

## EDUCATION

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### University of Miami

Ph.D. in Music Education (A.B.D.)

Coral Gables, FL  
Anticipated May 2015

- Dissertation: "*Belief and behavior: an examination of music teachers' interpersonal behavior in the performance ensemble*"
- Advanced studies in quantitative and qualitative research methodology, assessment, and epistemology

### Brooklyn College, City University of New York

M.S. in Education

Brooklyn, NY  
August 2004

- Thesis: "*The potential effect of the presence of a music specialist in an underserved urban elementary school*"
- Studies emphasized teaching practice, critical pedagogy, and socio-cultural considerations of urban teaching

### Berklee College of Music

B.M. in Performance (Magna cum Laude)

Boston, MA  
June 1996

## PUBLICATIONS

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Haskins, S. (2013). Gradually adaptive frameworks: Reasonable disagreement and the evolution of evaluative systems in music education. *Philosophy of Music Education Review*, 21(2), 197-212.

Haskins, S. (2012). Making the grade: Using rubrics as an assessment tool in the music class. *Florida Music Director*, 65(8), 10-12.

## UNIVERSITY TEACHING

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### University of Miami

Graduate Teaching Assistant in Music Education

Coral Gables, FL  
2011-2014

- Instructed string techniques class, serving as teacher of record
- Supervised student teachers
- Assisted doctoral thesis proposal class, reviewing research designs, administering grades, and acting as guest lecturer
- Worked closely with graduate students in conceptualizing, creating, and editing doctoral research proposals
- Directed rehearsals as guest conductor for collegiate chamber orchestra

## ***K-12 TEACHING***

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### **Newburgh Enlarged City School District**

*Newburgh, NY  
2004-2011*

Music teacher: orchestra, chorus, and general

- Taught and conducted nine orchestras throughout the district, including newly-established beginning groups in elementary schools as well as established secondary groups
- Acted as member of curriculum development committee
- Taught general music, K-8, in four schools
- Conducted and chaired All-District Orchestra
- Acted as audition adjudicator for Orange County All-County Orchestra

### **New York City Department of Education**

*New York, NY  
2002-2004*

Music teacher: orchestra, chorus, and general

- Began after-school string outreach program funded by Project Arts
- Instituted general music curriculum, strings program, beginning, and choral program in a large, underserved elementary school with no prior music program

## ***PRESENTATIONS***

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### **National Presentations**

*Signature Pedagogies: Preparing Doctoral Students to Disseminate Their Work.* Co-presented to the NAFME Music Research and Teacher Education Conference, St. Louis, MO, 2014.

*Secondary Music Teachers: The Relationships Between Situation, Belief, and Behavior.* Presented to the NAFME Research and Teacher Education Poster Session, St. Louis, MO, 2014.

*Do They Know What They Look Like? Research-Based Conceptualizations of Teaching Styles and Teaching Behaviors.* Presented to the NAFME Society for Music Teacher Education Research and Best Practices Poster Session, Greensboro, NC, 2013.

### **State and Local Presentations**

*Teaching Improvisation in the School Ensemble or Instrumental Studio.* Presented to the Florida Music Educators Association, Tampa, FL, 2013.

*Strategies for Teaching Improvisation for Teachers of Traditional Ensembles and Instrumental Studios.* Workshop presented to Undergraduate Forum, University of Miami, Coral Gables, FL, 2013.

## ***AREAS OF INTEREST IN SCHOLARSHIP AND RESEARCH***

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### **Situational Model of Teaching Behavior**

Long-term line of research

- Planning proposal for UNESCO funding, based on potential for providing underserved populations greater access to arts education at an international level
- Involving researchers of various disciplines
- Using a variety of quantitative, qualitative, and mixed research methods
- Working towards a theoretical model of instructional delivery specific to music
- Identifying effective teaching behaviors specific to intended educational outcomes
- Including creativity, critical thought, and community building as valuable goals
- Developing evidence-based teaching practices specific to culture and community
- Based on theoretical model developed by Wubbels & Levy, among others

### **Epistemological Considerations in Development of Theory and Curriculum**

Philosophical program in music education

- Advocating for reasoned, plain-language discourse in philosophy of music education
- Including necessity for consideration of empirical evidence
- Avoiding pitfalls of pseudo-science in research and logical fallacy in philosophy
- Adding value to departments of music education through expanded role in curriculum development, instructional training programs, assessment, and teacher evaluation
- Identifying specific useful aspects of cognitive and social constructivism in addition to dangers of fact constructivism

## ***AREAS OF INTEREST IN TEACHING***

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### **Philosophy of Music Education**

Special emphasis on direct involvement with philosophical discourse

- Doing philosophical work rather than learning about work of others
- Encouragement of habits of critical thought and inquiry
- Examination of potential usefulness of reasoned philosophical discourse

### **Research**

Graduate level

- Designing and conducting quantitative research
- Conducting and analyzing qualitative research
- Disseminating scholarship through presentation and publication

Undergraduate

- Conducting action research
- Interpreting research
- Applying research to practice
- Publication and presentation for practitioners

## ***AREAS OF INTEREST IN TEACHING (continued)***

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### **Teacher Education**

Teacher preparation for work in diverse contemporary environments

- Developing an awareness of cultural diversity between communities, schools, families, and individuals
- Fostering involvement in areas beyond traditional ensembles, including creative and non-traditional music making
- Developing habits of self-improvement through teacher research, role playing, critique, and reflection

### **Assessment practices**

- Using, creating, and refining assessment tools appropriate to subject
- Considering desired outcomes of assessment practices
- Developing awareness of evaluation at policy level
- Encouraging direct involvement in shaping policy and curricula

### **Instrumental methods and string teaching techniques**

- Providing hands-on experience
- Emphasizing preparation for teaching rather than performance
- Encouraging use of creativity in the k-12 classroom, including improvisation, composition, songwriting, and use of non-traditional instruments

### **Music**

String teaching, outreach, instruction and performance

- Orchestral conducting
- Double bass: orchestral and jazz
- Electric bass
- Improvisation (jazz and free)
- Rhythm section playing (across genres)

## ***PROFESSIONAL AFFILIATIONS***

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### **Membership in the following organizations:**

- National Association for Music Education
- International Society for Philosophy in Music Education
- American String Teachers Association
- College Music Society
- Florida Music Educators Association
- Florida Orchestra Association
- International Society of Bassists (past member)
- Suzuki Association of the Americas (past member)
- New York State School Music Association (past member)
- Orange County Music Educators Association (past member)

## ***CERTIFICATION***

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### **New York State Department of Education**

- Professional teaching certification: Music K-12
- Permanent teaching certification: Common Branches (K-6)

### **Suzuki Association of the Americas**

- Suzuki Bass Teacher, Books 1-3

## ***ADDITIONAL EDUCATION AND TRAINING***

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### **Juilliard School of Music Evening Division**

Orchestral conducting with Maestro Vincent LaSelva (four credits)

### **Hartt School of Music Summer Session**

Graduate coursework in music education (twelve credits)

- Teaching Strings K-12, Dr. Josh Russell
- Orchestral Conducting, Dr. Josh Russell
- Symphonic Band Conducting, Glen Adsit

### **Rhode Island College**

Graduate coursework in music education (seventeen credits)

- Instrumental, choral, and keyboard methods
- Foundations and Philosophy of Education

### **Private Studies in Classical Double Bass**

Studied under David Cobb, Robert Black, and Dr. Brian Powell

## ***RELATED EXPERIENCE AND COMMUNITY INVOLVEMENT***

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### **West Laboratory School**

String teacher for after-school music program

*Coral Gables, FL*

*2011-2013*

### **Westminster Christian School**

Consulting teacher of double bass and orchestra

*Cutler Bay, FL*

*2011-2012*

### **Florida Orchestra Association**

All-State Orchestra audition adjudicator

*Tampa, FL*

*2012*

### **Orange County Music Educators Association**

All-County Orchestra audition adjudicator

*Middletown, NY*

*2008-2010*

### **Freelance Instrumentalist**

Bassist: live and recorded performances

*US, South Korea, and Switzerland*

*(Ongoing)*

## ***REFERENCES UPON REQUEST***

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