

# Expectation and Experiences: A Comparison of Preservice Teacher Perceptions and Inservice Teacher Observations of Marching Band Instruction

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## Abstract

Teaching marching band uniquely blends physical motion, sound production, and musical techniques all in one (usually outdoors) ensemble. Because of its unique nature, it is important for preservice teachers to receive specified education on teaching marching bands in their undergraduate music education curriculum. However, prior research indicates that there is a disconnect between preservice teachers' expectations and inservice teachers' experiences in marching band instruction. Although there has been previous research on this topic, the majority of the literature was written pre-1990.

The purpose of this study is to investigate recent disparities between preservice teachers' and inservice teachers' views of instructing high school marching band. All participants were asked to rate the degree of need for 16 marching band teaching factors. Inservice teachers were also asked to rate how well their marching band technique course in undergraduate studies prepared them for each of the factors. Lastly, all participants were given the opportunity to offer free response commentary on marching band instruction, marching band technique courses, and undergraduate level preparation for marching band instruction.

Results indicated that preservice teacher expectations and inservice teacher experiences were generally similar to one another. However, just as in prior research, the degree of need for each teaching factor was higher than the factor's degree of preparation. Many of the free response answers called for more field experience with marching bands as a part of the undergraduate music education curriculum, as well as more focus on "behind the scenes" work, such as paperwork, budget knowledge, and hiring of marching band staff. Results are further discussed in the poster session.

*Keywords: Marching band, curriculum, expectations, reality*