

# Current Issues in the Preparation of Middle School and High School Band Directors: A Panel Discussion

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Moderator

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Robert Duke, University of Texas  
Linda Hartley, University of Dayton  
Mitchell Robinson, Michigan State University



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## Session Goals

1. Focus the dialogue between music education faculty and instrumental conductors regarding the preparation of instrumental music teachers
2. Highlight the integrated and collaboration nature of music teacher preparation
3. Provide questions and issues for future discussion between IMTE and CBDNA members

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## IMTE: Instrumental Music Teacher Educators

The goal of IMTE is to engage in purposeful conversations that will lead to professional and personal growth, development, and renewal.

We believe that teachers of instrumental music methods courses need a place to talk with one another about their work in a relaxed, supportive environment, and that the Colloquium for Teachers of Instrumental Music Methods provides this type of setting.

We look forward to welcoming you and to learning with and from you May 17-20, 2007 at Deer Creek Resort & Conference Center in Mt. Sterling, OH.

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## Curricular Structures in Music Teacher Preparation

Doerksen & Hartley

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## Issues: Policies and Stakeholders



- National and Regional Mandates
- State Certification Tracks and Program Requirements
- General University Requirements
- Faculty Beliefs as Reflected in the Curriculum

Doerksen



**NCATE**

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# Issues: The Teaching of Conducting

The Beginning Conductor



1. Some considerations
2. What do undergraduates need for confidence and success in conducting skills?
3. Suggestions for preparation in conducting courses
4. Work with music education faculty

Hartley

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# Issues: Integration and Collaboration Outside the Academy

Robinson

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# Points of Integration and Collaboration: Outside and Within the Academy

Robinson & Duke

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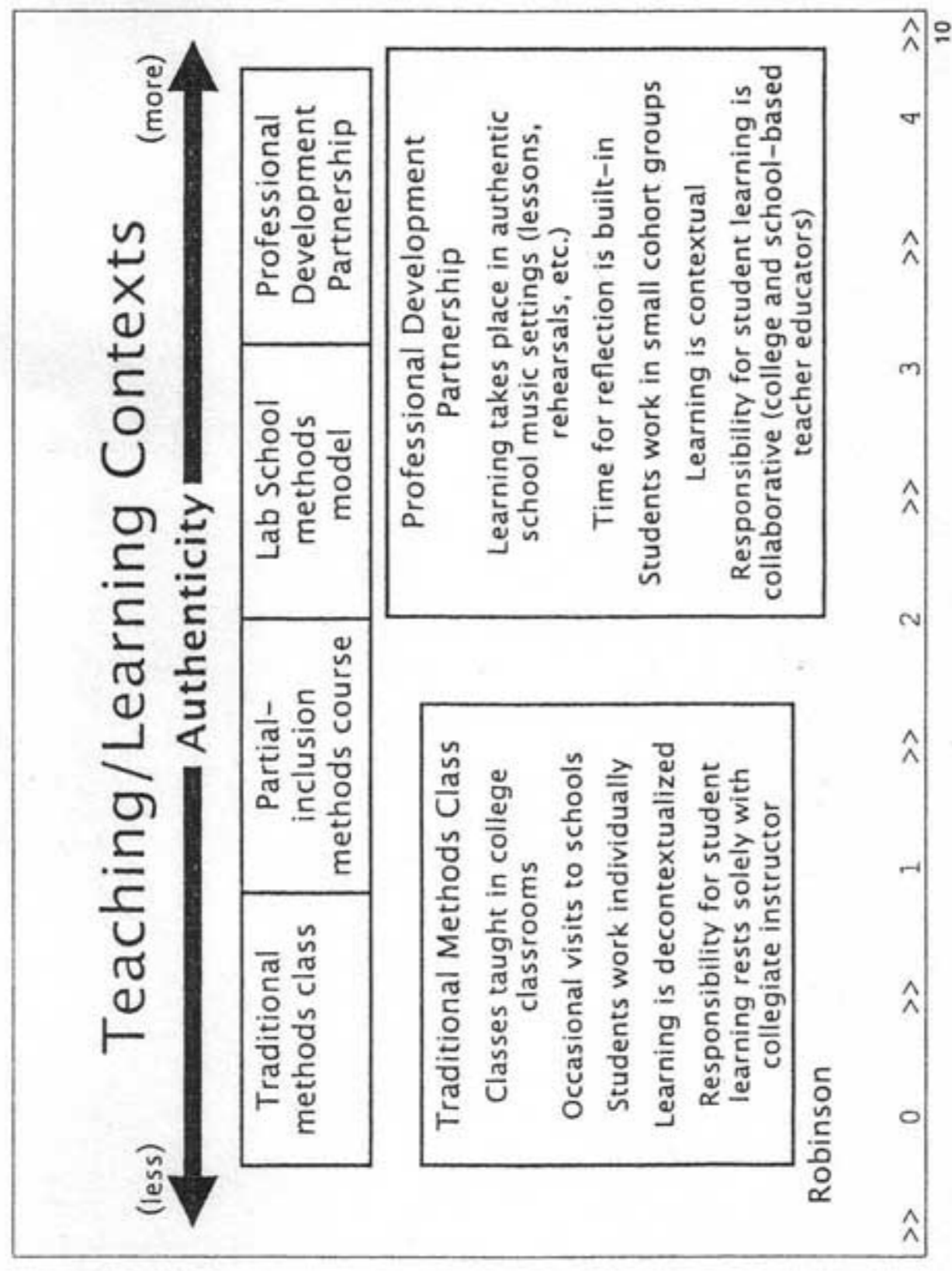
## What Makes a "Good" Music Teacher?

- Musical skills ("chops") & Intellectual abilities ("smarts")
- Pedagogical knowledge (how students learn and how schools work)
- SMK: Subject Matter Knowledge vs PCK: Pedagogical Content Knowledge
- Where do students learn these skills and abilities?



Robinson

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## Issues: Integration and Collaboration Within the Academy

Duke




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## Questions, Comments . . .

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## Resources

- Conway, C. M., & Hodgman, T. M. (2006). Handbook for the beginning music teacher. Chicago: GIA.
- Conway, C. M., Robinson, M., Smith, M. V., Haack, P., Krueger, P. (2003). Great Beginnings for Music Teachers: Mentoring and Supporting New Teachers. Reston, VA: MENC.
- Teacher to Teacher: Music Educator's Survival Guide. (2004). Reston, VA: MENC.

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