



Mountain Lake Colloquium for Teachers of General Music Methods

May 20-23, 2007, Mountain Lake, Virginia



Colloquium Chairs

Nancy Boone Allsbrook, McLean School of Music, Middle Tennessee State University
Mary Goetze, Indiana University School of Music



Co-Sponsored by

Middle Tennessee State University
Indiana University School of Music
The Society for Music Teacher Education/MENC



Acknowledgments

Middle Tennessee State University and Indiana University
John McDaniel, Dean, College of Liberal Arts, MTSU
George Riordan, Director, McLean School of Music, MTSU

PROGRAM

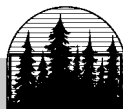
May 20, Sunday Evening

- 3:00 Registration (Lobby)**
Meet in the lobby if you would like to have go for a hike around Mountain Lake.
(Glenda Goodin, MTSU)
Sign up for Lunch Roundtable Discussions at the Colloquium Registration Desk.
- 6:00 Happy Hour (Barn)**
- 6:30 Welcome**
Nancy Boone Allsbrook, Middle Tennessee State University
Mary Goetze, Indiana University
- 6:30 Cookout (Barn)**
- 8:00 Opening Session (Ballroom)**
Playing with Images of Teaching, Learning, and Music
Sandy Stauffer, Arizona State University
Janet Robbins, West Virginia University



May 21, Monday

- 6:30 Nature/Fitness Walk (Lobby)**
Meet Buckey and Joan Boone and Lee Allsbrook for a morning walk or run.
- 7:00 Breakfast (Dining Room)**
- 8:15 Start the Day with Song (Ballroom)**
Susan Kenney, Brigham Young University
- 8:30-8:45 Remembrance (Ballroom)**
Carol Scott-Kassner, Seattle, Wa.



**8:45-10:00 Mindful Practice in Music Education:
Ideas Entertained, Embraced, and Imagined (Ballroom)**

Estelle Jorgensen, Indiana University
Bennett Reimer, Northwestern University

10:00-10:15 Recess

10:15-11:45 Entertaining, Embracing, and Imagining Continued

Estelle Jorgensen, Indiana University
Bennett Reimer, Northwestern University

11:45-1:15 Lunch and Luncheon Roundtables

(Veranda; sign up at the Colloquium Registration Desk)

A Principal's View of the Specials

Beth Hebert, Crow Island Elementary School, Winnetica, Ill.

The Song of the "Non-musician": Tales from the Preservice Classroom

Amanda Montgomery, University of Alberta

Creative Curriculums: Innovation in Undergraduate Music Education Curriculums

Thom Priest, Weber State University

ISME Connections

Patrick Schmidt, Westminster Choir College of Rider University

Scaffolding and Musical Play: The Impact of Vygotskian Theories on

Changes in Early Childhood Music Teacher Education Practices

Kathryn M. Smith, University of Alberta

Using a Book Club Model to Enhance Informal Learning

Sue Williamson, University of Colorado-Boulder

1:15-2:15 Focus Breakout Session: Round One

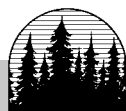
Focus: Reflection (Cascade Room)

Session Chair: Rodger Beatty, Brock University

Learning to Let Go and Grow...In Methods Classes

Sara Bidner, Southeastern Louisiana University

Gina Anthon, Southeastern Louisiana University



*Teaching Them How to Fish: Promoting Active, Self-Directed Learning
in an Elementary General Music Methods Course*
Constance McKoy, University of North Carolina-Greensboro

Focus: Teaching Methods (Ballroom)
Session Chair: Kim Walls, Auburn University

Evolving with General Music Approaches in Methods Classes
Judy Bond, coordinator, University of Wisconsin-Stevens Point
Carlos Abril, Northwestern University
Brent Gault, Indiana University
Wendy Valerio, University of South Carolina
Jody Kerchner, Oberlin Conservatory of Music
Betty Anne Younker, University of Michigan

Focus: Curriculum Reform (Oak Room)
Session Chair: Caroline Jetton, DePauw University

Redesigning a K-12 Sequence of Courses
Carlotta Parr, Central Connecticut State University
Karen Riem, Central Connecticut State University

Survey Research as a Springboard for Re-forming Music Teacher Education
Glenda Cosenza, Northern Illinois University

**2:30-3:30 Focus Breakout Session:
Round Two-Technology Poster Sessions (Ballroom)**

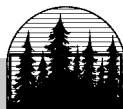
Podcasting Field Experiences
Audrey Berger Cardany, University of Rhode Island

*Problems and Challenges of First-year Music Teachers:
A Guide To Curriculum Revision (A Film)*
Kate Grieshaber, Pacific Lutheran University

Cowboy Music—The Real Thing
Jana Fallin, Kansas State University

The Intersection of Music Education, Technology, and Social Equity: Considering All Sides
Patricia Riley, University of Vermont

*Music Conversations with Kids:
What Music Conversations May Tell Us About Music Learning*
Wendy Valerio, University of South Carolina
Alison Reynolds, Texas Christian University



Assistive Technology for Students with Disabilities in Music Classes
Rebecca Fletcher, Illinois State University
Emily Watts, Illinois State University
Kimberly McCord, Illinois State University

3:30-4:30 Focus Breakout Session: Round Three

Focus: Non-Traditional Approaches and Content I (Ballroom)

Session Chair: Mary Lemons, Lebanon Valley College

Methods Class Preparation for Teaching Non-Traditional Secondary Music Students
Laura Ferguson, Indiana University of Pennsylvania

Focus: Non-Traditional Approaches and Content II (Cascade Room)

Session Chair: Diane Persellin, Trinity University

*“Being in the NOW”: Enabling and Fostering Informal Learning Practices
in a Secondary Methods Classroom*

Sharon Davis, Oakland University

Deborah Blair, Oakland University

Focus: Compositional Identity/Teacher Identity (Oak Room)

Session Chair: Martina Miranda, University of Colorado-Boulder

Tales from a Witness to Creation

Michele Kaschub, University of Southern Mississippi

From Minding Others to Mindfulness: Reflecting on My Practice

Rhoda Bernard, The Boston Conservatory

Focus: Research as a Catalyst for Change (Giles Room)

Session Chair: Betty Anne Younker, University of Michigan

The Transformation of the Situated Self

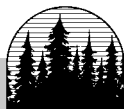
Teri Dobbs, University of Wisconsin-Madison

5:00-7:00 Dinner (Dining Room)

7:30 Greeting from MENC (Ballroom)

Lynn Brinckmeyer, Texas State University

Linda Thompson, Lee University



7:45

Armchair Conversations (Ballroom)

Late night Fireside Discussion with Estelle Jorgensen and Bennett Reimer



May 22, Tuesday

6:30

Nature/Fitness Walk (Lobby)

Meet Buckey and Joan Boone and Lee Allsbrook for a morning walk or run.

7:00

Breakfast (Dining Room)

8:30

Celebrations! (Ballroom)

Mary Goetze, Indiana University

9:00-10:00

Stories of Practice (Ballroom)

Toward Wider Spaces: From Micro to Macro in Teaching Music

Carlos Abril, Northwestern University

Jacqueline Kelly-McHale, Northwestern University

Changing Our Thoughts and Actions:

Lessons Learned on the Diamond Fields of South Africa

Kathy Robinson, University of Alberta

10:00-10:15

Recess

10:15-11:15

Stories of Practice (Ballroom)

Old Dogs Learn New Tricks:

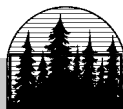
Re-evaluating Beliefs about Music Education for Young Children

Joanne Rutkowski, Penn State University

Yun-Fei Hsee, Penn State University

Mindful Practice in Music Education: Ideas Entertained, Embraced, and Imagined

Marie McCarthy, University of Michigan



**11:15-12:00 Mapping the Stories of Practice:
A Conceptual Ecology (Ballroom)**

Janet R. Barrett, Northwestern University
Liz Wing, Cincinnati Conservatory of Music

12:00-1:30 Lunch and Luncheon Roundtables

Reflective Practice: A Case Study
Laura Artesani, University of Maine

Creating Positive Field Experiences for Music Education Students
Penny Dimmick, Butler University

Children's Perspectives: In- and Out-of-School Music Experiences
Shelley M. Griffin, Brock University

Portfolios
Beth Hebert, Crow Island Elementary School, Winnetica, Ill.

The True Meaning of Special Education
Deborah T. Jacobs, Columbus State University

**1:30-2:30 The Philosophers Muse:
Reflecting on Stories Told (Ballroom)**

Estelle Jorgensen, Indiana University
Bennett Reimer, Northwestern University

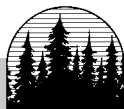
2:45-3:45 Focus Breakout Session: Round Four

Focus: Non-Traditional Approaches and Content III (Cascade Room)
Session Chair: Marcelyn Smale, St. Cloud University

Connecting "In School" and "Out of School" Music Experiences
Ann Clements, Penn State University
Beth Gibbs, Penn State University

Focus: Redefining "General" Music (Ballroom)
Session Chair: Eve Harwood, University of Illinois

General Music Through a Kaleidoscopic Lens
Janet Barrett, Northwestern University
Jonathan Harnum, Northwestern University
Jacqueline Kelly-McHale, Northwestern University
Evan Tobias, Northwestern University
Katheryn Vukson, Northwestern University



Focus: Music and Multiple Literacies (Oak Room)

Session Chair: Deborah Jacobs, Columbus State University

Breaking Through the Preschool Culture with Music

Joyce Jordan, University of Miami

Joy Galliford, University of Miami

Teaching and Learning in Preschool Music: A Methods Class Pre-Service Field Experience

Hilree Hamilton, University of Wisconsin-River Falls

4:00-5:00

Focus Breakout Session: Round Five

**Focus: Meeting the Needs of Young Urban Children and Families
(Ballroom)**

Session Chair: Catherine Schmidt, Winona State University

Re-Viewing Integration: Partnerships, Perceptions, Politics, and Powerful Practice

Sue Snyder, Director, Total Learning Institute

Carol Frierson Cambell, William Paterson University

Focus: Collaborations (Giles Room)

Session Chair: Brent Gault, Indiana University

*Reflections on Fostering Collaboration between Elementary Education
and Music Education Majors*

Carla Aguilar, Indiana University

Katy Strand, Indiana University

Nurturing the Collaborations Between Preservice Music and Deaf Educators

Kimberly McCord, Illinois State University

Emily Watts, Illinois State University

Focus: Elementary Education Majors (Oak Room)

Session Chair: Marty Stover, College of St. Catherine

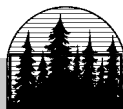
Exploring Personal Relationships with the Arts and Arts Education

Loretta Niebur Walker, Weber State University

Susan Kenney, Brigham Young University

Interconnected Curriculum for Teacher Education

Nam-Hee Lim, University of Illinois



Focus: Teachers' Reflective Knowledge (Cascade Room)
Session Chair: Jody Kerchner, Oberlin Conservatory

What's Good for the Goose: Examining the Roots of My Own Practice
Ed Duling, University of Toledo

Dancing with Unicorns: Chronicles of Fête de la Vie, A Writing Workshop for Teachers
Regina Carlow, University of New Mexico
Julia Church Hoffman, Elementary General Music, Albuquerque, New Mexico

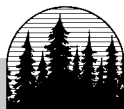
6:30-7:30 Dinner (Barn)

7:45-9:15 Hoedown! (Barn)



May 23, Wednesday

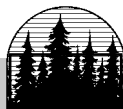
- 6:30 Nature/Fitness Walk (Lobby)**
Meet Buckey and Joan Boone and Lee Allsbrook for a morning walk or run.
- 7:00 Breakfast (Dining Room)**
- 8:30 Drawing for Mountain Lake Door Prizes! (Ballroom)**
Coordinator, Martina Miranda, University of Colorado-Boulder
Books and materials that have been on display will be given away!
- 8:45 Synthesizing Our Practice in Playful Ways**
Carol Scott-Kassner, Seattle, WA
Diane Persellin, Trinity University
Laura Ferguson, Indiana University of Pennsylvania
- 11:00 Mountain Lake Colloquium Closing (Ballroom)**
- 11:15 Lunch (Dining Room)**



About Our Keynote Presenters

Estelle Jorgensen is a professor of music at the Jacobs School of Music at Indiana University. She received her Ph.D. from the University of Calgary in 1976, her M.M. from Andrews University, and her B.A. from University of Newcastle. She is the editor of *Philosophy of Music Education Review* and the author of *In Search of Music Education: Transforming Music Education*. Estelle is the founding chair of Philosophy SRIG of MENC. She is a frequent contributor to leading international research journals in music education and is a speaker and author on a variety of themes in the philosophy of music education. Dr. Jorgensen taught music in Canadian grade schools and at McGill University, Montreal, and has lectured in Sweden, Finland, the United Kingdom, and Australia. She has been a leader of and contributor to five international symposia in the philosophies of music education held in Bloomington, Toronto, Los Angeles, and Birmingham, U.K.

Bennett Reimer is the John W. Beattie Professor of Music Emeritus at Northwestern University, Evanston, Illinois, where he was chair of the Music Education Department, director of the Ph.D. program in Music Education, and founder and director of the Center for the Study of Education and the Musical Experience. He is the author or editor of two dozen books and over 135 articles, chapters, and reviews. His writing, teaching, and lecturing have ranged over topics including philosophy of music education, curriculum theory, research theory, multicultural issues, musical intelligences, interdisciplinary arts principles, teacher education, international music education issues, and applications of cognitive psychology to music learning. Bennett received the rare “Legends of Teaching” award from the Northwestern University School of Music and an honorary doctorate from DePaul University, Chicago, both in 1997, the year of his retirement. A special double issue of *The Journal of Aesthetic Education*, “Musings: Essays in Honor of Bennett Reimer,” was published in Winter 1999. In 2002, Reimer was inducted into the Music Educators Hall of Fame.



2007 Mountain Lake Colloquium Session Presenters

Carlos Abril is assistant professor of music education at Northwestern University where he teaches courses in general music, multiculturalism, and philosophy. His research focuses on the sociocultural nature of music teaching and learning, the elementary music curriculum, and music perception. He has presented his work at state, national, and international levels and published articles in journals such as *Bulletin of the Council for Research in Music Education*, *Contributions to Music Education*, *International Journal of Music Education*, *Journal of Research in Music Education*, *Music Educators Journal*, *Music Education Research*, and *Orff Echo*. He serves on the editorial boards of *CRME*, *Update*, *Revista Complutense Investigación en Educación Musical*, *Research and Issues in Music Education*, and *Orff Echo*.



Carla Aguilar is a doctoral student at the Jacobs School of Music at Indiana University. She has an M.M.E. in music education from Indiana University and the B.S. in music education from Ball State University. Her research interests include integrated curriculum, the impact of standardized testing on music education, and advocacy for music education. She has presented research at University of North Texas, Northwestern University CIC, and Indiana University CIC.



Gina Anthon is the music teacher at Southeastern Louisiana University Laboratory School and an instructor in the Department of Music and Performing Arts. After completing performance degrees at the University of Michigan (M.M.) and Louisiana State University (D.M.A.), she returned to the city of her undergraduate vocal music education degree, Hammond, Louisiana, to teach K-6 general music and junior high choir at the Southeastern Louisiana University Laboratory School. Drawn by the lack of elementary music education in the local public schools, the curiosity that came with motherhood, and the opportunity to work with former teachers and old friends, Gina chose elementary teaching as a way to make a difference in her community. She also teaches music fundamentals for elementary ed majors at SLU.



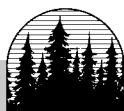
Laura Artesani is assistant chair of the Division of Music and assistant professor of music education in the School of Performing Arts at the University of Maine. She is faculty advisor for the University of Maine Student Chapter of MENC and is a board member of the Maine Music Educators Association. She graduated from Barrington College with a degree in music education and has an M.M. in piano performance from the University of Maine and a D.M.A. in piano performance from West Virginia University.



Janet R. Barrett is associate professor of Music Education at the Northwestern University School of Music. She is a general music specialist and researcher. Her research interests include teacher education, curriculum, and interdisciplinary studies. She is president of the North Central Division of MENC and is also on the editorial boards of *Bulletin of the Council for Research in Music Education* and the *Mountain Lake Reader*.



Rhoda Bernard is chair of the Music Education Department at The Boston Conservatory, where she teaches in and leads a master's degree program that also provides licensure to teach music in the public schools. Her research interests include the professional identities of music teachers, teacher education, teacher reflective practice, and research methods. Rhoda is very active in Massachusetts Music Educators Association, serving as advisor to the state collegiates, higher education coordinator for the annual MMEA Conference, and higher education representative for the newly formed Eastern District. Currently vice president of the board of Young Audiences of Massachusetts, she will assume the presidency in 2007. Rhoda received her Ed.D. from the Harvard Graduate School of Education in 2004.



Sara Bidner is associate professor in the Department of Teaching and Learning at Southeastern Louisiana University in Hammond. Her primary responsibilities are teaching elementary music methods courses for music education and elementary education majors. She also teaches secondary music methods and fundamentals of music for elementary education majors and supervises student teachers. Her degrees in music education are from Louisiana State University (M.M.E. and Ph.D.) and the University of Illinois (B.S.). She is a past national chair of the Society for Music Teacher Education.



Deborah V. Blair is assistant professor and coordinator of music education at Oakland University in Rochester, Michigan, where she teaches undergraduate and graduate courses in educational psychology, elementary and secondary general methods, and choral methods and supervises student teachers. Her current research interests include music teaching and learning for special needs learners, applications and implications of constructivist learning theory in the music classroom, and teacher preparation and retention.



Judy Bond is coordinator of music education, teaches undergraduate music education courses and is responsible for the supervision of the student teaching program for choral and general music education majors at the University of Wisconsin Stevens Point. She also directs a UWSP graduate program for general music teachers, including summer courses leading to Orff Levels Certification and a Saturday workshop series with emphasis on contemporary, active, musicmaking approaches to teaching general music. Judy earned a Ph.D. from the University of Minnesota, where she taught undergraduate music education courses and conducted research in the area of multicultural music as it relates to general music education.



Lynn Brinckmeyer is assistant professor of music and director of choral music education at Texas State University. Her degrees include a Bachelor of Science in Education and Master of Music Education from Eastern New Mexico University and a Ph.D. in Music Education from The University of Kansas. In New

Mexico, she taught elementary music and middle school choir, then moved to higher education in the Pacific Northwest. Lynn is currently the National President of MENC. Past offices include president for the Northwest Division of MENC, member of the *Music Educators Journal* Editorial Board, Washington Music Educators Association General Music Curriculum chair, member of the MENC 2001 Music In Our Schools Month Music Selection Committee, and member of the Conn-Selmer University Advisory Board. In addition to chairing the Eastern Washington University Music Department for six years, she received both the PTI Excellence in Teaching Award and the CenturyTel Award for outstanding faculty.



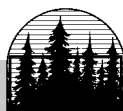
Audrey Berger Cardany is assistant professor and coordinator of music education at the University of Rhode Island. She teaches undergraduate and graduate courses in general music methods, introduction to music teaching, and music learning, evaluation, and assessment.



Regina Carlow is an assistant professor of music education at the University of New Mexico where she teaches graduate and undergraduate courses in general and choral music education. Regina's research and teaching interests include cultural capital, linguistic diversity, social justice, and feminist theory as they apply to broad issues in music education. Regina is the founding director of the UNM Children's Chorus, a non-auditioned chorus for children ages 5-12.



Anne C. Clements is an assistant professor of music education in the Pennsylvania State University School of Music. She received both her doctorate in music education and a Master of Arts in music education from the University of Washington (Seattle) and a Bachelor of Music in music education from the University of Puget Sound. An active researcher and clinician, Anne has directed ensembles and given presentations throughout the United States and in New Zealand, Japan, Australia, and Canada. She has published in the journals *Research in the New Zealand Performing Arts*, *General Music Today*, *The Mountain Lake Reader*, and the *International Society for Music Education*



Pacific Region Proceedings. She is a contributing author to the textbook series *Making Music*, published by Scott Foreman/Silver Burdett, and *The Choral Cookbook*, published by Meredith Music.



Glenda Cosenza teaches undergraduate and graduate general music, research, and music education technology courses at Northern Illinois University where she has been since 2000. An Orff educator, she has recently published *Swingin' on the Bars: 10 Jazz Standard Tunes arranged for Xylophones and Metallophones* for Alfred Publications, Inc. Glenda has published articles in numerous music education journals and presented workshops for local, state, national and international music education organizations. She has taught vocal/choral music in grades K-12 and was a professional singer for many years in New York City.



Sharon G. Davis is a Ph.D. candidate in music education at Oakland University in Rochester, Michigan. She has taught general music as well as choral and instrumental music in Germany, Switzerland, Singapore, and America. In addition to coursework at Oakland University, Sharon studied with Lucy Green and Graham Welch at the University of London. Her doctoral study, "Informal Learning Processes in the Context of Formal Music Learning," investigated ways that instrumentalists in a fifth-grade beginning band program constructed musical meaning. This study was rooted in an earlier research study of rock musicians (Davis, 2005).



Penny Dimmick is an associate professor and chair of the School of Music at Butler University where she teaches both undergraduate and graduate courses in music education. Penny holds a bachelor's degree in music education from Taylor University and a Master of Music and doctor of arts degree in music education and percussion performance from Ball State University. She is a specialist in the Orff and Kodály methods in music education and holds three levels of certification from the American Orff-Schulwerk Association.



Teri Dobbs is an assistant professor of music education at the University of Wisconsin-Madison and earned her Ph.D. in music education from Northwestern University. She has taught extensively in the public schools in the areas of instrumental music, choral music, and general music. Her current research involves the investigation of discourse and discursive practices within music classrooms.



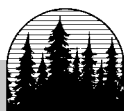
Ed Duling is assistant professor of music education at the University of Toledo where he teaches general music methods to music and elementary education majors, advises, and leads graduate classes. Ed has taught all levels of public school general music, chorus, and band and holds a B.M. from Capital University and an M.A. and Ph.D. from The Ohio State University. Published articles and reviews have appeared in *TRIAD*, *MEJ*, *ITA Journal*, *Newsletter of the Fellowship of United Methodists*, *Percussive Notes*, *The Bluegrass Music News*, *The Bulletin of the Sonneck Society*, *Journal of Music Teacher Education*, *Update*, and *Contributions to Music Education*.



Jana Fallin is professor of music and division chair of music education at Kansas State University and was selected as the University Distinguished Teaching Scholar (UDTS) for 2002-2003. In her role as UDTS, Fallin designed a DVD, *Engaging the Learner*, illustrating excellent teaching on the K-State campus. This DVD, along with two others on research of teaching and writing to learn, was presented at the ASCD Conference in Orlando, Florida, May 2005. Twice she received the Stamey Teaching Award at K-State, is listed in *Outstanding Women of America*, and was an Outstanding Senior Woman at Baylor University.



Laura Ferguson is an associate professor of music at Indiana University of Pennsylvania. She holds degrees in music education from Millikin University and the University of Illinois at Urbana-Champaign. She is a faculty member of IAJE's Teacher Training Institute and is in demand throughout the country as a workshop presenter. Her work has been published in *Music Educators Journal*, *Update*, *General Music Today*, *The Mountain Lake Reader*, and *Journal of Historical Research in Music Education*. Laura has a strong interest in gen-



eral music teaching, including the uses of jazz styles, technology, listening strategies, and children's expressive movements to music in classroom settings.



Rebecca Fletcher is a graduate student in music education at Illinois State University and teaches elementary general music at Northmoor-Edison Primary School in Peoria, Illinois.



Carol Frierson-Campbell, assistant professor of Music Education at William Paterson University, holds degrees from Tennessee Technological University, Ithaca College, and the Eastman School of Music. An active member of the William Paterson faculty, she teaches courses in music education and graduate research. Carol's professional activities focus on improving curricula and support for music education in urban settings.



Joy Galliford is an administrator for the University of Miami MusicTime program, birth to 8 years, and an adjunct instructor in music education. She received her B.M., M.M., and Ph.D. from the University of Miami. Her research interests are in early childhood education. Her dissertation, *The Effects of Music Experience during Early Childhood on the Development of Linguistic and Non-Linguistic Skills*, was completed in 2003. She edited the quarterly newsletter of the Early Childhood Music and Movement Association until summer, 2006.



Brent M. Gault, a faculty member of the Jacobs School of Music at Indiana University, holds a Ph.D. (The Hartt School, University of Hartford, 2000), M.M. (Silver Lake College, 1996), and B.M.E. (Baylor University, 1991). He specializes in elementary general music education, early childhood music education, and Kodály methodology. He also has training in both the Orff and Dalcroze approaches to music education. Articles by Brent have been published in various music education periodicals. In addition to his duties in the Music Education Department, he serves as program director for the Indiana University

Children's Choir, where he conducts the Boy's Choir. Gault is currently president of the Organization of American Kodály Educators.



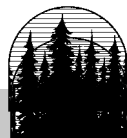
Beth Gibbs is a doctoral student in music education at the Pennsylvania State University. She received her Master of Music Education from the Hartt School, University of Hartford, and a Bachelor of Science in Music Education from The Pennsylvania State University. Beth has experience teaching middle school general and choral music in Pennsylvania and is currently the K-5 music teacher at the State College Friends School. Her research interests include teacher preparation, assessment, and instructional interactions that occur between teachers and students in music settings.



Kate Grieshaber taught music education at PLU 1983-2005, followed up by a sabbatical and currently phased retirement. Katie is also a performer of Southeast Asian music; most recently playing bamboo flutes in a Balinese ensemble at the University of Washington under the direction of Ethnomusicologist I Wang Sinti. She has created various teaching videotapes for children and music teachers learning to play "kotekan," the interlocking rhythmic patterns prevalent in Balinese music.



Shelley M. Griffin is a faculty member in Elementary Music Education. She has previously taught in the Department of Music at the University of Prince Edward Island and in the Department of Elementary Education, University of Alberta, where she is a Ph.D. candidate. Prior to university teaching, Shelley taught Grades 1-9 Music and Grade 1/2 classroom with the Western School Board, Prince Edward Island. She holds a Bachelor of Music Degree (University of Prince Edward Island) and a Master of Education Degree (University of Alberta). Her research interests include children's narratives of musical experiences, pre-service music teacher education, frames of knowing, and faculty mentorship.



Hilree Hamilton teaches music education methods courses to music education and elementary education majors. Additionally, she teaches world music, class piano, and music appreciation and supervises student teachers. She received her B.A. in Music Education from the University of Northern Colorado, her M.A. in Music Education with the equivalency in Music Therapy from the University of Minnesota, and her Ph.D. from the University of Minnesota. Hilree taught elementary and middle school classroom and choral music for 25 years in Kansas and Minnesota. A board certified music therapist, she worked with children with a variety of disabilities for 10 years.



Jonathan Harnum is currently pursuing his Ph.D. in music education at Northwestern University. He is a trumpet player and author of many trumpet method books. One is *Sound the Trumpet: How to Blow Your Own Horn*.



Beth Hebert is a former principal in Illinois. Her research interests include portfolios, authentic assessment, inclusion of special needs children in the classroom, school leadership, and school architect. Hebert organized the first national invitational conference on Children, Learning, and School Design which took place in 1990 at Northwestern University.



Julia Church Hoffman is an elementary general music teachers in Albuquerque, New Mexico, where she also directs the Junior Division of the University of New Mexico Children's Chorus. Julia's research interests include transformative pedagogy, developmentally appropriate practice in early childhood music education, and the role of spirituality in music teacher transformation. She is seeking a master's degree at the University of New Mexico.



Yun-Fei Hsee, a Ph.D. candidate in the School of Music, has been in residence at Penn State since fall 2003. She is on study leave from her position as instructor in the Department of Early Childhood Care

and Education at Shu-Zen College of Medicine and Management in Taiwan. At Penn State, she has shared her expertise with others by teaching the Music for Elementary Classroom Teacher course, initiating an early childhood practicum for upper-level undergraduate music education majors, and teaching several early childhood courses for infants, toddlers, and preschoolers at the child care center.



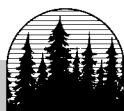
Deborah T. Jacobs is a graduate of Stephens College (B.A.) and the University of Missouri – Columbia (M.Ed., Ed.Sp., Ph.D.). She is currently coordinator of music education and assistant to the director of the Schwob School of Music at Columbus State University. She teaches music education courses at both the undergraduate and graduate levels and supervises student teachers. Prior to joining the faculty at Columbus State University, Deborah was a vocal music specialist with the Columbia Public Schools in Columbia, Missouri.



Joyce Jordan-DeCarbo is chair and professor of music education and music therapy at the Frost School of Music. Her area of expertise is general music, K-12, and early childhood music education. She is published widely and is an active researcher in early childhood music. She is a past-president of the Early Childhood Music and Movement Association and published regularly in the early childhood music journal *Early Childhood Connections* from 1995-2005. She co-authored the chapter "Music and Early Childhood Education" in *The New Handbook of Research on Music Teaching and Learning*.



Michele Kaschub is an associate professor of music and coordinator of music education and Graduate studies for the USM School of Music. She has published in the *Arts Education Policy Review*, the *Choral Journal*, the *Music Educators Journal*, *Research Studies in Music Education*, and other publications. Michele teaches undergraduate and graduate courses addressing music education philosophy, general methods, and elementary and intermediate choral methods and supervises student teachers.





Jacqueline Kelly-McHale is a music education doctoral student at Northwestern University. Her areas of research include general music history and practice, English language learners in the general music classroom, and studies in the philosophy of music education. Ms. Kelly-McHale has taught undergraduate music education courses and summer professional workshops at DePaul University. She earned her bachelor's degree in music education at Duquesne University in Pittsburgh, Pa., and a master of fine arts degree from the University of St. Thomas in St. Paul, Minn., and is an experienced music educator with Kodály, Orff, and Dalcroze training.



Susan Kenney is an associate professor of music education at Brigham Young University and founding director of the University Young Musicians program for pre-kindergarten children. She has training and/or certification in Dalcroze, Education through Music, Kodály, Orff, and several early childhood music programs. As a member of the integrated team for Arts in Teaching and Teacher Education of the National Network for Educational Renewal she is actively engaged in insuring that the arts are part of the educational renewal movement.



Jody L. Kerchner is associate professor and director of music education at the Oberlin Conservatory of Music where she is the secondary school music and choral music education specialist. She received degrees in music education and vocal performance from West Chester University and a Ph.D. in music education from Northwestern University. Prior to teaching at the collegiate level, Jody taught K-8 general and choral music in Swarthmore, Pa., and Winnetka, Ill. She is the founder and co-teacher of the Oberlin-North Ridgeville Middle School Partnership (1997-2006) and the Langston Middle School Music Workshop (2006-2007). Her research interests include children's responses during music listening, choral music education, empathetic leadership, assessment, and reflective thinking.



Nam-Hee Lim earned a Ph.D in Music Education at the University of Illinois, Urbana-Champaign, where she was the recipient of the Marilyn Pflederer Zimmerman Fellowship in Doctoral Studies in Music Education. A native of South Korea, she has extensive experience in teaching general music, piano, and music theory in Korea and the United States. She coordinated the Early Childhood Music Program at Indiana Wesleyan University. Presently, she is a parttime faculty member at Asbury College and the University of Louisville. Her research interests are the social construction of musical knowledge, the mediational process in musical learning, and domain-specific learning in music.



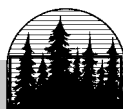
Marie McCarthy is professor and chair of music education at The University of Michigan. She teaches courses on general music methods, research, music cultures in the classroom, learning theories for the music teacher, and music teacher education. Her research interests include the historical and sociological foundations of music education as well as the spiritual dimensions of participation in musical experiences.



Kimberly McCord is associate professor of music education and coordinator of undergraduate music education at Illinois State University where she teaches undergraduate and graduate courses in general music, children with disabilities and music, and introduction to music education.



Constance McKoy is an assistant professor with the Music Research Institute in the School of Music at the University of North Carolina at Greensboro (UNCG) and a 20-year veteran of public school music teaching. She holds a B.M. from the Oberlin Conservatory of Music and M.M. and Ph.D. degrees from UNCG. Connie has published research in *The Bulletin of the Council for Research in Music Education*, *Update: Applications of Research in Music Education*, and *Southern Music Education Journal* and has presented research papers at national and international conferences. She is president of the North Carolina Music Educators Association.



Amanda Montgomery is a professor of music education in the Department of Elementary Education at the University of Alberta where she teaches undergraduate and graduate courses in elementary music education. Amanda received her doctorate with distinction from the School of Music at Indiana University in 1987. Author of the highly successful book *Teaching Towards Musical Understanding: A Handbook for the Elementary Grades*, Amanda has taught music to children in early childhood through grade eight. She is an active clinician in Canada and provides leadership to many music educators through her work as Past-President of the Canadian Music Educators Association and the Kodály Society of Canada.



Carlotta Parr is an associate professor of music education at Central Connecticut State University in New Britain, Connecticut. In addition to teaching methods courses for undergraduate music majors and working with student teachers, she conducts the CCSU Chorale. She also teaches core courses for the Masters of Science in Music Education degree program.



Diane Persellin is a professor of music, teaching classes in music education at Trinity University. She earned her B.S. and M.Ed. from the University of North Dakota. Diane also has an Ed.D. from Arizona State University. She is currently editor of *General Music Today*. Diane is an active organist and conducts Trinity's Parker Handbell Choir.



Thom Priest is director of music education at Weber State University. His research focuses on how individuals function as performers, listeners, improvisers, and composers. Thom is also an active bassoonist and performs with Weber State Faculty, Ballet West, and the Utah Chamber Orchestra. He received a Bachelor of Music Education degree from Indiana University-Bloomington, a Master of Music in bassoon from University of Colorado-Boulder, and a Doctorate with emphasis in music from the University of Illinois-Champaign-Urbana.



Alison Reynolds received her Bachelor of Music Education degree from Texas Christian University and her M.M. and Ph.D. from Temple University. She is associate professor of music education at Temple University, where she teaches undergraduate elementary general music methods and graduate courses in research and music learning theory. She supervises student teachers and advises graduate research. Alison has presented research and clinics internationally on the topics of music and movement development, music aptitude, improvisation, and assessment in relation to children younger than 12 years of age; and—relative to teacher preparation—early childhood, elementary, and service learning.



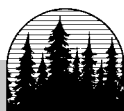
Karen Riem is an associate professor in the School of Education and Professional Studies at Central Connecticut State University. In fall 1999, she began her first year as coordinator of the Middle and Secondary Division within Teacher Education and her second year as president of NEW, the faculty governance body of the School of Education and Professional Studies at CCSU.



Patricia Riley is an assistant professor in the Music Department at the University of Vermont, teaching music education courses and coordinating the Music Education Program. She holds a D.M.A. in music education from Shenandoah Conservatory, an M.A. in music from the College of New Jersey, and a B.S. in music education from West Chester University. She is a versatile educator with teaching experience in instrumental, vocal, and general music at the college, high school, middle school, and elementary school levels. Prior to coming to the University of Vermont, Patricia served four years on the faculty at The Crane School of Music, State University of New York at Potsdam, and as an adjunct professor at Green Mountain College. Her public school experience includes twelve years in the public schools of New Jersey and Vermont.



Janet Robbins is a professor of music education at West Virginia University. She specializes in general music methods, Orff Schulwerk, and qualitative research. Janet received her Ph.D. from the Ohio State



University. She currently serves on the editorial boards for *The Mountain Lake Reader*, *General Music Today*, and *Research in Music Education*.



Kathy M. Robinson is assistant professor of music education at the University of Alberta where she teaches undergraduate and graduate courses in elementary general and choral music methods and cultural perspectives in music education. She has been director of *Umcu! Kimberley* since its inception in 1997 at Temple University and subsequent transfer with her to the Eastman School of Music in 1999 and the University of Alberta in 2006. Her research focuses on world musics in education, Ghanaian and South African musics, culturally relevant pedagogy, and urban music education.



Joanne Rutkowski, a professor of music education and coordinator of music education programs at The Pennsylvania State University, has also taught general and choral music, grades K-8. Currently she teaches undergraduate and graduate courses in music education and provides music experiences for 3- to 5-year-olds at a day care center on the Penn State Campus as well as for a mixed-age group of young children and their parents at the State College Music Academy.



Patrick Schmidt is assistant professor of music education at Westminster Choir College of Rider University, where he teaches undergraduate and graduate courses in music education. Patrick earned a B.M. from the University of Rio de Janeiro, Brazil, and an M.M. and M.M.E. from Westminster Choir College of Rider University. A native of Brazil, he is a critical theorist whose research focuses on the implications of critical theory for music education, particularly the work of Brazilian educator Paulo Freire.



Carol Scott-Kassner is a retired music educator living in Seattle, Wash. She is a writer and consultant for music educators. She is also co-author of *Music in Childhood: From Preschool through the Elementary Grades*,

World of Music and the *Music Connection* and *Making Music* Series of textbooks for grades K, 1, and 2.



Kathryn M. Smith is finishing her Ph.D. while working as a sessional instructor in elementary music education in the Faculty of Education at the University of Alberta. She provided leadership for elementary music teachers for 14 years while serving as a music consultant for the Edmonton Public School district. Previous to that, she taught children in kindergarten through grade six in elementary schools in rural Alberta and Edmonton, and, more recently, at two American International Schools in Doha, Qatar, and Riyadh, Saudi Arabia. Her continuing areas of research include professional development with music teachers and early childhood music.



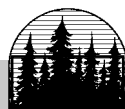
Susan Snyder is a music educator and author, clinician, and program developer. As director of The Total Learning Institute, she oversees development and implementation of a replicable, sustainable arts-based, integrated curriculum model designed to reduce the achievement gap in urban public schools.



Sandra Stauffer is professor of music at Arizona State University where she teaches both undergraduate and graduate courses. She currently serves as coordinator of doctoral studies in music education at ASU. Stauffer is a graduate of West Chester University and the University of Michigan. Prior to teaching at the collegiate level, she taught general, choral, and instrumental music in the public schools of Pennsylvania, Michigan, and Virginia.



Katherine Strand teaches music education in the Jacobs School of Music, Indiana University. She has a Ph.D. in music education from Northwestern University, an M.M. in choral conducting from Virginia Commonwealth University, and a B.A. from Allegheny College. Her research interests include classroom composition, integrated curriculum development, and teacher research. Her articles have appeared in the *Journal of Research in Music Education*, the *Bulletin of*



the Council of Research in Music Education, The Journal of Music Teacher Education, Arts Education Policy Review, Music Educators Journal, Teaching Music, and Proceedings from the 6th International Conference on Music Cognition and Perception.



Evan Tobias is working on his Ph.D. at Northwestern University. Tobias previously taught general music for grades 5 through 7.



Wendy Valerio is associate professor of music and director of the Children's Music Development Center (CMDC) at The University of South Carolina where she teaches graduate and undergraduate music methods courses, supervises student teachers, and conducts early childhood and elementary music development research. As CMDC director she supervises music education experiences for young children and USC students at the USC Music Play program, USC Child Development and Research Center, and St. Peter's Catholic School. Wendy received M.M. and Ph.D. degrees from Temple University and Kodály Level 1 and Level III Orff Schulwerk Certification from Hamline University.



Katheryn Vukson is a graduate student pursuing a master's degree at Northwestern University.



Loretta Walker is an assistant professor in the Jerry and Vickie Moyes College of Education at Weber State University in Ogden, Utah, where she teaches a required course in music and art methods for elementary classroom teachers along with other arts education courses. Her research interests center around elementary general music and narrative inquiry, regarding which she has published a book and a number of articles. She is a consultant for the Utah State Office of Education, has training and/or certification in Orff and Kodály, and is a performing clarinetist.



Emily Watts is associate professor of special education at Illinois State University where she teaches undergraduate and graduate courses in special education with a focus on assistive technology.



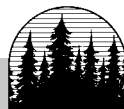
Sue Williamson is an assistant professor of choral music education. She received her Bachelor of Music Education degree from Ball State University, her Master of Music Education degree from the University of Colorado, and her Ph.D. in music education at the University of Washington. Sue's research interests focus on informal learning in adolescence and teacher development and renewal. Prior to teaching at the University of Colorado, she taught choral music in elementary, middle, and high schools in Indiana, Ohio, Colorado, and Washington.



Liz Wing is a professor and head of the Music Education Department at Cincinnati Conservatory of Music. She earned her B.A. from Luther College, her M.M. from the University of Cincinnati, and her Ed.D. from the University of Illinois. Prior to teaching at CCM, Liz held faculty positions at the University of Oregon and the Crane School of Music, Potsdam College. Before teaching at the collegiate level she taught general, instrumental, and vocal music in the public schools. She is coordinator and the executive editor of the *Mountain Lake Reader*.



Betty Anne Younker, Ph.D. (Northwestern University), is associate professor of music education and associate dean for academic affairs. During her tenure at a previous post, the University of Western Ontario, she was awarded the Pedro Goldman Teaching Award from the faculty of music. In addition to university teaching, Betty Anne has taught public school band, choral, and general music and studio flute with beginning to university-aged students. Her research interests include philosophy and pedagogy of music education and critical and creative thinking. Publications include articles in a variety of national and international journals and chapters in several books, while paper presentations have occurred at multiple state, national, and international conferences including the International Research in Music Education Conference, European Society for the Cognitive Sciences of Music, American Educational Research Association, Music Educators National Conference, the College Music Society, and the Canadian University Music Society.



About the Founders of the Mountain Lake Colloquium

Nancy Boone Allsbrook is professor of music in the Robert W. McLean School of Music at Middle Tennessee State University in Murfreesboro, Tennessee, where for the past 28 years she has taught music education music education methods classes, graduate music education courses, and for many years Kindergarten through Grade 6 at the University Laboratory School. She is currently coordinator of Music Education.



Mary Goetze is recently retired professor of music at Indiana University School of Music. She chaired the Music in General Studies department and conducted the International Vocal Ensemble. While much of her career was devoted to teacher training and children's choirs, her current passion involves promoting cultural understanding through the way diverse musics are presented and performed.

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