

The Perils of a Paycheck:

Plusses & Minuses of Teaching Music Before Completing a Credential

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This session will look at ways that music education candidates are gaining valuable experience, earning an income, and getting to know music teachers and administrators in schools as they are working towards their California Single Subject Teaching credential. Included are these options: Working in after school programs; Teaching as “visiting artists,” “teaching assistants,” or “educational technicians” with a credentialed (non-music) teacher in the room (for example, with *Harmony Boost*); Teaching with *El Sistema* programs; Substitute teaching; Teaching in private schools; Teaching as interns.

How things have changed for candidates looking for careers in music education! Some historical perspective

The 30s & WWII years:

The late 40s, 50s & early 60s (The Baby Boom):

The late 60s & 70s (The Baby Bust):

Prop 13 in CA - 1978:

The Great Recession:

Today: The Triple Whammy is working for you!

What are the plusses & minuses of the various types of pre-credential teaching jobs?

| | Plusses | Minuses |
|--|---------|---------|
| Teaching private lessons | | |
| Working in after school programs | | |
| Teaching as a "guest artist" | | |
| Teaching in an <i>El Systema</i> (-type) program | | |
| Teaching as a substitute | | |
| Teaching as a long-term substitute | | |
| Teaching in a private school | | |
| Interning | | |

Dr. Posegate taught public school music K-12 in Alaska for 20 years. He also was a part-time instructor at University of Alaska Anchorage for 13 of those years. He earned the Doctor of Musical Arts degree in music education at University of Oregon. His dissertation was a study of changes in music education interns during the student teaching semester. He was Associate Professor of Music Education at Trinity International University before moving to CBU in 2011.