

SPRING 2009 No.180

BULLETIN

of the Council for Research in
MUSIC EDUCATION

Relationships Among Impulsivity,
Achievement Goal Motivation, and the
Music Practice of High School Wind
Players

Observation and Analysis of Expert
Teaching in Beginning Band

Predicting Jazz Improvisation
Achievement Through the Creation
of a Path-Analytical Model

Learning in a Celtic Community: An
Exploration of Informal Music Learning
and Adult Amateur Musicians

Field-Generated Research Agenda
in Music Education: A Qualitative
Study of Music Supervisors and Music
Teachers

Exhausted from Educational Reform



BULLETIN

of the Council for Research in
MUSIC EDUCATION

BULLETIN ADVISORY COMMITTEE

Gregory DeNardo

Editor

University of Illinois at
Urbana-Champaign

Carlos Abril

Northwestern University

Hilary Apfelstadt

Ohio State University-Columbus

Edward P. Asmus

University of Miami

Margaret Berg

University of Colorado-Boulder

Martin Bergee

University of Kansas

Manny Brand

Hong Kong Baptist University

Mark R. Campbell

SUNY Potsdam

Colleen Conway

University of Michigan

Alice-Ann Darrow

Florida State University

C. Victor Fung

University of South Florida

John Grashel

University of Illinois at
Urbana-Champaign

Debra Hedden

University of Kansas

Michael Hewitt

University of Maryland

Vincent J. Kantorski

Bowling Green State University

Pat Krueger

University of Puget Sound

Anne Lowe

Universite de Moncton

Clifford K. Madsen

Florida State University

Gary McPherson

University of Illinois at
Urbana-Champaign

David E. Myers

University of Minnesota

Harry E. Price

University of Oregon

Alison M. Reynolds

Temple University

Charles P. Schmidt

Indiana University

Margaret Schmidt

Arizona State University

Deborah Sheldon

Temple University

Sandra L. Stauffer

Arizona State University

Jackie Wiggins

Oakland University

Paul G. Woodford

University of Western Ontario

 ILLINOIS

PUBLISHED AS A SERVICE TO MUSIC EDUCATION
School of Music
College of Fine and Applied Arts
University of Illinois at Urbana-Champaign

The Bulletin of the Council for Research in Music Education (ISSN 0010-9894) is published quarterly in spring, summer, fall, and winter by the Council for Research in Music Education, School of Music, University of Illinois at Urbana-Champaign, 1114 West Nevada Street, Urbana, Illinois 61801. Subscriptions are from July 1 through June 30 and are \$35.00 per year for individuals; \$45.00 per year for institutions; \$50.00 for international. Single issues are \$10.00.

Change of address requests must be received at the CRME Editorial Office at least 1 month before publication of Bulletin issues. Claims for missing or undelivered issues will be honored only if received within 6 calendar months of publication. Undelivered issues due to address changes cannot be replaced without charge. Subscribers need to notify the postal service that they will guarantee periodicals forwarding postage.

Periodicals postage paid at Urbana, Illinois, and additional mailing offices.

POSTMASTER: Send address changes to CRME, School of Music, University of Illinois, 1114 W. Nevada, Urbana, IL 61801.

Editor

Gregory DeNardo
denardo@illinois.edu

Editorial Assistant

Allen R. Legutki
legutki2@illinois.edu

Business Manager

Tina Happ
tinahapp@illinois.edu

Council for Research in Music Education

Editorial and Business Office

School of Music

University of Illinois at Urbana-Champaign

1114 West Nevada Street

Urbana, IL 61801

telephone: 217-333-1027

fax: 217-244-8136

e-mail: crme@illinois.edu

web: <http://www.crme.uiuc.edu>

©2009 Board of Trustees of the University of Illinois

BULLETIN

of the Council for Research in
MUSIC EDUCATION

TABLE OF CONTENTS

SPRING 2009 No. 180

ARTICLES OF INTEREST

9

**Relationships Among Impulsivity,
Achievement Goal Motivation,
and the Music Practice of
High School Wind Players**

Peter Miksza

29

**Observation and Analysis of Expert
Teaching in Beginning Band**

*Michael D. Worthy
B. Lane Thompson*

43

**Predicting Jazz Improvisation
Achievement Through the Creation
of a Path-Analytical Model**

Charles R. Ciorba

59

**Learning in a Celtic Community:
An Exploration
of Informal Music Learning and
Adult Amateur Musicians**

*Janice Waldron
Kari Veblen*

75

**Field-Generated Research
Agenda in Music Education:
A Qualitative Study of Music
Supervisors and Music Teachers**

C. Victor Fung

ESSAY

87

**Exhausted from Educational
Reform**

Manny Brand

2007-2008 OUTSTANDING DISSERTATION AWARD

Joshua Alexander Russell

University of Colorado at Boulder

Advised by James Austin

CAREER DECISIONS OF STRING MUSIC EDUCATORS: FACTORS ASSOCIATED WITH RETENTION, MIGRATION, AND ATTRITION

Abstract

The purpose of this study was to examine a range of factors that may affect string music teachers' decisions to remain in the profession, migrate to a related position, or leave. Specific research questions were: What proportion of string music teachers are stayers, movers, or leavers? Where might string music teachers go when they decide to migrate or leave the profession? Which factors are most strongly associated with the immediate and long-term career decisions of string teachers? Based on one-year and five-year projections, to what extent can string music teachers be accurately classified as stayers, movers, or leavers? Three hundred and four randomly selected K-12 string music educators from the ASTA membership completed a 44-item questionnaire. Descriptive statistics were computed for all variables and factor analysis was used to reduce data and explore the underlying structure of factors impacting career decisions. Discriminant analysis was used to distinguish between stayers, migrators, and leavers. Most participants planned to remain in the same position in one year. One half of participants planned to be in the same position five years out, while remaining teachers planned to migrate or leave teaching. Migrating participants most commonly planned to move to another K-12 teaching position in the same or another district. Few planned to leave teaching temporarily or transition to other education related fields. The majority of participants leaving cited retirement as the reason. Factors found to be significantly associated with the immediate career decisions of string music educators included work culture, subject importance, student characteristics, position characteristics, and teacher socio-economic background. Work culture, subject importance, student characteristics, and position characteristics were also significantly associated with long-term career plans. In addition, professional relationships, number of children, teaching experience, receiving an award or recognition, mentor program participation, and marital status were significantly associated with long-term career plans. Stayers were the only group adequately classified. Migrators/leavers were classified at or below the level of chance. Two meta-variables best predict group membership in long-term career plans of string music educators: personal teacher characteristics (PTC) and professional work life (PWL). Implications and recommendations for further research are provided.

NOMINATION PERIOD **for the** **OUTSTANDING** **DISSERTATION** **AWARD**

We are pleased to announce the opening of the nomination period for the Outstanding Dissertation Award sponsored by the *Bulletin of the Council for Research in Music Education*. Dissertations completed during the 2008-2009 academic year are eligible for nomination. As you consider your nominations you may wish to keep the following criteria in mind:

- Does the research topic contribute to the body of knowledge in music education?
- Is the statement of purpose clear?
- Is the review of the literature adequate?
- Is the research methodology appropriate for the topic and genre?
- Are the procedures clearly defined, properly administered, and accurately reported?
- Do the conclusions follow logically from the results of the study?
- Are the form and style appropriate for the genre?

Judges are advised to consider criteria as appropriate for each research paradigm—philosophical/theoretical, historical, qualitative, and quantitative—so that each dissertation is judged on its individual merits. Dissertations ranked in the top 20 percent are then submitted to a panel of judges to make the final decision. Confidentiality and fairness are assured through a “blind” judging process.

In order to expedite the nomination process, please visit our website at www.crme.uiuc.edu and use the online nomination form. We will contact the nominees with a congratulatory letter informing them of your nomination and request an electronic copy of their dissertation prepared for blind review.

Nominations for dissertations completed in 2008-2009 will remain open until October 15, 2009, at that time the nominations will be closed and the review process will begin.

