

# Heather N. Shouldice

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2018 Teaneck Circle – Wixom, MI 48393  
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www.everydaymusicality.com

## CURRICULUM VITAE

### EDUCATION

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**Doctor of Philosophy**, Michigan State University, East Lansing, MI, 2013

- Doctor of Philosophy in Music Education, Ethnomusicology Cognate
- Dissertation Advisor: Cynthia Taggart
- Dissertation Title: *One Elementary Music Teacher's Beliefs About Musical Ability: Connections to Teaching Practice and Classroom Culture*

**Master of Music**, University of Michigan, Ann Arbor, MI, 2009

- Master of Music in Music Education
- Thesis Advisor: Colleen Conway
- Thesis Title: *A Mixed Methods Investigation of K-12 Music Teacher Beliefs and Their Relationship to Teaching Practice*

**Bachelor of Music**, Michigan State University, East Lansing, MI, 2002

- Bachelor of Music in Music Education
- Honors College, Graduation with High Honors

### TEACHING IN HIGHER EDUCATION

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**Associate Professor of Music Education**, Eastern Michigan University, Ypsilanti, MI, 2013-present. (Assistant Professor, 2013-2018)

- Music education program coordinator (Fall 2013-present)
- Student teaching supervisor in elementary music education (Fall 2013-present)
- Early childhood music program director, EMU Community Music Academy (Winter 2014-present)
- Faculty advisor, Collegiate chapter of the National Association for Music Education (Fall 2013-present)
- Courses taught:
  - “Introduction to Music Education” for undergraduate music education majors (Winter 2015, Fall 2016, Winter 2018, Winter 2019, Winter 2020)
  - “Music Education in the Elementary School” for undergraduate music education majors (Winter 2014, Winter 2015, Winter 2016, Winter 2017, Winter 2018, Winter 2019, Winter 2020)
  - “Music for Elementary Teachers” for undergraduate elementary education majors (Fall 2013, Winter 2014, Fall 2014, Winter 2015, Fall 2015, Fall 2016, Winter 2017, Fall 2017, Winter 2018, Fall 2018)

- “Psychology of Music Teaching and Learning” for graduate music education majors (Fall 2013, Fall 2017, Winter 2019)
- “Historical and Philosophical Foundations of Music Education” for graduate music education majors (Winter 2014, Winter 2020)
- “Curriculum and Assessment in Music Education” for graduate music education majors (Fall 2015, Fall 2018)
- Sabbatical (Fall 2019)

### **Guest Lecturer**

- Invited virtual guest lecture on Gordon’s Music Learning Theory (April 21, 2020). Truman State University, Kirksville, MO. Invited by Dr. Jocelyn Prendergast, Assistant Professor of Music.
- Invited virtual guest lecture on music education research (April 13, 2020). Maranatha Baptist University, Watertown, WI. Invited by Dr. Rick Townsend, Professor of Music.
- Invited virtual guest lecture on Gordon’s Music Learning Theory (October 29, 2018). Central Michigan University, Mount Pleasant, MI. Invited by Dr. Ashley Allen, Assistant Professor of Music Education.
- Invited virtual guest lectures on music learning and aptitude in music psychology course for graduate music education majors (July 5, 2016; July 5, 2017). Capital University, Columbus, OH. Invited by Dr. Ryan Shaw, Assistant Professor of Music Education.
- Invited guest lecture on music teacher beliefs in music education philosophy course for graduate music education majors (July 8, 2016). Michigan State University, East Lansing, MI. Invited by Dr. Juliet Hess, Assistant Professor of Music Education.
- Invited guest lecture on music literacy development in “Beginning Instrumental Music” methods course for undergraduate music education majors (October 9, 2014). University of Michigan, Ann Arbor, MI. Invited by Dr. Colleen Conway, Professor of Music Education.

### **Graduate Teaching Assistant**, Michigan State University, East Lansing, MI, 2010-2013

- Instructor, “Introduction to Music Education” for undergraduate music education majors (Fall 2012).
- Instructor, “Methods and Materials of Elementary Music” for undergraduate general education majors (Fall 2010, Spring 2011, Fall 2011, Spring 2013).
- Co-instructor, “Introduction to Music Education” for undergraduate music education majors (Spring 2012).
- Student teacher supervisor in music education (Fall 2010-Spring 2013).
- Teaching Assistant, “Music in Early Childhood” for music education majors (Fall 2012).
- Teaching Assistant, “Teaching General Music in the Elementary School” for music education majors (Spring 2013).
- Guest lecturer, “Principles of Music Education” and “Introduction to Music Education” for music education majors (Fall 2011, Spring 2013).

### **Faculty Member**, Gordon Institute for Music Learning, 2007-present

- Instructor of professional development levels courses in Elementary General Music for music educators. Specific courses taught include the following:

- Elementary General Level 2 GIML Professional Development Levels Course, Michigan State University, East Lansing, MI, June 2019.
- Elementary General Level 1 GIML Professional Development Levels Course, Michigan State University, East Lansing, MI, June 2018.
- Elementary General Level 1 GIML Professional Development Levels Course, State University of New York at Buffalo, Buffalo, NY, July 2015.
- Elementary General Level 1 GIML Professional Development Levels Course, State University of New York at Buffalo, Buffalo, NY, July 2014.
- Elementary General Level 1 GIML Certification, Gordon College, Wenham, MA, July-August 2012.
- Elementary General Level 2 GIML Certification, State University of New York at Buffalo, Buffalo, NY, July 2012.
- Elementary General Level 1 GIML Certification, Michigan State University, East Lansing, MI, June 2012.
- Elementary General Level 1 GIML Certification, University of South Carolina, Columbia, SC, July 2011.
- Elementary General Level 2 GIML Certification, Michigan State University, East Lansing, MI, June 2011.
- Elementary General Music Level 1 GIML Certification, University of South Carolina, Columbia, SC, July 2010.

## TEACHING IN SCHOOLS

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**Early Childhood Music Teacher**, Eastern Michigan University Community Music Academy, Ypsilanti, MI, 2014-2015.

- Taught early childhood music classes for children ages birth through six years.

**Early Childhood Music Teacher**, Michigan State University Community Music School, East Lansing, MI, 2010-2013, 1999-2001.

- Taught early childhood music classes for children ages birth through seven years.

**Elementary General Music Teacher**, Okemos Public Schools, Okemos, MI, 2010-2012.

- Taught general music classes for early elementary students.

**Elementary General Music and Choir Teacher**, Farmington Public Schools, Farmington, MI, 2004-2010.

- Taught general music classes for kindergarten through fifth grade students, choir for fourth and fifth grade students, and adaptive music for students with ASD.

**Elementary General Music Teacher**, Woodhaven-Brownstown School District, Woodhaven, MI, 2002-2004.

- Taught general music classes for kindergarten through fifth grade students.

**Early Childhood Music Teacher**, Music Center of South Central Michigan, Battle Creek, MI, 2000-2002.

- Taught early childhood music classes for children ages birth through five years.

**General Music Teacher**, Happy Time Kindergarten Readiness Program, Lansing, MI, 2001.

- Taught general music classes for kindergarten readiness students.

**General Music Teacher**, Beekman Center, Lansing, MI, 2001.

- Taught general music classes for students with special needs.

## **PRACTITIONER PRESENTATIONS**

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### **2020**

More bang for your buck: Extending lessons, making connections, and curriculum mapping for elementary general music. Gordon Institute for Music Learning, New England chapter.

Fostering vocal improvisation in elementary music. Organization of American Kodaly Educators National Conference, Portland, OR.

“Begin with the end in mind”: Using backward design to build sequential elementary music instruction. Michigan Music Conference, Grand Rapids, MI.

Sing and strum: Building harmonic skill and understanding through singing and ukulele (co-presented with Amy Sierzega). Michigan Music Conference, Grand Rapids, MI.

### **2019**

Evading the MLT police: Making compromises without compromising core values. Gordon Institute for Music Learning, International Conference, Chicago, IL.

Teaching harmony step-by-step: A sequential approach to developing harmonic audiation. Gordon Institute for Music Learning, Ohio chapter.

Research to ‘real life’: Applications of recent research for elementary general music. Michigan Music Conference, Grand Rapids, MI.

### **2018**

More bang for your buck: Extending lessons, making connections, and curriculum mapping for elementary general music. Gordon Institute for Music Learning, New York chapter.

Teaching harmony step-by-step: A sequential approach to developing harmonic audiation. Gordon Institute for Music Learning, New England chapter.

Research-to-practice: The invisible power of teacher beliefs. Michigan Music Conference, Grand Rapids, MI.

### **2017**

More bang for your buck: Extending lessons, making connections, and curriculum mapping for elementary general music. Gordon Institute for Music Learning, Michigan Chapter. Hope College, Holland, MI.

Hearing the notes on the page: How to help kids make sense of music notation. General Music Fall Workshop, Michigan Music Education Association, Ypsilanti, MI.

Beyond major and minor: Expanding musical experiences through varied tonalities. Gordon Institute for Music Learning, International Conference, Chicago, IL.

Music learning theory in depth. Wisconsin School Music Association, Waunakee, WI.

Elementary methods workshop: Gordon music learning theory day. Wisconsin School Music Association, Waunakee, WI.

Music Learning Theory in upper elementary. Gordon Institute for Music Learning, Michigan Chapter. Eastern Michigan University, Ypsilanti, MI.

Beyond major and minor: Expanding students' musical experiences through varied tonalities. Michigan Music Conference, Grand Rapids, MI.

## **2016**

Elementary methods workshop: Gordon music learning theory day. Wisconsin School Music Association, Waunakee, WI.

## **2015**

Elementary methods workshop: Gordon music learning theory day. Wisconsin School Music Association, Waunakee, WI.

Playing nice in the sandbox: Communicating and collaborating with others. Gordon Institute for Music Learning, International Conference, Chicago, IL.

Hearing the notes on the page: How to help kids make sense of music notation. New Hampshire Music Educators' Association Spring Conference, Concord, NH.

Improvisation is elementary: It's all about readiness. New Hampshire Music Educators' Association Spring Conference, Concord, NH.

More bang for your buck: Extending lessons and making connections in elementary general music. New Hampshire Music Educators' Association Spring Conference, Concord, NH.

More bang for your buck: Extending lessons and making connections in elementary general music. Michigan Music Educators Association Collegiate Conference, East Lansing, MI.

Advocating the importance of elementary general music. Michigan Music Conference, Grand Rapids, MI.

Focusing on musicianship in the designing of curriculum and assessment. Panelist with Colleen Conway, University of Michigan. Michigan Music Conference, Grand Rapids, MI.

## **2014**

Moving forward with the Alliance for Active Music Making: Growth through collaboration. Panel led by Judy Bond. American Orff-Schulwerk Association Professional Development Conference, Nashville, TN.

When worlds collide: Incorporating vernacular music into the elementary classroom. Michigan Music Conference, Grand Rapids, MI.

## **2013**

Responding to the musical needs of young children. Piano Teachers' Forum of Grand Rapids. Grand Rapids, MI.

Assessment of musical skills and development of music literacy: Tools for fostering musical independence. Gordon Institute for Music Learning, New England chapter.

The ABCs of MLT. Flint Area Music Educators, University of Michigan-Flint.

Improvisation is elementary: It's all about readiness. NAFME National In-Service Conference, Nashville, TN.

Hearing the notes on the page: How to help kids make sense of music notation. Gordon Institute for Music Learning, International Conference, Chicago, IL.

Individual musicking: Developing elementary students' musical independence. Gordon Institute for Music Learning, International Conference, Chicago, IL.

Tips for administering aptitude tests. Gordon Institute for Music Learning, International Conference, Chicago, IL.

Independence, uniqueness, tolerance, unity, & music. Panelist with Wendy Valerio and Judy Bond. Gordon Institute for Music Learning, International Conference, Chicago, IL.

Music learning theory in depth. Wisconsin School Music Association, Waunakee, WI.

Elementary methods workshop: Gordon music learning theory day. Wisconsin School Music Association, Waunakee, WI.

Pathways to independent musicianship: Engaging young children in active music making and sequential skill development. Millikin University, Decatur, IL.

Individual musicking: Developing elementary students' musical independence. Michigan Music Conference, Grand Rapids, MI.

Fostering vocal creativity and improvisation in elementary music. Michigan Music Conference, Grand Rapids, MI.

Illuminating the mystery: Music Learning Theory in action (co-presenter with Cynthia Taggart and Jennifer Bailey). Michigan Music Conference, Grand Rapids, MI.

## **2012**

Nurturing independent musicianship through creativity and improvisation. Gordon Institute for Music Learning, New York chapter.

Elementary methods workshop: Gordon music learning theory day. Wisconsin School Music Association, Waunakee, WI.

Hearing the notes on the page: How to help kids make sense of music notation. South Carolina Music Educators Association In-Service Conference, North Charleston, SC.

Improvisation is elementary: It's all about readiness. South Carolina Music Educators Association In-Service Conference, North Charleston, SC.

Hearing the notes on the page: How to help kids make sense of music notation. Michigan Music Conference, Grand Rapids, MI.

Music Learning Theory Hour (co-presenter with Cynthia Taggart). Michigan Music Conference, Grand Rapids, MI.

## **2011**

Elementary methods workshop: Gordon music learning theory day. Wisconsin School Music Association, Waunakee, WI.

Improvisation is elementary: It's all about readiness. Illinois Music Educators Association All-State Conference, Peoria, IL.

A playful approach to teaching preschool and kindergarten music. MENC North Central Division Convention/Ohio Music Educators Association Professional Development Conference, Cincinnati, OH.

The ABCs of MLT: A beginner's guide to music learning theory. MENC North Central Division Convention/Ohio Music Educators Association Professional Development Conference, Cincinnati, OH.

Improvisation is elementary: It's all about readiness. MENC North Central Division Convention/Ohio Music Educators Association Professional Development Conference, Cincinnati, OH.

## **2010**

Elementary methods workshop: Gordon music learning theory day. Wisconsin School Music Association, Waunakee, WI.

The ABCs of MLT. Gordon Institute for Music Learning, Michigan Chapter.

Developing musicianship in elementary general music: Day one to long run. Gordon Institute for Music Learning, South Carolina Chapter.

A playful approach to teaching preschool and kindergarten music. Illinois Music Educators Association All-State Conference, Peoria, IL.

More bang for your buck: Extending lessons and making connections in elementary general music. Michigan Music Conference, Grand Rapids, MI.

The ABCs of MLT: A beginner's guide to music learning theory. Michigan Music Conference, Grand Rapids, MI.

Success as a co-operating teacher for elementary music: A panel discussion. Panelist with Colleen Conway, University of Michigan. Michigan Music Conference, Grand Rapids, MI.

## **2009**

Improvisation is elementary: It's all about readiness. Wisconsin State Music Conference, Madison, WI.

Improvisation is elementary: It's all about readiness. Gordon Institute for Music Learning International Conference, Winston-Salem, NC.

Composing from the inside out: Meaningful composition in elementary general music. Gordon Institute for Music Learning International Conference, Winston-Salem, NC.

Elementary methods workshop: Gordon music learning theory day. Wisconsin School Music Association, Waunakee, WI.

Improvisation is elementary: It's all about readiness. MENC North Central Division Convention/Indiana Music Educators Association State Conference, Indianapolis, IN.

Improvisation is elementary: It's all about readiness. Michigan Music Conference, Grand Rapids, MI.

Composing from the inside out: Meaningful composition in elementary general music. Presentation with Amy Rabe, Farmington Public Schools. Michigan Music Conference, Grand Rapids, MI.

## **2008**

Elementary methods workshop: Gordon music learning theory day. Wisconsin School Music Association, Waunakee, WI.

The ABCs of MLT. Gordon Institute for Music Learning, Michigan Chapter.

## **2007**

Composing with tonal understanding in elementary general music: Developing tonal audiation. New Directions in Music Education, East Lansing, MI.

Composing with tonal understanding in elementary general music: Developing tonal audiation. Michigan Music Educators Association Early Careers Conferences, Mount Pleasant, MI.

Developing students' harmonic understanding: Helping kids find home. Presentation with Cynthia Taggart. Michigan Music Conference, Grand Rapids, MI.

## **RESEARCH PRESENTATIONS**

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- The effect of tonal context on children's singing accuracy. Co-presenting with Amy Sierzega. Amplify 2020: Bringing the Future into Focus/NAfME Biennial Music Research and Teacher Education Conference, Orlando, FL (accepted for November 2020).
- Teachers' experiences as participants in a music-learning-theory-focused virtual mentoring program. Gordon Institute for Music Learning, International Conference, Chicago, IL (August 2019).
- An investigation of the musical identities, self-perceptions, and motivation of elementary students in relation to their experiences in school music class. NAfME Music Research and Teacher Education National Conference, Atlanta, GA (March 2018).
- Swimming upstream: How can we help pre-service teachers break the mold of traditional instrumental music? Instrumental Music Teacher Educators (IMTE) Colloquium, Perrysville, OH (May 2015).
- "I love knowing that what I'm doing has purpose": Male instrumentalists who choose to teach elementary general music. Desert Skies Symposium on Research in Music Education, Tucson, AZ (accepted for February 2015 but unable to present due to death in family).
- Gendered music teaching: Issues and action. Panel co-presented with Tami Draves and Kate Fitzpatrick. NAfME Music Research and Teacher Education Conference, St. Louis, MO (April 2014).
- Don't stop believing!: Nurturing musical ability in ALL of our students. Michigan Music Conference, Grand Rapids, MI (January 2014).
- Metaphor as a tool for understanding (and changing?) pre-service music teachers' beliefs. Symposium on Music Teacher Education, Greensboro, NC (September 2013).
- Trading Hindemith for "Hugs, High-Fives, and Handshakes": One preservice music teacher's decision to teach elementary general music. Desert Skies Symposium on Research in Music Education, Tucson, AZ (February 2013).
- Elementary students' definitions and self-perceptions of being a "good musician." Suncoast Music Education Research Symposium IX: Navigating the Future, Tampa, FL (February 2013).
- Male and female photographic representation in 50 years of *Music Educators Journal*. Co-presented with Adam Kruse, Robin Giebelhausen, and Andrea Ramsey. Suncoast Music Education Research Symposium IX: Navigating the Future, Tampa, FL (February 2013).
- Teachers' beliefs regarding composition in elementary general music: Definitions, values, and impediments. Michigan Music Conference Research Symposium, Grand Rapids, MI (January 2012).
- The real world: Differentiating instruction in the K-4 general music classroom. Co-presented with Karen Salvador. Symposium on Music Teacher Education, Greensboro, NC (September 2011).

## **RESEARCH POSTER PRESENTATIONS**

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- "The Effect of Tonal Context on Children's Singing Accuracy." Co-presenter with Amy Sierzega. Amplify 2020: Bringing the Future into Focus/NAfME Biennial Music Research and Teacher Education Conference, Orlando, FL (accepted for November 2020).



- “A Comparison of Virginia Band Performance Assessments in Relation to Director Gender.” Co-presented with Jessica Eastridge. Virginia Music Educators Association Conference (November 2019).
- “An Investigation of the Musical Identities, Self-Perceptions, and Motivation of Elementary Students in Relation to their Experiences in School Music Classes.” 7<sup>th</sup> International Conference on Music Learning Theory, Oak Park, IL (August 2019).
- “Assessment Practices in Elementary General Music: How Do We Rate?” Co-presented with Julie Kastner. Society for Music Teacher Education Symposium, Greensboro, NC (September 2015).
- “Male and Female Photographic Representation in 50 Years of *Music Educators Journal*.” Co-presented with Adam Kruse, Robin Giebelhausen, and Andrea Ramsey. Committee for Institutional Cooperation (CIC) Music Education Research Conference, Champaign, IL (October 2012).
- “Teachers’ Beliefs Regarding Composition in Elementary General Music: Definitions, Values, and Impediments.” Committee for Institutional Cooperation (CIC) Music Education Research Conference, East Lansing, MI (October 2011).
- “A Mixed Methods Investigation of K-12 Music Teacher Beliefs and their Relationship to Teaching Practice.” Society for Music Teacher Education Symposium, Greensboro, NC (September 2011).
- “A Mixed Methods Investigation of K-12 Music Teacher Beliefs and their Relationship to Teaching Practice.” MENC North Central Division Conference/Ohio Music Educators Association Professional Development Conference, Cincinnati, OH (January 2011).

## **PUBLICATIONS IN REFEREED JOURNALS**

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- Shouldice, H. N. (2020). An investigation of musical ability beliefs and self-concept among fourth-grade students in the U.S.A. *International Journal of Music Education*. Advanced online publication. <https://doi.org/10.1177/0255761420914667>
- Shouldice, H. N., & Eastridge, J. (2020). A comparison of Virginia band performance assessments in relation to director gender. *Journal of Research in Music Education*, 68(2), 125-137.
- Shouldice, H. N. (2019). “Everybody has something”: One teacher’s beliefs about musical ability and their connection to teaching practice and classroom culture. *Research Studies in Music Education*, 41(2), 189-205.
- Shouldice, H. N. (2017). “I love knowing that what I’m doing has purpose”: Male instrumentalists who choose to teach elementary general music. *Journal of Music Teacher Education*, 27(1), 48-64.
- Kruse, A. J., Giebelhausen, R., Shouldice, H. N., & Ramsey, A. L. (2015). Male and female photographic representation in 50 years of *Music Educators Journal*. *Journal of Research in Music Education*, 62(4), 485-500.
- Shouldice, H. N. (2014). Teachers’ beliefs regarding composition in elementary general music: Definitions, values, and impediments. *Research Studies in Music Education*, 36(2), 215-230.
- Shouldice, H. N. (2014). Elementary students’ definitions and self-perceptions of being a “good musician.” *Music Education Research*, 16(3), 330-345.

- Shouldice, H. N. (2013). Trading Hindemith for “Hugs, High-Fives, and Handshakes”: One preservice music teacher’s decision to teach elementary general music. *Bulletin of the Council for Research in Music Education*, 195, 41-57.
- Shouldice, H. N. (2013). Encouraging vernacular musicianship in the music learning theory classroom. *The GIML Audea: A Journal of Research and Applications of Music Learning Theory*, 18(1), 9-14.

## **PUBLICATIONS IN PROFESSIONAL JOURNALS - INVITED**

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- Shouldice, H. N. (2016). Research to “real life”: Implications of recent research for elementary general music. *Michigan Music Educator*, 53(2), 23-26.
- Shouldice, H. N. (2014). “Talent” beliefs in music education: A self-fulfilling prophecy? *Michigan Music Educator*, 51(2), 14-16. (\*\*This was later reprinted in the Spring 2014 issue of *Antiphon*, the Arizona ACDA journal.)
- Shouldice, H. N. (2014). “Talent” beliefs in music education: A self-fulfilling prophecy? *Antiphon: The Magazine of the Arizona Chapter American Choral Directors Association*, 18(3), 6-8. (\*\*This article was an invited reprinting of the previous citation.)
- Shouldice, H. (2013). (contributor) Workshop: Elementary improvisation. *Teaching Music*, 21(3), 50.
- Shouldice, H. (2012). “For Your Library” Book Review of *Multicultural Perspectives in Music Education* (3<sup>rd</sup> ed.). *Music Educators Journal*, 98(3), 23-24.
- Shouldice, H. (2011). “Hey, I know that song!”: Using popular music to bridge elementary students’ in-school and out-of-school musical experiences. *Michigan Music Educator*, 48(3), 10-12.
- Shouldice, H. (2011). (contributor) Jazz: A beginner’s guide. *Teaching Music*, 18(6), 32-39.

## **BOOK CHAPTERS AND CONTRIBUTIONS**

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- Shouldice, H. N. (in press). Contributor to *Music Play II*. Chicago: GIA Publications.
- Reese, J. A., & Shouldice, H. N. (2019). Assessment in the Music Learning Theory-based classroom. In T. S. Brophy (Ed.), *Handbook on assessment policy and practice in music education* (Vol.2) (pp. 477-502). New York, NY: Oxford University Press.
- Shouldice, H. N. (2018). Audiation-based improvisation and composition in elementary general music. In S. Burton & A. Reynolds (Eds.), *Engaging musical practices: A sourcebook for elementary general music* (pp. 113-134). Lanham, MD: Rowman & Littlefield.
- Kastner, J. D., & Shouldice, H. N. (2016). Assessment in general music education from early childhood through high school: A review of literature. In *Oxford handbooks online*. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199935321.001.0001/oxfordhb-9780199935321-e-99>.
- Shouldice, H. N. (2015). Metaphor as a tool for understanding (and questioning?) pre-service music teachers’ beliefs. In S. W. Conkling (Ed.), *Envisioning music teacher education* (pp. 99-115). Lanham, MD: Rowman and Littlefield Education.
- Shouldice, H. N. (2015). Helping students develop music literacy. In C. Conway (Ed.), *Musicianship-focused curriculum and assessment* (pp. 266-297). Chicago: GIA Publications.

Shouldice, H. (2010). Train of thought of a first-time mentor teacher upon accepting a student teacher. In C. M. Conway, M. V. Smith, & T. M. Hodgman, *Handbook for the music mentor* (pp. 164-165). Chicago: GIA Publications.

## **PUBLICATIONS UNDER REVIEW/WORKS IN PROGRESS**

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Weaving It All Together: A Practical Guide to Applying Gordon's Music Learning Theory in the Elementary General Music Classroom (book manuscript in progress/proposal approved by GIA Publications)

Teachers' Experiences as Participants in a Music-Learning-Theory-focused Virtual Mentoring Program (manuscript under review)

Q & A for MLT: General Music Perspectives. (book proposal approved by GIA Publications; with co-authors, Jill Reese and Jennifer Bailey)

Relationships Between Chair Placement and Musical Self-Concept Among Middle School Band Students (research study in progress)

A Survey of Elementary Music Teachers' Beliefs about Assessment, Musical Ability, and the Purpose of Elementary General Music (research study in progress)

The Effect of Tonal Context on Children's Singing Accuracy (research study in planning)

## **SERVICE**

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### **NATIONAL SERVICE**

Gordon Institute for Music Learning

Chair of Virtual Teacher Mentoring Program, 2018-present

Immediate Past-President, 2019-2022

President, 2016-2019

President-Elect, 2013-2016

Chair of Education Commission, 2009-2013

Executive Board Member, 2007-present

Blog Author, 2019-present (<https://everydaymusicality.com/research-to-real-life/>)

Established and currently maintain a blog called "Research to Real Life: Practical Applications of Music Education Research for Teachers" to disseminate weekly summaries of published research studies in practitioner-friendly language

Podcast Host/Producer, 2020-present (<https://everydaymusicality.com/podcast/>)

Established and currently maintain a podcast called "Everyday Musicality: Unlocking the Inner Musician Through MLT" to provide professional development on Gordon's Music Learning Theory for music educators.

Reader/Reviewer

Chapter entitled "Qualitative Research in General Music Education" by Ann Marie Stanley, published in *The Oxford Handbook of Qualitative Research in American Music Education*.

Chapter entitled “Assessment in Music Education: The State of the Art” by Timothy S. Brophy, published in *The Oxford Handbook of Assessment Policy and Practice in Music Education*.

## **STATE SERVICE**

Gordon Institute for Music Learning, Michigan Chapter  
President, 2007-2009  
Vice-President, 2005-2007  
Newsletter Editor, 2005-2007

Michigan Music Education Association  
*Michigan Music Educator*, General Music Column Editor, 2010-2017  
Society for General Music Liaison, 2010-2017  
General Music Fall Workshop Chair, 2013-2017  
Chair of planning committee for inaugural fall elementary music workshop, 2012-2013  
Roundtable Moderator, MMEA Research Symposium, 2014 & 2015

### **In-service Clinics/Professional Development**

The ABC’s of MLT (1-day in-service). Sun Prairie Area School District, Sun Prairie, WI, 2019.  
The ABC’s of MLT (1/2-day in-service). Northville Public Schools, Northville, MI, 2018.  
Implementing Gordon’s Music Learning Theory (2-day teacher professional development), Orange Schools, Orange, CT, 2018.  
A playful approach to teaching preschool and kindergarten music (1/2-day in-service clinic), Huron Valley Schools, Highland, MI, 2017.  
Assessment in elementary general music (1/2-day in-service). VanBuren Schools, Belleville, MI, 2015.  
Assessing musical skills and development in elementary music. Arts First! (professional development conference), Oakland Schools, Oakland County, MI, 2011.  
Teaching students with special needs in the elementary music classroom (1/2 day in-service clinic). Livonia Public Schools, Livonia, MI, 2007.

## **UNIVERSITY SERVICE (SELECTED)**

### **University/College Service:**

Secondary Methods Teaching Committee, EMU College of Arts & Sciences, 2013-2019  
Advanced Programs Committee, EMU College of Education, 2013-2016  
- Recording Secretary, 2013-2016

### **Departmental Service:**

Director of Orchestral Activities Faculty Search Committee, EMU School of Music & Dance, 2018-2019  
Instruction Committee, EMU School of Music & Dance, 2017-present  
- Recording Secretary, 2017-2019  
Assessment Coordinator, EMU School of Music & Dance, 2014-2015, 2016-2019  
Music Therapy Faculty Search Committee, EMU School of Music & Dance, 2017-2018  
Personnel Committee, EMU School of Music & Dance, 2014-2016

## **HONORS AND AWARDS**

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Josephine Nevins Keal Professional Development Fellowship, Eastern Michigan University, 2020.  
Edwin E. Gordon Research Fund Grant Recipient, Gordon Institute for Music Learning, 2019.  
Josephine Nevins Keal Professional Development Fellowship, Eastern Michigan University, 2019.  
James E. Brickley Faculty Professional Development and Innovation Award, Eastern Michigan University, 2018.  
Edwin E. Gordon Research Fund Grant Recipient, Gordon Institute for Music Learning, 2018.  
James E. Brickley Faculty Professional Development and Innovation Award, Eastern Michigan University, 2017.  
Josephine Nevins Keal Professional Development Fellowship, Eastern Michigan University, 2015.  
Outstanding Dissertation Award Nominee, The Council for Research in Music Education, 2015.  
Provost's New Faculty Research Award, Eastern Michigan University, 2014.  
Dissertation Completion Fellowship, Michigan State University, 2013.  
Excellence-in-Teaching Citation, Michigan State University, 2012.  
Leadership Endowment Fellowship from the Council of Graduate Students and the Graduate School, Michigan State University, 2012.  
Travel Fellowships from the Graduate School and the College of Music, Michigan State University, 2011, 2012, 2013.  
Graduate Teaching Assistantship, Michigan State University, College of Music, 2010-2013.  
Graduation with High Honors, Michigan State University, Honors College, 2002.  
Mackey-Niland Award in Music Education, Michigan State University, 2000.  
Professorial Assistantship, Michigan State University, Honors College, 1997-1999.

## **PERFORMANCE EXPERIENCE**

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Michigan State University Women's Chamber Ensemble, Alto, 2011-2012  
Greater Lansing Symphony Orchestra, Substitute Clarinet, 2001  
Michigan State University Wind Symphony, Clarinet and E-flat Clarinet, 2000-2001  
Michigan State University School of Music, Solo Clarinet Recitals, 1998, 2000, 2001  
Michigan State University Opera Orchestra, Clarinet, 2000  
Michigan State University Spartan Marching Band, Alto Saxophone, 2000  
Michigan State University Philharmonic Orchestra, Clarinet and Bass Clarinet, 1999-2000  
Michigan State University Symphony Band, Clarinet, Co-Section Leader, 1998-2000

## **PROFESSIONAL MEMBERSHIPS**

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American Association of University Professors (AAUP)  
College Music Society (CMS)  
Gordon Institute for Music Learning (GIML)  
Michigan Music Education Association (MMEA)  
National Association for Music Education (NAfME)  
Society for Music Teacher Education (SMTE)

## **ADDITIONAL TRAINING/CERTIFICATION**

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### Orff Schulwerk

One-Week Workshop, Orff Music and Movement, 2006

### Gordon Institute for Music Learning

GIML Faculty Internship, Elementary General Music, 2007

Level Two Certification, Elementary General Music, 2004

Level One Certification, Elementary General Music, 2002

Level One Certification, Instrumental Music, 2001