

processes shared between music and language and the application of this understanding through innovative multiple modality approaches of literacy skill development and ‘teaching for transfer’ strategies into classroom practices.

Evidence of teacher reflective understanding of the Music Ventures program and its impact on teaching practices was collected through several methods. Pre-post assessments of the evolution of teacher attitudes and comfort with music literacy skill development and the implementation of the music integration curriculum were given, using interview analysis, self-evaluation surveys, and professional assessments of teachers receiving one and two years of the professional development.

### TEACHER INTERVIEW DATA COLLECTION AND ANALYSIS

Interview data is a critical feature of the study because it provides a window onto the practical aspects of program implementation with regard to future replication or adaptation in other schools. Teacher interview data analysis provides evidence of the impact of the Music Ventures professional development program on teachers’ attitudes toward, and understanding of, the goals and methods of the Music Ventures project in their school. Coding and analysis of interview transcriptions, and later on, teacher survey data, makes it possible to study intricate inter-relational aspects of the teachers’ reflective awareness and understanding of their roles in the Music Ventures project in their classrooms.

Teacher interviews were conducted twice during the study period. A total of 16 teachers teaching kindergarten, first, and second grades participated fully in the Music Ventures program. Interviews were based on a strict protocol and were digitally recorded, transcribed, and coded using an emergent dimension analysis procedure. The interview protocol asked teachers about their understanding of the program, what they felt they were learning, how they felt about their own musical development and abilities, classroom management issues, collaboration, professional

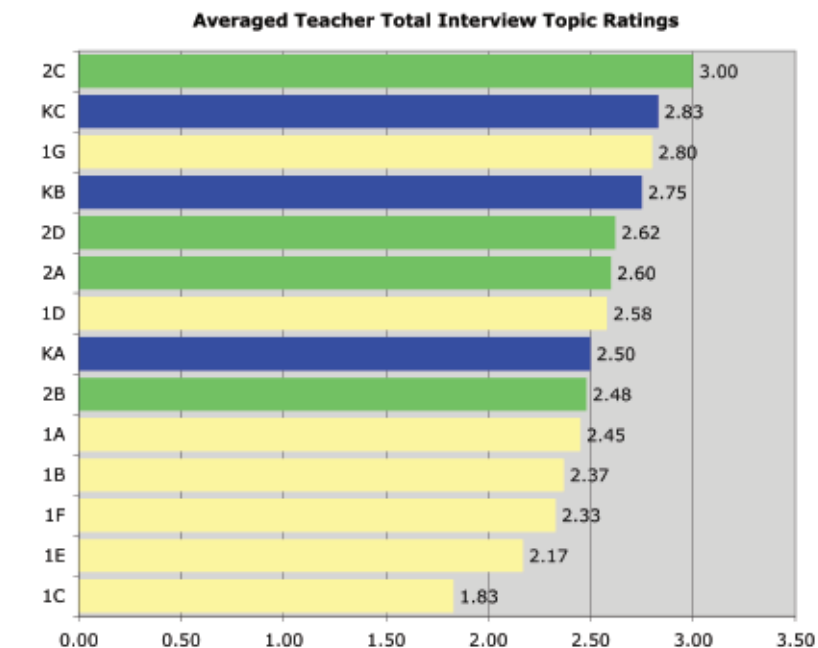


Figure 5: A display of rank ordered ‘averaged teacher interview response ratings’ that reflect degree of articulation or specificity of response to interview topics. Note that a cluster of Grade 1 teachers rated lower than other grade levels with respect to the articulation of and positive attitude toward the Music Ventures program. Follow-up analyses in the following charts (see Figures 6 and 8) reveal that it was in particular the program materials and their use in the classroom that puzzled the first grade teachers the most.

development, and connections made between music and literacy.

A four-point integer scoring system was used to categorize teachers’ responses, in accordance with procedures used in other parts of this study. Criteria for high and low scores along each dimension included both frequency and depth, specifically for unprompted remarks.

#### Evidence of Teachers’ Reflective Understanding

The averaged interview topic ratings [Figure 5] provide a profile of the degree to which classroom teachers can articulate their overall understanding of the Music Ventures program’s purpose, goals and structure as articulated by the classroom teachers throughout the interview process.

Similar profiles of teacher interview responses provided clues about the professional development outcomes that resulted from the Music Ventures program.

Analyses of sub topics such as *understanding the premise of teaching for transfer for music and language literacy, teacher viewpoints on program design and delivery, understanding, teacher response to utility of curriculum materials and appreciating professional development mentoring* provided multiple measures of professional development outcomes.

#### Evidence of Professional Development Outcomes

Teachers’ *level of understanding of design, delivery, and quality of materials* is a critical factor in the success of any intervention in elementary school classrooms. Responses to the Music Ventures professional development materials and workshop sessions suggest, for example, that the first grade teachers were relatively less articulate about the ‘Quality of Materials’ and ‘Quality of Design and Delivery’ of the professional development materials than they were about their understanding of the connections between music and literacy illustrated previously. A