

Midwest International Band and Orchestra Clinic
65th Annual Conference
McCormick Place West

Teaching Teachers is Different Than Teaching Kids: Strategies for Mentors

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Introduction and Session Goals

Knowing the Learners - Undergraduate Student Development

Working with Observers, Interns, and Student Teachers

Knowing the Learners - First Year Music Teachers

Working With First Year Teachers

Undergraduate Student Development – Cognitive

Stage Theories

Dualistic Versus Relativistic Thinking

Undergraduate Student Development – Musical

- Theory and musicology is new to them in first two years
- Conducting is often in Year 3
- Models of college ensemble not always same repertoire and technique as a school ensemble
- Musicianship often narrowly defined as primary instrument

Undergraduate Student Development – Identity

- Degrees sometimes divide between musician and teacher
- Musician identity stronger in younger students
- Fieldwork can help

Observers

Various Configurations Might Count as “Observation”

Recognize their developmental stages

Help them to gain confidence

Help them to understand context

Help them to focus on the students

Help them to broaden their notion of “music educator”

Provide an observation protocol

Interns

Various Configurations Might Count as “Internship”

Provide some advance information so students can plan

Model student –centered teaching

Share your “thinking in action” out loud

Highlight musical skills beyond performing (piano accompaniment, classroom instruments, score study, etc.)

Provide fieldwork reflection materials

Music Student Teachers

Model professionalism

Plan “out loud”

Allow them to begin with their strengths

Bell curve layout of the experience

Set-up your program for the entrance of the student teacher

Recognize the developmental process throughout the student teaching experience

Provide regular written and verbal feedback

Make time for feedback and planning together

Challenges for the First Year Music Teacher – Managing Students, Parents and Communities

Classroom Management

Interactions with Parents

Working with Music Colleagues and Other Teachers

Feeling Silenced

Challenges for the First Year Music Teacher – Organization

Budgets and Fund-Raising

Program Advocacy

Music Organizations

Challenges for the First Year Music Teacher – Musical

Choosing Repertoire

Lesson Planning

Finding Time to Continue Own Musical Growth

Challenges for the First Year Music Teacher – Personal

Isolation

Time

Exhaustion

Job Security

Working With First Year Teachers

Be proactive

Early identification of mentor

Informal initial meetings

More formal/planned meetings as well

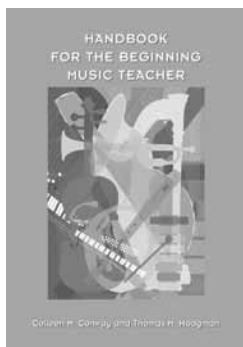
Observations by mentors

Adult learning/make own mistakes/do not like to be told

Issues of power

Model “wondering” about teaching

Resources by Colleen M. Conway



An indispensable guide for beginning music teachers!

Handbook for the Beginning Music Teacher

Colleen M. Conway and Thomas M. Hodgman

This practical and essential resource guides preservice and beginning music teachers through the most difficult years of music teaching. Part One assists undergraduate music education students in navigating early observations; Part Two offers advice for music student teachers; and Part Three is an invaluable reference for the beginning music teacher.

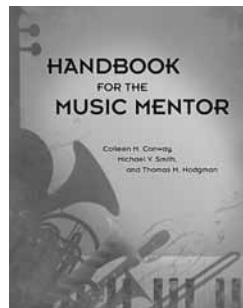
Nineteen real-life stories are interspersed throughout *Handbook for the Beginning Music Teacher*, and most include questions for discussion developed by the story authors. Their experiences aid new and prospective teachers in considering difficult questions before they come up in the classroom: What should you do if you are placed in a subject area outside of your area of expertise? How do you balance the roles of teacher and musician? Beyond teaching music, what effects do you have on students' lives?

Reproducible worksheets appear throughout the text. These include preservice teacher reflection forms, observation protocols, reflection worksheets for the student teacher, supervisor observation forms, feedback tools, and a professional development checklist. Each of the three sections ends with a reference list and suggestions for further reading.

Colleen M. Conway is Associate Professor of Music Education at The University of Michigan. Her scholarly interests include instrumental music education, pre-service music teacher education, qualitative research, and the mentoring and induction of beginning music teachers. Conway has published more than fifty articles on these topics in music education journals.

Thomas M. Hodgman is Associate Professor of music at Adrian College, where he is Chairman of the Music Department and director of the Choral Ensemble.

G-6625 Handbook for the Beginning Music Teacher \$35.95



Handbook for the Music Mentor

Colleen M. Conway, Michael V. Smith, and Thomas M. Hodgman

This exceptional handbook is for anyone who is passionate about mentoring our newest generation of music educators—from their time as undergraduate music majors, to their forays as student teachers, and ultimately through their formative first years on the job.

Like its companion, *Handbook for the Beginning Music Teacher*, this volume includes invaluable chapters covering both the practical and theoretical aspects of guiding new educators as they establish successful careers in the profession.

This book includes dozens of vignettes written by undergraduate students, co-op teachers, and university supervisors that provide a real-world window to issues related to mentoring.

Other special features include forms for mentors to give to pre-service teachers when completing observations in various music classrooms, reflection worksheets for student teachers, checklists for mentor meetings, and even a suggested calendar and discussion topics for meetings between mentors and their educators.

Research suggests that the needs of the beginning music teacher are unique compared to general teachers in the field of education, yet up to now there has not been a resource that addresses these unique differences through mentoring. This *Handbook* is truly a major contribution to the music education profession.

G-7762 Handbook for the Music Mentor \$44.95



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