The 2nd International Symposium on Assessment in Music Education

Self-assessment Strategies for Developing Future Music Teachers

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ABSTRACT

New music teachers are often faced with the dilemma of receiving performance reviews from school administrators with a non-music background. Although school administrators can provide meaningful feedback in areas of logistical concern such as classroom management, use of materials, and lesson planning, they may struggle to provide adequate insight regarding musical content. Studies have shown that students can change conducting or rehearsal behavior through observing and evaluating video recordings of their involvement in practical conducting experiences. Furthermore, early student leadership experiences in band, chorus, orchestra and other performing ensembles may provide ideal opportunities to begin introducing potential music teacher candidates to the process of self-assessment. Instilling future teachers with self-assessment competencies early in their musical careers could profoundly impact the future of the profession by providing the impetus for professional, personal and musical growth through independent introspective activities.

AGENDA

I. Introduction
   a. Synopsis: “The Glee Club” (Video Clip from The Wonder Years)
   b. Problem Statement & Key Question

II. Early Influences
   a. Examples from Research

III. The Pre-Service Teacher
   a. Observations

IV. Scenario I
   a. Diagnosis and Prescription Skills
   b. Brass Techniques (Video Clip from Performance Test)

V. Scenario II
   a. Error Detection
   b. Instrumental Conducting (Video Clip from Final Conducting Project)

VI. Conclusion

Rubrics, evaluation forms, curricular resources and this PowerPoint are available online at:
www.band4me.org  (click on the link marked Curriculum Resources)
REFERENCES


