

Program

*Mountain Lake Colloquium
for Teachers of
General Music Methods*



May 24–26, 2021



Mountain Lake Colloquium
for teachers of general music methods

***Engaged Work Toward Justice:
People, Practices, and Priorities***

May 24–26, 2021



Program Committee

Ann C. Clements (Co-Coordinator), The Pennsylvania State University
Brent Gault (Co-Coordinator), Indiana University
Jennifer Vannatta–Hall, Middle Tennessee State University
Martina Vasil, University of Kentucky

Sponsored by

Middle Tennessee State University School of Music

Colloquium Schedule At-a-Glance

Monday, May 24

1:00–1:45 PM	Keynote
2:00	Plenary 1
2:30	Plenary 2
3:15–4:15	Simultaneous Sessions
4:30–5:30	Simultaneous Sessions
5:30–6:00	Roundtable Discussions
6:00–7:00	Social Hour

Tuesday, May 25

1:00–1:45 PM	Keynote
2:00	Plenary 1
2:30	Plenary 2
3:15–4:15	Simultaneous Sessions
4:30–5:30	Research Gallery
5:30–6:00	Roundtable Discussions
6:00–7:00	Social Hour

Wednesday, May 26

1:00–1:45 PM	Keynote
2:00	Plenary 1
2:30	Plenary 2
3:15–4:15	Simultaneous Sessions
4:30–5:30	Simultaneous Sessions
5:30–6:00	Roundtable Discussion

Monday, May 24

1:00–1:45 PM **Keynote, Dr. Anthony Leach**

The Choral Warm-Up Video and Internet Resources for African American Music

In this session participants will experience learning a traditional gospel selection by rote using an instructional strategy that will be successful with ages of singers. Today's session will also provide several websites that are available to provide historical and musical references for African American music idioms.

2:00 PM **Plenary Session 1 (MAIN MEETING ROOM)**

Is Being Responsive Enough? Implications of Culturally Sustaining Pedagogy for Addressing Justice in Music Education

Constance McKoy, The University of North Carolina at Greensboro
Kellee Church, The University of North Carolina at Greensboro

2:30 PM **Plenary Session 2 (MAIN MEETING ROOM)**

Ugly Feelings and Social Justice: Interrupting Inaction in Times of Perpetual Crisis

Lauren Kapalka Richerme, Indiana University

3:15–4:15 PM **Simultaneous Sessions**

BALLROOM

Cultivating Critical Artistic Dispositions in Middle School General Music

Kelly Bylica, Boston University

Inside the Online Location: Engaging in Relational Work in PhD Mentorship

Anneke McCabe, Brock University
Shelley M. Griffin, Brock University

CASCADE ROOM

Reconciling Authority and Autonomy: Perspectives of General Music Professors on Democratic Practices in Music Teacher Education

Beatrice Olesko, Ithaca College

Brave Spaces in Music Teacher Education

Melissa Ryan, DePauw University

GILES ROOM

Connecting with Our Communities: General Music Collaborations with Homeschool Families

Christa Kuebel, University of Central Arkansas

Taryn Raschdorf, Old Dominion University

Cathy Benedict, University of Western Ontario

Supporting African Immigrant Students Through a University-Community Partnership

Martina Vasil, University of Kentucky

Rev. Foster Frimpong, Co-Heirs with Christ Missions Lexington

MARY'S BARN

Seeking Community, Finding Families

Karen Salvador, Michigan State University

Erika Knapp, Michigan State University

Whitney Mayo, Michigan State University

University, K-12, and Community Field Experience Partnerships through Songwriting

Donna Gallo, University of Illinois at Urbana-Champaign

Emily Kuchenbrod, Champaign, IL Unit 4 Schools, Kenwood Elementary School

4:30–5:30 PM Simultaneous Sessions

BALLROOM

Musicking Across Time and Space: Meeting and Beating Challenges with Collaborative Technology

Virginia Davis, University of Texas Rio Grande Valley

Matthew Clauhs, Ithaca College

Gareth Dylan Smith, Boston University

Bryan Powell, Montclair State University

Placing Students at the Center: Hands-Joined Learning in Middle Level General Music

Stephanie Cronenberg, Rutgers, The State University of New Jersey

CASCADE ROOM

Singing and Dancing in the Diaspora: Bringing World Jewish Music Into The General Music Classroom

Michael Ruybalid, University of Montana
Rob Amchin, University of Louisville
Coreen Duffy, University of Montana

A Celebration of Latin America's African Heritage

Vimari Colón-León, Bridgewater College (Virginia)

GILES ROOM

Songs of the U.S. Civil Rights Movement: A Guitar Unit within a General Music Methods Course

Laura Artesani, University of Maine

Manipulating Racist Folk Songs: Problematizing the Impacts of "Erasing" and "Replacing"

Ian Cicco, Indiana University Jacobs School of Music

5:30–6:00 PM Roundtable Discussions

BALLROOM

Diversifying Early Teaching Experiences

Megan Sheridan, University of Florida

CASCADE ROOM

Fostering Inquisitiveness Through *U*N*W*R*A*P*P*E*D* Projects

Sarah Burns, Independent Educator

GILES ROOM

Making Lemonade out of Oranges: Teaching During a Pandemic

Angela Munroe, West Virginia University
Victoria Byrom, West Virginia University

6:00–7:00 PM Social Hour

Tuesday, May 25

1:00–1:45 PM Keynote, Dr. Anthony Leach

Teaching Gospel Music by Rote and My Musical Journey with Essence of Joy

In this session participants will experience learning a traditional gospel selection by rote using an instructional strategy that will be successful with all ages of singers. I will also provide a view of my journey that began in 1991 when I launched Essence of Joy at Penn State and the significant musical, cultural, and outreach moment that have framed those experiences.

2:00 PM Plenary Session 1 (MAIN MEETING ROOM)

Inclusivity is Elemental: LGBTQ Curricula for K-8 Music Classes

William Sauerland, Purdue University-Fort Wayne

Nicholas McBride, The College of New Jersey

2:30 PM Plenary Session 2 (MAIN MEETING ROOM)

Music Education Leadership in Times of Crisis: Why Teachers should Engage with Policy Personally

Patrick Schmidt, Western University

3:15–4:15 PM Simultaneous Sessions

BALLROOM

Sound Recording and Music Production in Secondary General Music

Matthew Clauhs, Ithaca College

CASCADE ROOM

Invisible but tangible barriers: How racism and classism manifest from kindergarten to undergraduate levels in music education

Ruth Gurgel, Kansas State University

Ryan Dillon, Kansas State University & Los Angeles Public Schools

Dismantling Racism through Our Words: Raciolinguistics in General Music Education

Victor Lozada, Texas Woman's University

GILES ROOM

Surveying the Terrain: Music Teachers' Reflections on their work in General Music Contexts

Beatrice Olesko, Ithaca College
Jesse Rathgeber, Augustana College
David Stringham, James Madison University

#TheSocialExperiment: Music Educators' Social Media Use and Its Influence on Social Justice Attitudes and Practices

Sandra Adorno, Florida International University
Candice Davenport Mattio, Florida International University
Melissa Ryan, DePauw University

MARY'S BARN

From Teaching in the Trenches to Synchronous Teams: Turning General Music on its Head with Emergency (Collaborative) Course Design

Shelley M. Griffin, Brock University
Anneke McCabe, Brock University
Sandie Heckel, Brock University
Jane Wamsley, Brock University

Co-Teaching Across the Spectrum

Kim McCord, New York University
Abby Means, University of Illinois

4:30–5:30 PM Research Gallery

RESEARCH 1

The Missing Voices: Marginalized Student Populations in Collegiate Music Programs

Abigail Van Klompenberg, University of Kentucky

Empirical Uses of Gratitude: Strengthening Student-Teacher Relationships in Music Education

Casey Collins, University of Michigan

No Longer Silent: Voices of Students with Disabilities in Elementary Music

Erika Knapp, Michigan State University

Power Within and Power With: Informal Music Learning in an Elementary Ukulele Club

Raychl Smith, East Carolina University
Jacqueline Secoy, Longwood University

RESEARCH 2

Early Childhood Music Education: An International Survey of Teaching Context and Professional Development Needs

Christa Kuebel, University of Central Arkansas
Christina Svec, Iowa State University
Ellie Wolfe, Drake University

Music Teaching and Learning through YouTube: Online Teaching Before the Pandemic

Emmett O'Leary, Virginia Polytechnic Institute and State University

Inclusive Music Teaching Practices During COVID: A Multiple Case Study

Heather Waters, Adelphi University

A Survey of Elementary General Music Teachers' Training in Classroom Management

Jennifer Potter, San Diego State University

Looking in from the outside: Perspectives on the use of YouTube playlists in place of K-5 general music field experiences during Covid-19

Martina Miranda, University of Colorado Boulder

5:30–6:00 PM Roundtable Discussions

BALLROOM

A New Priority: Expanding the Mission of the Alliance for Active Music Making

Judy Bond, University of Wisconsin Stevens Point, Emerita (Moderator)
Amy Beegle, American Orff-Schulwerk Association
Butch Marshall, Gordon Institute for Music Learning
Kay Piña, American Eurhythmics Society
Dawn Pratson, Dalcroze Society of America
Christopher Roberts, Organization of American Kodály Educators

CASCADE ROOM

Modeling Mindfulness in Music from Kinder to College

Melissa Ryan, DePauw University

6:00–7:00 PM Social Hour

Wednesday, May 26

1:00–1:45 PM **Community Conversations/Celebrations and Remembrances/Raffle**

2:00 PM **Plenary Session 1 (MAIN MEETING ROOM)**

Socially just engagements in the elementary classroom: Learning to dialogue with the Other

Cathy Benedict, University of Western Ontario

2:30 PM **Plenary Session 2 (MAIN MEETING ROOM)**

Developing Critical Views and Practices for the Music Classroom

Brandi Waller-Pace, University of North Texas

Lorelei Batislaong, The University of Texas at Austin

3:15–4:15 PM **Simultaneous Sessions**

BALLROOM

Modern Band Meets Classroom Instruments: Popular Music Approaches for Elementary General Settings

Matthew Clauhs, Ithaca College

Beatrice Olesko, Ithaca College

Martina Vasil, University of Kentucky

Hip-Hop Pedagogy in General Music Methods

Rachel Grimsby, Illinois State University

CASCADE ROOM

Culturally Sustaining Practices Among Music Educators: Commonalities Across Varied Contexts in the United States

Ruth Gurgel, Kansas State University

Developing Culturally Responsive Andragogical/Pedagogical Context Knowledge (CRPACK) in Preservice General Music Teachers

Vanessa Bond, Rowan University

GILES ROOM

**Music Teacher Preparation to Teach Elementary General Music in Urban Settings:
Reflections and Promising Practices**

Mara Culp, Eastman School of Music, University of Rochester

Rachel Dobbs, Rochester City School District

Jing Tian Ngiaw, Buffalo United Charter School (National Heritage Academies)

A Tale of Two Cities: Music Participation Rates in Philadelphia and Nashville

Donna Hewitt, University of Wisconsin-Parkside

Ryan Zellner, Grammy Music Education Coalition

MARY'S BARN

**Developing Wide-Awakeness through General Music Practica with Marginalized
Populations**

Jesse Rathgeber, Augustana College

David Stringham, James Madison University

Rebecca Kenaga, Amplify Music & James Madison University

Trauma Informed Pedagogy: What Music Educators Need to Know

Casey Collins, University of Michigan

4:30–5:30 PM Simultaneous Sessions

BALLROOM

Reading Rainbow: Diverse Perspectives in Children's Literature

Sarah Watts, The Pennsylvania State University

Ideas for International Presentations

Rob Amchin, University of Louisville

CASCADE ROOM

Putting Critical Pedagogy into Practice

Julie Scott, Southern Methodist University

Michael Chandler, Austin Peay State University

Developing Pedagogical Relationships through Critical Response Process

Sandy Stauffer, Arizona State University

GILES ROOM

Music Teaching During COVID-19: The Experiences of Two Rural Elementary Music Educators

Whitney Mayo, Michigan State University

Musical Life in Rural Poverty: Narratives from West Virginia

James Eldreth, The Pennsylvania State University

5:30–6:00 PM Roundtable Discussions

BALLROOM

Student-Teaching: Re-envisioning the Field Experience through Prosthesis

Matthew Fiorentino, Arizona State University

Moriah Wynkoop, Arizona State University

CASCADE ROOM

Express Yourself! Are We Providing Students Enough Opportunities for Expression?

Karen Thomas, The University of Utah

About Dr. Anthony T. Leach

Anthony T. Leach, professor emeritus of music/music education at Penn State was director and founder of Essence of Joy. He served as conductor of the Penn State University Choir from 1994 – 2015 and taught undergraduate and graduate courses in choral music education. Leach also coordinated the African American Music Festival at Penn State. Leach holds the PhD in music education and the M. M. in conducting from Penn State, and a B.S. in music education from Lebanon Valley College, Annville, PA. Leach received the President's Award for Engagement with Students in 2007. During the 2009 – 2010 academic year, Leach served as Penn State University Laureate. Leach received the Brazeal Dennard Award from Chorus America in 2017 and the Penn State Lion's Paw Association Award in 2018. Leach received the Distinguished Alumni Award from Lebanon Valley College in October, 2019.

In addition to his responsibilities in the Penn State School of Music, Leach also provided music direction for the following productions presented by the Penn State School of Theatre and Centre Stage:

Ain't Misbehavin'
Androcles and the Lion
The Fantasticks
Alice in Wonderland
Man of La Mancha
Children of Eden
Ragtime
In the Red and Brown Water
To Kill a Mockingbird

Leach taught music in Maryland, Pennsylvania and New York City for fourteen years. His choirs have performed at festivals throughout the United States and Canada as well as tours of England, Scotland, Italy, Austria, Czech Republic, Hungary, Poland, Spain, France, Germany, Taiwan, South Korea, Japan, St. Thomas/U.S. Virgin Islands and South Africa. He has appeared as guest conductor for choral festivals and workshops in Maryland, Florida, Pennsylvania, New Jersey, Connecticut, North Carolina, New York, Utah, Vermont, Virginia, Kentucky, Nebraska and Massachusetts. He has also served as guest conductor for festivals in France, Japan, Venezuela, Czech Republic and Norway. In 2004, Leach was co-conductor of the World Youth Choir sponsored by the International Federation of Choral Musicians (IFCM) in South Korea and Japan.

Leach continues to serve as conductor of the Essence of Joy Alumni Singers and Essence 2 Ltd. He is also director of music, worship and the arts at Monumental AME, Steelton, PA. Dr. Leach is a life member of the American Choral Directors Association. Professional affiliations also include the Gospel Music Workshop of America and the National Association for Music Education.

About the Founders of the Mountain Lake Colloquium

Nancy Boone Allsbrook is Professor Emerita in the School of Music at Middle Tennessee State University in Murfreesboro, Tennessee, where she was Coordinator of Music Education and taught undergraduate and graduate music education methods classes.

Professor Emerita **Mary Goetze** retired from the Indiana University Jacobs School of Music in 2007. Her career was devoted to teacher preparation, children's choirs and promoting cultural understanding through the way diverse musics are presented and performed. She continues to travel, write, compose and preparing DVDs in the Global Voices series.



A special thanks to those who assisted us:

Kelly Bylica (webmaster)
Stephanie Cronenberg (listserv master)
James Eldreth (program assembly)
Angela Munroe (virtual raffle)

We also thank those who reviewed the proposals for this colloquium:
Vanessa Bond, Stephanie Cronenberg, Donna Gallo, Lori Gray, Michelle McConkey, Angela Munroe, Emmett O'Leary, Tiger Robinson, Kathy Robinson, Michael Ruybalid, Megan Sheridan, Katherine Strand

Thanks also to Donna Gallo, Connie McKoy, and Brent Talbot for their help with the Call for Proposals.

About Our 2021 Mountain Lake Presenters

Sandra Adorno is an assistant professor of music education at Florida International University. She has a passion for general music and connecting with music teachers and learners through technology.

Rob Amchin is a Distinguished Teaching Professor and Concentration Coordinator in Music Education at the University of Louisville. He teaches undergraduate and graduate students Elementary General Music Methods, Secondary General Music Methods, Introduction to Orff Schulwerk and graduate courses in music education. Rob is an internationally recognized Orff pedagogue and has presented workshops, Orff teacher-training courses, and master classes throughout the US and in Turkey, China, Singapore, Finland, Russia, Hong Kong, Austria, Canada, Israel and Poland.

Laura Artesani is the chair of the Division of Music and interim chair of the Division of Theatre/Dance at the University of Maine. In addition to her administrative duties, she teaches Elementary & Secondary General Music Methods, and serves as piano accompanist for the University Singers as well as for faculty and student recitals.

Lorelei Batislaong is a PhD student at The University of Texas at Austin. She is a former elementary music teacher and currently presents workshops on decolonizing and anti-racist philosophies in music education, as well as other topics.

Amy Beegle is Associate Professor of Music Education at the University of Cincinnati's College-Conservatory of Music. She chairs the Alliance for Active Music Making subcommittee of the American Orff Schulwerk Association and also serves on AOSA's diversity and inclusion subcommittee. She co-authored *World Music Pedagogy, Vol II: Elementary Music Education*.

Cathy Benedict's scholarly interests lay in framing educative environments in which students take on the perspective of justice-oriented citizens. Her research focuses on the processes of education and the interrogation of taken-for-granted, normative practices. Her forthcoming book, *Music and Social Justice: A Guide for Elementary Educators*, is available January 2021.

Judy Bond, Professor Emerita, UWSP, Chair of AAMM Leadership Team. Past President and Honorary Member, AOSA. Presenter at AOSA, OAKE, GIML, DSA, and ISME. Author of K-8 music series "Share the Music" and "Spotlight On Music."

Vanessa L. Bond, Associate Professor of Music Education at Rowan University, specializes in general and choral music education, and world music pedagogy. Her research explores the musical lives of young children (with special interest in the Reggio Emilia approach), culturally responsive/sustaining pedagogy, teaching and learning experiences of underrepresented populations, and mentoring.

Sarah Burns received her D.M.A. from Shenandoah University. She holds certification in both Kodály and Orff-Schulwerk with training in Dalcroze Eurhythmics, World Music Drumming, and Montessori education. Research interests include folk song collection, 7-note shape note singing schools, geriatric music engagement and Montessori-inspired music materials.

Kelly Bylica serves as Assistant Professor of Music Education at Boston University. Her research interests include critical pedagogy, curriculum and policy, middle school musical experiences, and music teacher education. Prior to earning her doctorate, she was a general music and choir teacher in Chicago, Illinois.

Victoria Byrom is a Master's student in Music Education and Musicology at West Virginia University.

Michael Chandler is Assistant Professor of Music and Coordinator of Music Education at Austin Peay State University in Clarksville, TN, where he teaches undergraduate and graduate courses in music education.

Kellee Church is a PhD student in music education at The University of North Carolina at Greensboro. Prior to doctoral studies, Kellee taught elementary general music, and chorus in NC. Kellee's certifications include Orff Schulwerk, World Music Drumming, and NBPTS. Her research interests include teacher identity and mentoring student teachers.

Ian Cicco is a third year PhD student in music education at Indiana University, where he also supervises student teachers. He taught for six years in the Tampa Bay area of Florida. Ian is certified in Orff Schulwerk and completed Kodaly Level I & World Music Drumming Level I.

Matthew Clauhs is an Assistant Professor of Music Education at Ithaca College. Matthew is a co-author of *Popular Music Pedagogies: A Practical Guide for Music Teachers* (Routledge) and his research on creativity and inclusion has been published in *MEJ*, *Choral Journal*, *Urban Education*, *JMTE*, and *Arts Education Policy Review*.

Casey Collins is a doctoral student and graduate student instructor at The University of Michigan. Prior to Michigan, she taught elementary general music in North Carolina. She holds a Bachelor of Science in Music Education from Elon University, and a Master of Music in Music Education from East Carolina University.

Vimari Colón-León, a native of Puerto Rico, holds a Bachelor and Master degree in Music Education, an Artist Diploma in Flute Performance from the Puerto Rico Conservatory of Music, and a Ph.D. in Music Education from the University of Miami. She was the director of the Elementary Choir, and Recorder Ensemble "Renaissance" at the famous San Juan Children's Choir in Puerto Rico. Currently she is an Assistant Professor of Music Education and Flute at Bridgewater College. She is an active clinician and researcher on topics pertaining to teaching music to special populations, body awareness, parental involvement, and multi-cultural music education.

Stephanie Cronenberg is Assistant Professor of Music (Music Education) at the Mason Gross School of the Arts at Rutgers, The State University of New Jersey. Her research and teaching focus on general music, middle level education, and preservice teacher education. She specializes in narrative and mixed methods research.

Mara E. Culp is Assistant Professor of Music Teaching and Learning at Eastman School of Music. She has taught general, choral, and instrumental music and worked with P-12 learners. Her scholarly interests include matters of diversity, equity, access, and inclusion—and, particularly,

music for children with special education needs.

Candice Davenport Mattio is an assistant professor of music education at Florida International University. She has a passion for general music and connecting with music teachers and learners through technology.

Virginia Wayman Davis is Professor of Music Education at the University of Texas Rio Grande Valley. Her research interests include meaningful music education practices, secondary general music, and popular music education. She is a percussionist with the Valley Symphony Orchestra and also enjoys her faculty band The Minor Revisions.

Ryan Dillon is a recent graduate of Kansas State University and is pursuing a teaching career in Los Angeles, California. Ryan also spent two years with the national AmeriCorps “City Year” program, mentoring students at the high school level in Texas. Ryan’s interests include equity and social justice in education.

Rachel Dobbs teaches Elementary General Music at George Mather Forbes School #4 in the Rochester (NY) City School District. Prior teaching experience includes junior/senior high choral groups, music theory, and music elective classes. Her bachelor’s degree is from the Crane School of Music, and her masters is from the University of Michigan.

Coreen Duffy is Director of Choral Activities at the University of Montana, where she conducts the Chamber Chorale and University Choir, teaches conducting and choral methods, and supervises student teachers. She is a specialist in Jewish choral music and has presented on the subject both nationally and internationally.

Gareth Dylan Smith is an Assistant Professor of Music at Boston University. With a primary research interest in sociology of music education, Gareth writes about popular music education, punk pedagogies, eudaimonia, and aesthetic experience. He is currently finishing a short book titled *Magical Nexus: A Philosophy of Playing Drum Kit*.

James Eldreth is ABD for a Ph.D. in music education from Penn State. He serves as music and performing arts instructor for the Delta Program in the State College Area School District. He has presented nationally and internationally on jazz pedagogy in elementary general music, and holds many pedagogical certificates.

Matthew Fiorentino is an Assistant Professor of Music Learning and Teaching in the School of Music, Dance & Theatre at Arizona State University. He studies the intersection of music teacher preparation and equity with special attention to the development of teacher candidates’ conceptions of diversity and justice during student teaching.

Rev. Foster Frimpong, originally from Ghana, is an ordained minister in Lexington, KY. He holds degrees in agriculture education (B. Ed. Agriculture) and Master’s of Divinity. Before moving to the USA, he taught agricultural science at middle and high school levels. His passion is to serve and support children and youths to achieve their life ambitions.

Donna Gallo, Assistant Professor of Music Education at the University of Illinois, teaches courses in elementary music, curriculum, and teaching students with exceptionalities.

Shelley M. Griffin, Associate Professor of Music Education at Brock University, St. Catharines, Ontario, has research interests in children's music narratives, pre-service music teacher education, narrative inquiry, mentorship, vulnerability, emotional pedagogy, and collaborative scholarship. She is published in several journals and edited books. Griffin has presented at various international conferences and recently co-chaired the 7th International Conference on Narrative Inquiry in Music Education.

Rachel Grimsby is an Assistant Professor of Music Education at Illinois State University. She has published two books with GIA publications and also has been published in the *Orff Echo* and *Journal of Music Teacher Education*. Rachel is fully certified in Feierabend, Kodaly, Orff, and holds GIML Elementary I and II certificates.

Ruth Gurgel, Associate Professor of Music Education at Kansas State University, is a specialist in Elementary Music Education. Her research interests include methods for integrating culturally relevant pedagogy with music education to create challenging and engaging school music experiences for students.

Sandie Heckel is a sessional instructor in Music at Brock University's Faculty of Education and holds a Master's in Music Ed from Western University. She recently retired from a career teaching General and Instrumental K-8 Music. Her areas of interest are informal/personalized music learning and generalist teachers' musical self-efficacy. Sandie facilitates professional learning for teachers in Ontario school boards, various conferences and is co-founder of an online networking community, *Music Your Way*.

Donna Hewitt serves as Assistant Professor and Coordinator of Music Education at the University of Wisconsin-Parkside with thirteen years of public school teaching experience.

Lauren Kapalka Richerme is Associate Professor of Music Education at the Jacobs School of Music at Indiana University where she teaches courses on philosophy and sociology as well as facilitates graduate students' research. Her philosophy book *Complicating, Considering, and Connecting Music Education* is published through Indiana University Press.

Rebecca Kenaga is co-founder and executive director of Amplify Music, a venture that facilitates musicking experiences with young people who have been impacted or incarcerated by the juvenile justice system. She develops Amplify Music through her position as Art Entrepreneur in Residence at James Madison University's Gilliam Center for Entrepreneurship.

Erika Knapp (she/her) is a Ph.D. student in Music Education at Michigan State. She taught K-8 music for 14 years prior to this, and Erika is an Orff pedagogy teacher for AOSA. She is a regular clinician and guest conductor across the U.S. Her research interests include disability studies, teacher professional development and issues of intersectional identity.

Emily Kuchenbrod is the music teacher at Kenwood Elementary School (Champaign, IL) and is working towards her MME degree at the University of Illinois.

Christa Kuebel is assistant professor of music education at University of Central Arkansas. She focuses her research on music teacher preparation and early childhood music education. She has

taught in Cleveland, Chicago, Shanghai, and Warsaw.

Victor Lozada teaches general music at a dual language campus in Texas. He has completed three levels of Orff and Kodaly Teacher Education. Victor currently teaches general music classes for pre-service teachers at the University of North Texas-Dallas as adjunct faculty. Currently, he is pursuing a PhD at Texas Woman's University.

Herbert (Butch) Marshall is the early childhood and general music specialist at Kent State University. He has completed teacher education courses in Orff-Schulwerk, Music Learning Theory, Weikart, and Laban. He taught K-12 music in upstate New York and is president-elect of the Gordon Institute for Music Learning.

Whitney Mayo is a student at Michigan State University pursuing a PhD in music education. She taught PreK-3 through 3rd grade music for six years on Fort Hood in Texas, and continues teaching EC music at the Community Music School in East Lansing and Detroit. Research interests include early childhood music and rural music education.

Nicholas McBride maintains an active career as a music teacher-educator, researcher, and conductor. He is Assistant Professor of Choral Music Education at The College of New Jersey. His research agenda focuses on teacher education, music teacher identity, LGBTQ issues in music education, and gender in the choral music classroom.

Anneke McCabe, PhD student in music education, Brock University, is a trained pianist, musician, and songwriter, who has taught and directed choirs and concert bands in a variety of Ontario elementary schools, in Canada, over the last 18 years. Currently, Anneke teaches instrumental music at a middle school, and is working on her PhD at Brock University, where she intends to focus her research in reflective music teacher practice through narrative inquiry.

Kimberly McCord is Professor Emeritus of Music Education at Illinois State University and adjunct professor at New York University and at the University of Bridgeport. McCord's books include *Exceptional Music Pedagogy for Children with Exceptionalities* with Deborah VanderLinde and, *Teaching the Postsecondary Music Student with Disabilities* published by Oxford University Press.

Constance McKoy is Marion Stedman Covington Distinguished Professor and Director of Undergraduate Studies in the School of Music at The University of North Carolina at Greensboro. Her research interests include music teachers' cross-cultural competence, and applications of culturally responsive and sustaining pedagogies in music teaching and learning.

Abby Means is a second-year Ph.D. student in Music Education at the University of Illinois, Urbana-Champaign. Prior to attending UIUC, she served as a general elementary music teacher for grades Kindergarten through 6th in the MSD of Wayne Township in Indianapolis, IN. Abby's research interests include early childhood and elementary special music education, as well as English language learners and how to best facilitate them in the music classroom.

Martina Miranda is an Associate Professor of Music Education at the University of Colorado Boulder where she teaches undergraduate and graduate courses in general music methods, the inclusive classroom, and historical research. Her research interests include developmentally

appropriate practices with Pre-K–2nd grade children, and preservice teachers field experiences.

Angela Munroe is an Assistant Professor of Music Education at West Virginia University where she teaches General Music Methods, Introduction to Music Education, and Student Teaching Seminar. Angela has earned a Ph.D. in Music Education from the University of Colorado, M.M.E. from Northwestern University and a B.S. in Music Education from Western Michigan University.

Jing Tian (JT) Ngiaw teaches K–8 general music at Buffalo United Charter School. She has taught students ages four months to mid-seventies in a variety of general and choral music settings. JT graduated in December 2019 with a bachelor's of music from the Eastman School of Music.

Emmett O'Leary is an assistant professor of music education in the School of Performing Arts at the Virginia Polytechnic Institute and State University. Prior to his work in Virginia, he served as associate professor of music education at the Crane School of Music, SUNY-Potsdam. His research interests include competition in music education, instrumental music pedagogy, popular music pedagogy, phenomenology, technology in music instruction, and creativity.

Beatrice B. Olesko is an Assistant Professor of Music Education at Ithaca College where she serves as the coordinator of the junior student teaching program and teaches elementary music methods courses. Her research interests include democratic teaching practices, culturally responsive teaching, creative music activities, and elementary music pedagogy.

Kay Piña is a PhD Candidate at Penn State University. Kay completed her BA at TSU- San Marcos and her MM at UT- San Antonio. Before moving to State College, Kay was teaching general music and choir, grades K-6th, in Central Texas. Kay is the current American Eurhythmics Society President.

Jennifer Potter, Assistant Professor at San Diego State University, focuses her research on pre-service teacher preparation, specifically in classroom management training and strategies. Potter has presented at the Desert Skies Symposium, the Symposium for Music Teacher Education, the NAFME Music Research National Conference, and the American Orff-Schulwerk Association Conference.

Bryan Powell is an Assistant Professor of Music Education and Music Technology at Montclair State University. Bryan is a founding co-editor of the Journal of Popular Music Education and serves as Executive Director of the Association for Popular Music Education. Bryan is the 2018–2020 Chair for the NAFME Popular Music Education SRIG.

Dawn Pratson, Dalcroze License, is a music and movement educator and dancer/choreographer with a background in creative arts therapy. She is currently leading monthly discussions and writing a blog about issues of diversity in music education through the Dalcroze Society of America. More info at dawnpratson.com.

Taryn Raschdorf is Assistant Professor of Music Education at Old Dominion University, where she teaches undergraduate and graduate courses in elementary and secondary choral music education. Prior to her appointment at Old Dominion University, Dr. Raschdorf taught elementary general music in Virginia and Colorado for 15 years.

Jesse Rathgeber is Assistant Professor at Augustana College. His work on disability, inclusion, and professional vision is published in *Accessing Music*, *Routledge Research Companion to Popular Music*, *Oxford Handbook of Social Media and Music Learning*, *Bulletin of the Council for Research in Music Education*, and *Qualitative Research in Music Education*.

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