regarding their resilience and factors that impact upon their well-being. Systemic challenges are discussed with a focus on well-being support and protective practices to maintain wellness.	Marion Messino; Charlene Ryan; Lorenzo Sanchez-Gatt

10/3/2026	8:35 AM	9:00 AM	International IV and V	Research Paper - SRIG 10 - Learning and Development	Following the Stories of Four Music Education Majors: Resilience, Self-Efficacy, and Teacher Identity Development	498 - Music education can be a stressful degree program as students are managing academic goals and gaining independence. This longitudinal study focused on four music education majors whose high school experiences were disrupted by the pandemic. I followed their growth over four years as they developed resilience, self-efficacy, and music teacher identity.	Angela Munroe
10/3/2026	8:35 AM	9:00 AM	Pacific II	Research Paper - SRIG 12 - Philosophy	Moral Pluralism and the Problem of Deontological Inertia in Music Education Philosophy	538 - This paper addresses a moral-ethical under-theorization problem in music education philosophy. Imperialistic debates over music education's ostensible "first-cause" aims have diverted attention from fundamental questions about ethics, risking a form of uncritical moral conformity I call deontological inertia, in which individual responsibility is displaced by appeals of blind moral duty.	William J. Coppola
10/3/2026	8:35 AM	9:35 AM	Mediterranean I/II	Special Topics in Research	Collaborative Action Research in Music Education	167 - Theoretically grounded and methodologically rigorous collaborative action research can improve programs, practices, and policies. This session introduces collaborative action research, clarifies participant and researcher roles, and provides examples of action research in music education settings. Participants will collaborate in small groups to initiate their own action research projects.	Emily Mercado; Jason Bowers; Erin Bailey; Michael Draut
10/3/2026	8:35 AM	9:35 AM	Gallerie III	Special Topics in Research	"Waking the Dead": Historical Research in Contemporary Music Education Scholarship	220 - Historical research in music education can challenge long-standing narratives to correct inaccuracies, complete the record, and inform discussions on contemporary issues. This presentation examines incomplete histories, highlights examples of recent historical studies, identifies potential research topics, and discusses the implementation of historical methods in contemporary research on music teaching and learning.	Phillip M. Hash
10/3/2026	9:10 AM	10:10 AM	Pacific I	Special Topics in Music Education	Breaking the Silence: Recognizing, Responding to, and Preventing Harassment, Abuse, and Discrimination in Music Education	384 - While the ratio of gender representation in music educators is improving, research reveals a rise in reports of sexual harassment, emotional abuse, and discrimination. This presentation discusses how to recognize various forms of workplace mistreatment, respond appropriately, and take proactive steps to improve conditions for educators within music education.	Amy J. Bovin

10/3/2026	9:10 AM	9:35 AM	Caribbean	Special Topics in Music Teacher Education	Preparing Preservice Music Teachers to Learn Through On-Demand Digital Media	141 - This presentation examines music teachers' professional learning through on-demand digital media (ODDM) and shares implications for undergraduate music teacher education. Presenters share curricular strategies that support preservice teachers in critically evaluating, adapting, and creating ODDM content (e.g., short-form video) for ongoing professional learning.	Daniel Taylor; Kyle Gray; Theresa Hoover; Evan Powers
10/3/2026	9:10 AM	9:35 AM	International IV and V	Research Paper - SRIG 10 - Learning and Development	Effects of an Auditory Model on Memory Reactivation and Reconsolidation in Music	228 - Is listening to an auditory model of one's performance enough to reactivate an already consolidated musical motor memory and induce reconsolidation as evidenced by performance enhancement following rest? Results suggest that listening alone (absent physical practice) may not be sufficient to reactivate and reconsolidate new motor memories in trained musicians.	Justin Lader
10/3/2026	9:10 AM	9:35 AM	Gallerie I	Research Paper - SRIG 14 - Social Justice	Music Teachers' Well-Being and Turnover Intentions: A Structural Equation Model	245 - This structural equation model showed that music teachers' (N = 726) job satisfaction, well-being, and turnover were associated with workplace social support, perceived marginalization, and mattering. Results emphasized the importance of promoting support networks and music teachers' sense of value, pointing to implications for practice that extend beyond individual coping.	Giulia Ripani
10/3/2026	9:10 AM	9:35 AM	Pacific II	Research Paper - SRIG 12 - Philosophy	From Listening to Participation: Reimagining Music Cultures in the Classroom Through Immersive and Interactive Virtual and Augmented Reality	263 - Through this philosophical inquiry, we interrogate current listening-based pedagogical approaches to teaching diverse musical traditions. Drawing on media ecology (Scolari, 2012) and musicking (Small, 1999), we argue that emerging media technologies (e.g., virtual/augmented reality) may shift music pedagogy from listening-centered models toward more participatory, socially interactive, and culturally situated forms of engagement.	Sangmi Kang; Yutong Liu
10/3/2026	9:10 AM	9:35 AM	Gallerie II	Research Paper	Music Life in Buenos Aires 1920–1930: Asociación del Profesorado Orquestal Archives	336 - The archives of the Asociación del Profesorado Orquestal represent a valuable and unique source of information about the development of instrumental music in Buenos Aires and the migration of music culture between Europe, Latin America, and the United States during the first decades of the 20th century. The documentation from the 1920s reflects the ambitious vision of the organization and its impact on music life in Argentina.	Eugenia Costa-Glomi

10/3/2026	9:10 AM	9:35 AM	Atlantic I/II	Research Paper	Open the Dialogue With Your School Leaders: An In-Depth Explanation from 31 School Music Directors on How Ensemble-Based Instrumental Music Education Embeds SEL	546 - Drawing on her knowledge of educational leadership, music teaching experience, and her research findings from interviews with 31 experienced school music directors, the author will present practical guidance for music education practitioners to open productive dialogues with school leaders on SEL practices in ensemble-based instrumental music education.	Kwok Chee Katherine Chung
10/3/2026	9:10 AM	10:10 AM	Catalina	Special Topics in Music Teacher Education	Queering Music Teacher Education: Activist Pedagogies, Universal Design for Learning, and Equity-Minded Praxis	324 - What does it mean to queer music teacher education in practice? This interactive session engages participants in dialogue, case analysis, and design activities using activist music education (Hess) and Universal Design for Learning frameworks to reimagine equity-minded pedagogy. Leave with concrete, research-informed strategies ready to implement.	Matthew L. Garrett
10/3/2026	9:45 AM	10:10 AM	Gallerie I	Research Paper - SRIG 15 - Social Sciences	"Ridiculous!": Students' Perceptions of Time and Workload	131 - This study examines relationships between workload structure and well-being among undergraduate music education majors at NASM-accredited institutions. Survey respondents (N = 505) indicate that perceived strain and time adequacy, rather than total hours or credit load, are most strongly associated with mental-health impact.	Aaron T. Wacker; Ashley D. Allen; Andrea Maas
10/3/2026	9:45 AM	10:10 AM	Gallerie II	Research Paper	QUORUS: An Intersectional Exploration of Community and Belonging in a New LGBTQIA+ Choir	355 - This instrumental case study examined how members of a newly formed LGBTQIA+ community choir constructed community and belonging through collective music making. Grounded in intersectionality, findings revealed belonging emerged through intentional queer community, identity exploration, visibility, and radical acceptance, while counterpoints demonstrated belonging as negotiated, relational, and shaped by musical and social contexts.	Stephanie Gregoire

10/3/2026	9:45 AM	10:10 AM	Atlantic I/II	Research Paper	Importance Ratings by Secondary School Ensemble Major Teachers of Undergraduate Elementary General Music Methods Course Contents	561 - This study examined secondary school ensemble major teachers' instructional importance ratings of undergraduate elementary general methods course contents. The findings indicated that interactive communication between elementary general methods instructors and elementary general music teachers whose specialized teaching areas are secondary ensemble would benefit music teachers' elementary general music teaching preparation.	Ji-Eun Kim
10/3/2026	9:45 AM	10:10 AM	International IV and V	Research Paper - SRIG 11 - Perception and Cognition	Characterizing Non-Performance Behavior in Instrumental Practice Across Levels of Expertise	602 - Musicians spend approximately 30% of their practice time engaged in behaviors other than full-instrument performance. Despite the prevalence of these non-playing intervals, their function and significance in instrumental practice remain largely unexplored. In two studies, we examine and characterize non-performance intervals in instrumental practice among both undergraduate and expert musicians.	Amy Simmons; Sarah Allen; Suzanne Charney
10/3/2026	9:45 AM	10:10 AM	Pacific II	Research Paper - SRIG 13 - Popular Music Education	Translating Modern Band PD Into Practice: A Multiple Case Study of K–12 Music Teachers	614 - This study explores how K–12 music teachers implement and experience popular music pedagogies following modern band professional development (MBPD), and their perceptions of PD effectiveness. Findings reveal variation in implementation, pedagogical drift toward traditional ensemble models, and teachers' mixed perceptions of PD effectiveness, highlighting needs for sustained, practice-oriented professional learning.	Candice Mattio; Scott Burstein
10/3/2026	9:45 AM	10:45 AM	Gallerie III	Special Topics in Research	Practitioner Inquiry in Music Education: Action Research and Teacher Research	102 - Participants in this session will explore and compare similarities and differences among action research, teacher research, Self-Study of Teacher Education Practices, and practitioner inquiry. They will gain insight into each approach's unique characteristics and purposes. The session will present criteria for evaluating the rigor and quality of these research designs.	Colleen Conway; Elizabeth Cassidy Parker
10/3/2026	9:45 AM	10:45 AM	Mediterranean I/II	Special Topics in Research	Does Music Education Research “Know Thyself”? Rediscovering the Heart of Music Education Through Polydisciplinarity	571 - This session will consist of two sections: (1) establishing polydisciplinarity (Loveless, 2019) as the guiding conceptual framework, noting scholarship in music theory (Ewell, 2023) and musical theatre (Wolf, 2011) as the basis for interdisciplinary dialogue, and (2) establishing go-alongs (Stiegler, 2024) as an exemplar of expanded methodological possibilities for research.	Justin Caithaml

10/3/2026	10:20 AM	10:45 AM	Caribbean	Research Paper	Gateway Procedures for Upper Division Music Education Curriculum	238 - The purpose of this study was to investigate gateway procedures for entering upper-division music education programs nationwide, including assessed skills and their relevance to modern teaching, and the pros and cons of having gatekeeping mechanisms in place. Results of a nationwide survey will be shared.	Rachel Sorenson; Victoria Warnet Richter; Kenna Veronee
10/3/2026	10:20 AM	10:45 AM	Pacific I	Research Paper	Mentorship in Music Education: A Historical Study Highlighting Philosophies and Musical Practices Through the Choral Lineage of Doreen Rao, Margaret Hillis, and Robert Shaw	342 - This historical study examines the choral conducting and music education lineage of Doreen Rao, Margaret Hillis, and Robert Shaw. Data analysis of rehearsals, scores, journal entries, chorus letters, published texts, and conductor websites traced how philosophies, values, and musical techniques transfer through mentor-mentee relationships. Results indicated a shared approach to score study, rehearsal sequencing, and musical excellence. The study further revealed how each conductor independently adapted inherited practices, leaving a significant rippling effect across choral music and music education. Findings affirm that mentor-mentee relationships affect professional development, equipping mentees with a framework they can meaningfully reshape.	Ruth Springer
10/3/2026	10:20 AM	10:45 AM	Gallerie II	Research Paper	Hispanic-Serving or Hispanic-Enrolling? Traits of Texas Music Education Programs at Hispanic-Serving Institutions	404 - As the Hispanic students increase, music educators should reflect these students. Hispanic-Serving Institutions (HSIs) can provide opportunities for diversifying the music educator pipeline. This descriptive study examines HSIs in Texas. Through demographic data and website analysis, findings indicate a distinction between Hispanic-enrolling institutions and Hispanic-serving institutions.	Victor Antonio Lozada
10/3/2026	10:20 AM	10:45 AM	International IV and V	Research Paper - SRIG 11 - Perception and Cognition	Effects of Singer Score Use and Movement on Perceptions of Choral Ensemble Performances	433 - This study examined the effects of score use and expressive movement on observers' perceptions of choral ensemble performances. Results indicated that expressive movement increased ratings of musicality and that the effects of score use varied according to presentation order.	Sarita Gustely; Corey Sullivan; D. Gregory Springer
10/3/2026	10:20 AM	10:45 AM	Gallerie I	Research Paper - SRIG 15 - Social Sciences	Beyond Willingness: Factors Influencing Music Educators' Decisions to Mentor Preservice Teachers	468 - This explanatory sequential mixed methods study investigated factors influencing music educators' willingness to mentor preservice teachers. Expectancy-Ability Beliefs significantly predicted willingness. Rural implications emerged, including limited mentor pools and transportation barriers. Findings suggest MTEPs must prioritize mentor self-efficacy, relational trust, and equitable placement systems to maintain mentoring networks.	Emily M. Chapman

10/3/2026	10:20 AM	10:45 AM	Pacific II	Research Paper - SRIG 13 - Popular Music Education	Dembow: A Case Study of Reggaetón in Secondary Music Technology	478 - This qualitative case study examines a 10-week reggaetón curriculum in a U.S. secondary music technology class. Grounded in culturally sustaining pedagogy and raciolinguistics, it explores how centering Afro-diasporic history, dembow, and multilingualism reshaped musical legitimacy, affirmed Latiné and Black identities, and positioned reggaetón as sociocultural text.	Marjoris Regus
10/3/2026	10:20 AM	10:45 AM	Atlantic I/II	Special Topics in Music Teacher Education	Integrating Ritual Structure and Spontaneous Emergence: A Dialectical Framework for Music Teacher Education	606 - This session proposes a dialectical pedagogical framework for music teacher education grounded in Confucian ritual structure and Daoist spontaneity. By examining tensions between discipline and creative emergence, it offers an alternative philosophical foundation for balancing moral cultivation, agency, and creativity in contemporary music classrooms.	Ruofan Liu
10/3/2026	10:20 AM	11:20 AM	Catalina	Special Topics in Music Teacher Education	Anti-Racism in Music Education: Lessons from Beyoncé's <i>Renaissance</i> and <i>Cowboy Carter</i>	438 - This session examines lessons from Beyoncé's <i>Renaissance</i> and <i>Cowboy Carter</i> , highlighting their exploration of American intersectionality, particularly Black experiences. Grounded in anti-racist and culturally responsive pedagogy, it positions these projects as powerful entry points for music education praxis, encouraging critical engagement, inclusivity, and transformative approaches to teaching and learning.	Elizabeth S. Palmer; Angelica Brooks
10/3/2026	10:55 AM	11:20 AM	Caribbean	Research Paper - SRIG 9 - Instructional Strategies	Addressing "Othering:" The Catalyst that Transformed My Sabbatical	605 - Using an ethnographic layered account approach, I will address the "othering effect" inclusionary and exclusionary, that students can experience through activities in our music classrooms. Musical projects created in response to student experiences can offer possibilities to develop culturally-valid performances, appreciation, and connections among students and between differing musical cultures.	Tamara T. Thies
10/3/2026	10:55 AM	11:20 AM	Gallerie II	Research Paper	State of Music Education in Hawai'i	488 - This study examined PK–12 music education in Hawai'i using NAfME Opportunity-to-Learn Standards. Survey data from 70 educators revealed strong teacher commitment but disparities in elementary music, instructional and performance facilities, and professional growth. Findings suggest equitable music access depends on systemic policy alignment rather than centralized governance alone.	Kim Barclift

10/3/2026	10:55 AM	11:20 AM	Gallerie I	Research Paper - SRIG 15 - Social Sciences	An Exploration of Mattering Among Secondary Choir Teachers	267 - This study explores perceptions of mattering among secondary choir teachers using an explanatory sequential mixed methods design. Preliminary quantitative findings reveal that job satisfaction significantly correlates with both personal mattering and subject mattering. Qualitative interviews are underway to illuminate how choir teachers construct their sense of mattering within school and professional contexts.	Thomas J. Standish-Rinn
10/3/2026	10:55 AM	11:20 AM	Pacific I	Research Paper	Teaching, Research, Service, and What Counts: Early Career Music Teacher Educators in Research-Intensive Contexts	347 - This multiple case study examines how pre-tenure music teacher educators at research-intensive universities that are members of the Association of American Universities navigate competing expectations for teaching, research, and service. Preliminary analysis of first-round interviews suggests service "creep" publication-driven decision-making, identity-shaped mentoring labor, and strategies within politically structured tenure systems.	Elizabeth Morgan Weikle
10/3/2026	10:55 AM	11:20 AM	Pacific II	Research Paper - SRIG 13 - Popular Music Education	Intrapreneurs: Examining the Lived Experience of Innovators in Secondary General Music	497 - This multiple case study examined Midwest music teachers who intrapreneured innovative secondary general music programs. Early teaching experiences fractured their identities as traditionally trained ensemble directors, prompting adaptability, self-directed learning, and leadership in contemporary music education. Findings highlight implications for teacher preparation, professional support, and equitable access.	Michael Remy
10/3/2026	10:55 AM	11:20 AM	International IV and V	Research Paper - SRIG 11 - Perception and Cognition	Driver vs. Passenger: Gaze Behavior Reveals Differences in Attention Allocation When Teaching vs. Observing Music Lessons	502 - Instrumental music faculty (N = 4) taught a brief lesson to two students while wearing eye-tracking glasses, then watched a stationary camera video of their lesson, again while wearing eye-tracking glasses. We investigated unconscious perceptual processes by comparing participants' attention allocation during active teaching and observation of the same lesson.	Robin S. Heinsen; Laura K. Hicken
10/3/2026	10:55 AM	11:55 AM	Gallerie III	Special Topics in Research	From Archive to Analysis: The Why, What, and How to Conduct Robust Secondary "Big Data" Studies	150 - Although the use of large data sets has proliferated in broader quantitative education research, these data sources remain underutilized by music education researchers. Participants will learn to develop research questions suitable for large data analyses, prepare data requests, and learn best practices for working with and analyzing large data sets.	David S. Miller; Kenneth Elpus

10/3/2026	10:55 AM	11:55 AM	Atlantic I/II	Special Topics in Music Teacher Education	A Health-Promoting and Occupationally Responsible Framework in Music Teacher Preparation	243 - Music teachers occupy a distinctive health-promoting role that involves sustaining their own well-being while safeguarding student health during music activities. This panel introduces a health-promoting framework for music teacher preparation programs. Attendees will review policy levers for sustainable implementation, discuss learning pathways, and receive a map of music-specific health competencies.	Giulia Ripani; Patrick Schmidt; Kris Chesky
10/3/2026	10:55 AM	11:55 AM	Mediterranean I/II	Special Topics in Research	Research Using Secondary Data Sources: Conceptual and Analytical Considerations	563 - This presentation is designed for music education scholars interested in or experienced with leveraging secondary data in their research. Topics include the benefits and types of secondary data, finding and evaluating datasets, sampling and weighting, linking and deriving variables, trade-offs between internal and external validity, exemplar studies, and software considerations.	Brian Shaw
10/3/2026	11:30 AM	11:55 AM	Caribbean	Research Paper	Confusion and Curiosity: STEAM Pop-Ups as a Catalyst for More Creative Music Education	338 - What possibilities emerge when we situate students' "messaging around" as an opportunity for musical engagement and learning? We explore community members' experiences in pop-up events that foster arts-based engagement with sonic circuits. Our findings invite music educators to consider open-endedness and confusion as catalysts for curiosity, creativity, and learning.	Evan Tobias
10/3/2026	11:30 AM	11:55 AM	International IV and V	Research Paper	Staying or Leaving the Classroom: Instructional Autonomy, Working Conditions, and Job Satisfaction Among Music Teachers in a Bi-State Region	350 - In a survey of music teachers in a bi-state area, 83.0% planned to remain in their positions, 7.2% to change schools or districts, and 7.6% to take leave from music teaching; plans did not differ by state. Respondents reported instructional autonomy, supportive climates, workload pressures, compensation concerns, and occupational strain.	Lani M. Hamilton; Charles R. Robinson; Mandy M. Coday
10/3/2026	11:30 AM	11:55 AM	Pacific II	Research Paper	"Who Am I and What Is/Are My Musical Culture(s)?: Examining Musical Identity Development Among Immigrant Undergraduates	352 - Later-generation immigrants may feel caught between family origins and American culture (Portes & Rumbaut, 1996). This action research investigated methods for equipping second- and third generation immigrant undergraduates to articulate their musical cultures. Findings described student processes of musical identity development and the influence of technology on this formation.	Amy Waters

10/3/2026	11:30 AM	11:55 AM	Pacific I	Research Paper	At the Crossroads: Professional Identity of Mid-Career Music Teachers in China	445 - This collective case study examines professional identity development among mid-career (8–15 years) elementary music teachers in China. Drawing on Organismic Integration Theory, this study explores how evaluation systems and personal experiences shape internalization and commitment, highlighting the dialogical, non-linear nature of mid-career identity development.	Xizi Zang
10/3/2026	11:30 AM	11:55 AM	Catalina	Special Topics in Music Teacher Education	Neurodiversity in Music Education: Progressive Assessment	467 - This session introduces Progressive Assessment within the neurodiversity paradigm as a strengths-based framework grounded in praxial philosophy and differentiation theory. Reframing diagnostic, summative, and formative assessment through readiness, musical agency, and self-growth, it positions evaluation as an ongoing Diagnostic Conversation that sustains rigor and honors musical identity.	Susan Raponi
10/3/2026	11:30 AM	11:55 AM	Gallerie II	Research Paper	“Connected to that Area of Light”: A Phenomenology of Support and Oppression for Queer Music Educators	491 - This study explores how Queer music educators experience support and oppression related to their sexuality. Using PhotoVoice, this phenomenological study revealed themes of Navigating Community, Decoding Communication, and Self-Preservation, with the super theme Changes Over Time. Findings highlight the need for strong support systems and affirming educational spaces.	Matthew Wilson
10/3/2026	11:30 AM	11:55 AM	Gallerie I	Research Paper	Structural Persistence in Wind Band Repertoire: A Demographic Analysis of a Century-Old University Library	573 - This study presents a demographic analysis of a century-old university wind band library to examine patterns of representation and structural persistence in repertoire acquisition. Findings reveal significant overrepresentation of dominant identities and illustrate how historical purchasing practices reinforce canon formation, with implications for music teacher education and repertoire decision-making.	Jonathan Helmick
10/3/2026	11:30 AM	11:55 AM	International III	SRME State Chairs Meeting	SRME State Chairs Meeting	Note: Meet at the roundtables in the center of the ballroom.	

Poster Session 4

10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Raising the Bar, Shrinking the Pipeline: Praxis 5113 Qualifying Scores and Alabama's Music Teacher Shortage	21 - Alabama's high Praxis Music: Content Knowledge (5113) cut score may unnecessarily restrict an already fragile, disproportionate pipeline of music teachers—especially Black music teachers. Using 12 years of data from an HBCU music education program, I simulated pass rates at cut scores of 150, 154, 156, and 161; examined retake burden and score gains across attempts; and tested readiness indicators (ACT, high school GPA, college GPA). A 161 cut score sharply reduces pass rates, offers only modest predictive value, and drives costly retake cycles. I recommend lowering the cut score toward national norms and adopting multiple measures with targeted supports.	Russell Greene
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Generative AI in Graduate Music Education Research Methods: A Three-Year Case Study	459 - This three-year qualitative case study examines the integration of generative AI within a graduate music education research methods course. Students worked in shared Google Docs, compared their own developing ideas with AI-generated responses, and engaged in recorded discussions about authorship, voice, and responsibility. AI was used in literature review mapping, theme development, editorial revision, and qualitative coding. Throughout the course, students navigated ongoing tension between efficiency and scholarly integrity. The study considers how generative AI is influencing research preparation in music education while centering human interpretation and scholarly voice.	Susan Raponi
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Fostering Inclusion Through Use of Digital Audio Workstations in Instrumental Music Education	460 - Following initial inquiries related to a web application we built prioritizing standards-based instruction and assessment in instrumental music education, 12 students at our institutions are (a) testing a DAW we built for our web application and (b) piloting a survey study related to inclusion in instrumental music education.	Alden H. Snell II; Matthew F. Wolfe; Michael C. Stewart
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Elementary Music Teachers' Perceptions and Implementation of Orff Schulwerk and the Kodály Approach	461 - Elementary music teachers' perceptions and implementation of Orff Schulwerk and Kodály approaches were examined. Thematic analysis of interviews and lesson plans from two experienced teachers revealed five themes: complementary structural functions, bounded improvisation, developmental calibration, cultural translation as complex adaptation, and pragmatic resourcefulness. Participants demonstrated integration of approaches as adaptive expertise.	Jason Jian Han

10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Applying Neuroexistentialism to Music Pedagogy	466 - Building on the developing field of neuroexistentialism, this interdisciplinary project explores how insights from existentialist philosophy and the neurosciences can guide and inform individualized music pedagogy. This research demonstrates that applied neuroexistentialism holds the potential to holistically support creative development and authentic self-expression for both music students and educators.	Stephanie Gemmell
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Music Educator and Performer Views on Music Performance Anxiety (MPA): A Mixed Methods Study	470 - This poster presents a mixed methods study examining the experiences of music educators and performers with music performance anxiety (MPA). Building on published survey results (Gao & Kuehne, 2025), the study integrates findings from follow-up interviews to explore the cognitive, physiological, and social factors of MPA and to generate pedagogical implications.	Yaxi Gao; Jane Kuehne
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Am I Getting Better at This?: Quantifying the Cognitive Components of Learning to Teach	471 - Five undergraduate students (N = 5) re-analyzed teaching videos initially recorded during their freshman and junior years of a teacher preparation program. This study aims to quantify the development of teaching skills, perceptual acuity, and self-efficacy in undergraduate music education majors throughout their teacher preparation program.	Maria Hisey; Robin Heinsen
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	A Socioeconomic Analysis of the Texas All-State Bands, 2022–2026	473 - The purpose of this study was to examine the socioeconomic backgrounds of the Texas All-State bands from 2022 through 2026 and to explore differences between bands. Preliminary data showed the current top 6A band contained more schools with higher household incomes and fewer economic disadvantages than the bottom band.	Daniel Weatherholt; Mark Montemayor

10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Narrating Identity Negotiation: A Small-Scale Narrative Inquiry into the Academic Experiences of Chinese International Graduate Music Students	474 - This narrative inquiry explores how two Chinese international graduate music students negotiate their professional self-understanding through narratives of tensions, critical moments, and identity shifts within a U.S. music program.	Rui Cao
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Graduate-Level Contemporary Issues Courses in Music Education: A Content Analysis	475 - Graduate programs in music education increasingly offer courses addressing contemporary issues and emerging trends in the field. The purpose of this study was to analyze course descriptions and syllabi from graduate-level contemporary issues courses in music education to identify prevalent themes, theoretical frameworks, assigned readings/materials, and pedagogical approaches.	Josef Hanson
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Reframing Early Career Development in Instrumental Ensemble Teaching: A Developmental Framework for the First Five Years	476 - This qualitative study develops a framework grounded in interview and focus group data from early career instrumental ensemble teachers, conceptualizing the first five years as a period of cultural construction, pedagogical alignment, and professional integration. Findings challenge deficit-oriented narratives and position early teaching as foundational rather than provisional.	Johanna Gamboa-Kroesen
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Experience, Access, and Interest in Professional Development Among Elementary Music Teachers: A National Survey	477 - The purpose of this study was to describe elementary music teachers' formal and informal professional development (PD) experiences, access pathways, and interests at a national level. Questionnaire data were used to compute descriptive statistics, and qualitative data were coded and categorized to summarize PD experiences, access pathways, and preferences.	John Okley Egger; Ann Harrington
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	A Content Analysis of the <i>National Band Association Journal</i> from 1990–2025	485 - This longitudinal content analysis of 97 issues (N = 97) of the <i>National Band Association Journal</i> (1990–2025) investigates and identifies research methodologies, topical trends, and authorship patterns to document the journal's evolving scholarly identity.	Michael W. Hudson

10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Access ≠ Liberation: UDL, Policy, and Agency in Music Education	486 - This study critically analyzes how federal education policy constructs Universal Design for Learning (UDL) as an access framework while preserving teacher-centered power. Drawing on Freire, we argue that although UDL may increase flexibility in music classrooms, it remains insufficient for liberation without explicit attention to agency, power, and participation.	George Nicholson; Kristen Redaniel
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Institutionalizing Popular Music: A Content Analysis of All-State Contemporary Ensemble Policies and Procedures	490 - This study examines the adoption of All-State contemporary ensembles throughout the United States. A nationwide content analysis of state music educator association documents identifies which states have adopted contemporary ensembles and examines ensemble types, year of implementation, structural characteristics, audition structures, and emerging trends.	Seth Adams; Allison Davis; David R. DeAngelis
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Program of Studies Analysis: Secondary General Music in New England and the Midwest	494 - This study analyzed publicly available programs of studies from 9th–12th grade public high schools to compare secondary general music courses in New England and the Midwest. Findings illustrate how regional and curricular values shape access to music education.	Michael Remy
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	North Carolina Popular Music Education: How State Music Educators Associations Influence Students' Engagement with Popular Music	496 - This study examines how the initiatives of North Carolina Music Educators Association (NCMEA) Popular Music Education Committee influenced students' engagement with popular music in K–12 classrooms across the state. Experiences from student musicians investigated how state-level initiatives shape music experiences in popular music, foster inclusion, enhance motivation, and support creativity with implications into the role MEAs have in connecting students to popular music learning.	Jonathan Kladder
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Validating the Teacher Mentoring Self-Efficacy Scale (TMSES) for Music Teacher Mentors: Assessing Efficacy Beliefs in Mentorship Practices	503 - This study will examine the Teacher Mentoring Self-Efficacy Scale for application with music teacher mentors, addressing the lack of a context-specific tool in music education. We will test the applicability of this scale to music mentors, evaluating its two-factor structure and capturing beliefs relevant to mentorship of music student teachers. We will test the scale's applicability using exploratory and confirmatory factor analysis, including music-specific items. Findings will provide insights into music mentors' self-efficacy beliefs, informing mentor training programs and ultimately enhancing the success of new music educators, bridging the gap between preservice preparation and inservice teaching.	Eric M. Pennello; Ryan N. Meeks

10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	The Effect of Diaphragmatic Breathing on Music Teachers' Perceived Stress Levels	505 - The purpose of this pilot study is to investigate whether practicing diaphragmatic breathing for five minutes a day could improve a music teacher's perceived stress level. Using the Perceived Stress Scale and participant reflections, this mixed-methods study seeks to find sustainable strategies to manage teacher stress.	Kathleen McBee; Katrina Cox
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	A Case Study Investigating the Effects of a Practice Diary on the Behaviors and Self-Regulated Learning of Community College Musicians During Individual Practice	510 - This case study explored self-regulated learning (SRL) and practice strategies of community college instrumental music students (n = 7) over a 12-week period. Students were asked to complete a practice diary to facilitate improved SRL. Results will be reported in this presentation to facilitate scholarly discussion.	Peter C. Weinert; Matthew T. McGrory
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Unlearning in a Graduate Music Education Program: A Collaborative Self-Study	517 - The primary purpose of this collaborative self-study was to examine music teacher and music teacher educator processes of unlearning. A secondary purpose of the study was to explore the potential of collaborative self-study as a form of graduate student mentoring in a hybrid graduate program.	Vanessa L. Bond; Hannah Atlas; Burjis Cooper; Kathryn Dauer; Madison Schille
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Looking Back, Teaching Forward: The Experiences of Veteran Elementary Music Teachers	523 - This hermeneutic phenomenological study explores how veteran elementary music teachers make sense of continuity and change after more than 20 years in the classroom. Guided by Huberman's (1989) career cycle model, interviews examine evolving beliefs, classroom conditions, and the lived experience of remaining in the profession over time.	Elaine Waier
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Grassroots String Community: Establishing a Collaborative Community Music Program	524 - Community string music programs funded by universities should not replace, but rather supplement, existing opportunities. This critical examination of literature seeks to provide a foundation to nurture an effective collaborative community music program that builds upon existing opportunities and establishes a pathway toward offering string music electives in public schools.	Elizabeth Schultz

10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Preservice Music Teachers' Preparedness, Self-Efficacy, and Commitment to Teaching Improvisation	527 - This ongoing correlational study examines preservice music teachers' preparedness, self-efficacy, and commitment to teaching improvisation. Adapting the Preservice Music Teacher Efficacy Scale (Pritchard, 2017), the study investigates relationships among these constructs and identifies predictors of improvisation teaching self-efficacy among undergraduate music education majors in NASM-accredited programs across the United States.	Xizi Zang
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Shifting the Focus: Developing Self-Regulation Through a Student-Centered Learning Approach in the Full Ensemble	531 - This research teaching project introduced music learning in the full ensemble that shifted the focus of instruction from teacher to student. The goal was to develop learner independence, meta cognitive awareness, and self-regulation in music practice using a practice strategy curriculum supported by group collaboration and problem solving.	Kim Mieder
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	"Look Good (If You Can), Sound Good (If You Can), Have Fun!": An Emergent Ethnography on the Lakeside Pride Marching Band	541 - This emergent ethnography examines the culture and traditions of the Lakeside Pride Marching Band, a Chicago-based LGBTQ+ ensemble. Drawing on two seasons of participant observation, interviews, and material analysis, and informed by Queer Theory, findings suggest members iteratively preserve, reclaim, and reject conventional marching band traditions.	Myriaha Seavello
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	"You're on Your Own, Kid": An Autoethnography on Belonging, Race, and Mentorship in Graduate Choral Music	544 - The purpose of this autoethnographic study was to examine my lived experiences as a first generation, gay, Mexican-Ecuadorian American navigating two contrasting graduate programs in choral music. Placing these two institutional contexts in dialogue helped me investigate how geography, faculty mentorship, and institutional culture intersect with race, identity, and belonging.	Ramon Cardenas
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Negotiating Authority, Authenticity, and Identity: African Diaspora Choral Directors Teaching African Music Traditions in U.S. Educational Contexts	545 - This qualitative research-in-progress examines how an African diaspora choral director in U.S. higher education negotiates authority, authenticity, and identity when teaching African music traditions. Using semi-structured interviews and thematic analysis, the study explores culturally situated pedagogy and identity-informed teaching practices in university choral contexts.	Kevin Kimtai

10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Analyses of Gaze Offer a Window Into the Thinking of Artist-Level Conductors	547 - Observations of expert musicians and teachers are prominent components of music teacher education. Although attentive observers may infer various aspects of experts' thinking, much of the internal perceiving and decision-making that drive expert behavior is guided by perceptual and cognitive processes that operate below conscious awareness.	Robert A. Duke; Laura M. Bock; Joe Alvear; Courtney Nottingham; Andrew J. Marks
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Transforming Philosophy Through Research: Preservice Teachers' Engagement With Socially Conscious Choral Literature	548 - This multiple case study examines how five preservice music teachers developed beliefs about concert programming and teaching through researching literature on socially conscious themes. Preliminary findings suggest that researching socially conscious choral repertoire cultivates critical consciousness and strengthens commitment to culturally responsive teaching, with implications for music teacher education programs.	Wendy K. Moy
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Mindfulness Practices in Music Education: A Literature Review	552 - Mindfulness is simply being present, or paying attention on purpose. Previous researchers have found mindfulness practices beneficial for teachers and students. The purpose of this poster is to share results from a literature review examining research on three aspects of mindfulness: mindful breathing, visualization, and self-compassion.	Krissie Weimer
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Validation of the Brass Pedagogy Script Concordance Test	553 - This study will validate an instrument to measure preservice music teachers' brass pedagogical knowledge. The 60-item Brass Pedagogy Script Concordance Test was developed using guidelines generated by the medical education field, which uses Script Concordance Tests to measure medical students' diagnosis skills. The Brass Pedagogy Script Concordance Test has potential use in both music teacher training and music education research.	Nancy Summitt; Jeff Barbee
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Synthesizing the Impact of Thurmond's <i>Note Grouping</i> : Revisiting the Model Performances and Pedagogical Strategies	555 - This project seeks to examine perceived expressivity of musical performances that apply Thurmond's approach to emphasizing specific musical elements from his text <i>Note Grouping</i> . This study will test the existing pedagogical framework through systematic analysis to determine if performance outcomes align with listener perceptions of expressivity.	Alison Farley

10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	International Perspectives on General Music Instruction: An Austrian-American Comparison	556 - The two-fold purpose of this study was to compare pedagogical perspectives of Austrian and American general music teachers, and to investigate those cross-cultural comparisons as they relate to broader educational systems. Emergent themes described four similarities in teacher perspectives along with two shared and two contrasting characteristics at the national level. Implications include appreciating common pedagogical values despite inter-cultural differences.	Daniel C. Johnson
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Preservice Teachers' Preferences and Intentions in Integrating Online Music Tools	560 - This quantitative study examines preservice music teachers' preferences and intentions regarding online music tool integration. Findings indicate that attitude uniquely predicts intention beyond self-efficacy and readiness, suggesting belief-centered dynamics in technology integration and highlighting considerations for emerging tools such as artificial intelligence in music teacher education.	Ruofan Liu
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	The Development of the Children's Singing Ability Self-Efficacy Scale, Ages 5–7	566 - Children's Singing Ability Self-efficacy Scale (C-SASS), 5–7, exhibited tenable internal consistency; retest data yielded tenable normality. NIRT (Mokken) analysis item scalability coefficients (Hi) yielded mostly weak scale items (< 0.3) and clustered the 22 self-efficacy items into three theoretically nonparsimonious scales. Items were revised based on a combination of results.	Christina L. Svec; Lara Larsson
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	The Fontan Choir: Leveraging Group Singing and Breathwork for Health and Wellbeing Among Pediatric Single Ventricle Patients	569 - This feasibility study examined the impact of singing and breathwork on the health and wellbeing of children and adolescents with single ventricle physiology (n=16). Positive trends in quality of life, psychological, respiratory, and cardiac exercise measures suggest singing instruction may offer physical and mental health benefits for this population.	Sarah Bartolome; Stephanie Gregoire
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Music Education, Children's Language Skills, and Autism: A Systematic Review	570 - Using the PRISMA 2020 guidelines, this systematic review paper explored intervention studies (N = 5) published in the last decade on the associations between music education and language development in children with autism.	Beatriz Ilari; Patrick Cerria

10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Exploring Social Psychological Theories of the Self in Music Education	578 - This narrative literature review examined commonly used and underexplored social psychological theories of the self in music education research. I highlighted the main assumptions from the less prevalent theories (mindset, fusion, and individualism-collectivism) and proposed context-specific predictions with implications for understanding music participation, motivation, and cross-cultural engagement.	Diego Pinto
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Growing Music Makers, Movers, and Shakers: An Exploratory Study on Teaching Musical Artistry in the University Ensemble and Applied Studio Settings	580 - This exploratory case study examines the teaching beliefs, practices, and common dialogue of university ensemble directors and applied studio instructors on the development of musical artistry in their students. Participants (N = 20) are university level ensemble directors and applied studio instructors with at least five years of successful collegiate teaching experience. Data was collected via one semi-structured interview, one mixed-methods survey instrument, and one focus group interview. Findings may provide guidance and stimulate dialogue on balancing musical knowledge, skills, and artistic expression to benefit the professional growth of music teachers at all levels.	Jennifer Pulling
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Being Positioned to Represent: International Graduate Students' Lived Experiences in Multicultural Music Education Research	581 - This phenomenological study explores how international music education graduate students experience being positioned as cultural representatives within multicultural research contexts. Drawing on positioning theory and multicultural music education scholarship, the study examines perceived expectations of authenticity, representation, and authority, and how these shape scholarly identity and research participation.	Ruofan Liu
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	A Comparative Content Analysis of China's 2022 K-12 Compulsory Education Arts Curriculum Standards and First-Grade Music Textbooks	585 - The Chinese Ministry of Education designs the curriculum and shares it in schools. However, the central Ministry of Education assigns standards and compliance, without directly inspecting every textbook published in China. These issues cause discrepancies in music standards across China. The purpose of this study is to analyze how 1st Grade, 1st semester music textbooks in China align with curriculum standards and impact student learning. The outcomes of this research will provide evidence for policymakers and help improve regional disparities in learning. The goal is to implement curriculum revisions and improve educational equality for music students in China.	Ziyue Tan

10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Quality Over Quantity in Internship Experiences: Early Career Music Teachers' Professional Readiness	589 - The purpose of this study was to examine early career music teachers' job satisfaction in relation to their internship experiences during teacher preparation programs. Internship satisfaction emerged as a significant predictor for both outcomes, with higher satisfaction associated with greater perceived career preparedness and higher current job satisfaction.	Julie M. Song; Aliana Morales
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Technology-Driven Measurement in Music Teaching: Impact on Teacher Identity and Curriculum	591 - This qualitative study examines the influence of data-driven assessment systems on the professional identity and curriculum design of Chinese music teachers. The results indicate tensions between technological metrics and pedagogical autonomy, potentially marginalising creative practices such as improvisation.	Yihao Sheng
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	The traditional Chinese instrument Hulusi as a Musical Cultural Bridge: A Study on Music Acceptance and Self-Efficacy in the U.S.	592 - The <i>hulusi</i> is a traditional Chinese instrument with more than 2,000 years of history. It is very well-developed in school settings in China. It has been shown to make music more accessible to ordinary people. However, there is little research about how it can be adapted to a foreign setting and whether this would lead to the same effect. Therefore, this research conducted a pre-post test of Hulusi workshops to measure participants' (1) music self-efficacy and (2) acceptance of foreign musical heritage to determine whether it can serve as an accessible musical tool for introducing music in a foreign context.	Ziyue Tan
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	"Seeing to Hear" and "Safe Spaces": Pedagogical Implications of Kinship Dynamics in Children's Piano Duets	594 - This microanalytic study investigates how kinship dynamics shape joint action in children's piano duets. Comparing homogeneous (twins) and heterogeneous (mixed-age siblings) dyads, findings reveal distinct coordination strategies, visual scaffolding behaviors ("seeing to hear"), and conflict management patterns. Results provide educators with targeted social-emotional learning (SEL) strategies for ensemble instruction.	Chunting Lu
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Dalcroze Eurhythmics Through Embodied Cognition: A Conceptual Bridge Between Music Education and Cognitive Science	595 - Embodied cognition and Dalcroze Eurhythmics both emphasize the centrality of the body as a primary instrument for learning and experience. This poster investigates overlaps and interactions between these two areas of scholarship, providing interdisciplinary support for movement-based music education and highlighting the body's role in musical understanding.	Dingxuan Wang; Cory Meals

10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	A Critical Race Theory Review of Identifying and Dismantling Racial Disparities of Artificial Intelligence in Music Education	598 - Generative AI is often framed as neutral, yet it may reproduce racial inequities through biased data, unequal access, and systemic disparities in education. Using a State of the Art Literature Review and Critical Race Theory Posthumanism, this study examines discriminatory practices in music education AI and proposes pathways toward equity and shared technological leadership.	Adrian Davis
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	"Embracing the Realness of What We Do": Ensemble Educators' Perceptions of Generative AI	599 - Generative artificial intelligence (AI) is revolutionizing human behavior with profound implications for music education. The purpose of this collective case study is to explore how ensemble music educators perceive, experience, and navigate AI at work. Preliminary themes include efficiency versus agency, access to feedback, and preservation of human connection.	Miguel Garcia
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Early Career Band Teacher Turnover in Rural Schools: A Collective Case Study	600 - Using a collective case study design, the researcher examined why early career band directors decided to leave small rural school programs. Interviews with departing teachers explored factors such as teacher expectations, perceptions of program supports, professional isolation, working conditions, and factors influencing their decisions to leave. Findings may inform teacher preparation, administrative practices, and advocacy efforts to improve rural band teacher retention.	David N. Sanderson
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	High School Music Classrooms as Third Places: A Unique Environment for Inclusive Socialization Between Students	603 - This study examines the extent to which high school music classrooms align with Ray Oldenburg's model of the "Third Place," a public social space separate from home and work. The study applies Oldenburg's eight criteria for Third Places to thematic analysis of semi-structured interviews with high school music students.	Julian Dohi
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	The Lived Experiences of Early Career Professional Development Among Novice Middle School Music Teachers in China	604 - Although PD has received growing scholarly attention, research in China remains limited (Yang, 2022). This phenomenological study examines the lived experiences of three novice middle school music teachers during their transition into in-service teaching, using in-depth interviews and Moustakas's (1994) procedures to explore how they experience and construct professional development.	Yutong Liu

10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Post Pandemic Attitudes of University Music Students and Faculty - A Collective Case Study	609 - University music education has been negatively impacted by the COVID-19 pandemic. Literature indicates music program participation is related to resilience and a sense of belonging. This study used a collective case study approach to examine nuanced effects of COVID-19 on student and faculty experiences through focus group participation, and uses interpretative phenomenological approach to analyze focus group data.	Jessica Momanyi
10/3/2026	12:05 PM	1:20 PM	International I, II and III	Poster Session 4	Professional Identity of Government-Sponsored Music Education Students in China: A Self-Determination Theory Perspective	178 - Based on Self-Determination Theory, this study aims to examine the professional identity of government-sponsored music education students in China using an explanatory sequential mixed-methods design. The results will help provide references for music education programs and enhance teachers' motivation and career growth.	Yiqing Zhu