PROFESSIONAL MUSIC TEACHER IDENTITY EVOLUTION: A MIXED METHODS APPROACH WITH STRINGED INSTRUMENT TEACHERS

ELIZABETH A. REED

ABSTRACT

Professional music teacher identity (PMTI) is defined as the continual evolution of integrating personal and professional perceptions of becoming a good music teacher. Regardless of actual success in teaching, music teachers’ perceptions of their PMTI is ever-changing dependent upon their receptiveness to professional development and ability to adapt within their contextual environment. The purpose of this study was to investigate the evolution of professional music teacher identity among stringed instrument teachers who were alumni of the University of South Carolina String Project (USCSP) preservice teacher education program. Using a mixed method design, the researcher first surveyed all USCSP alumni from the past twenty years using the PMTI Questionnaire. For the qualitative portion of the study, the researcher interviewed three USCSP alumni in their post-second stage of teaching (year 11–20). All USCSP alumni identified, rated, and ranked their expertise in subject matter, didactical, and pedagogical aspects. The USCSP post-second stage alumnae also identified and ranked their expertise using current and past video stimulus from their preservice teaching in 1997.