

12005 thru 12015 MUSIC TEACHER EDUCATION STANDARDS

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments are provided as a guideline. Institutions are not restricted to using the examples listed, but may develop others that demonstrate candidates' ability to apply what they have learned in the school setting.

12005.1, 12010.1, 12015.1 Content Knowledge.

The program requires the study of music education content and disciplinary concepts related to the development of a musically educated person. To meet this standard, institutions will require:

A. Knowledge and skills in the use of basic vocabulary of music.

Knowledge Indicators - *The competent music teacher:*

1. describes elements of music:
 - a. rhythm - beat, meter, and rhythmic patterns;
 - b. melody - melodic structure, intervals, and scales;
 - c. harmony - choral structure and progressions, texture, (tonal, atonal, modal);
 - d. form - compositional forms and devices;
 - e. tone color - vocal, instrumental, environmental, electronic, and ethnic.
2. utilizes expressive qualities - dynamics, tempo, articulation, embellishments, and mood.
3. reads musical notation - clefs, key and time signatures, note/rest values, expressive terms and symbols.
4. understands styles and genres - historical and cultural/national.

Performance Indicators - *The competent music teacher:*

1. defines the basic vocabulary of music.
2. uses the symbols of musical notation to communicate musical sound.
3. identifies examples of the vocabulary of music within the context of written and aural music.

B. The program requires study and experiences designed to develop the following: (a) basic conducting skills, score reading, and rehearsal techniques; (b) ability to compose, arrange, and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations; (c) ability to guide creative experiences and improvise in an extemporaneous performance; (d) proficiency on piano, guitar, or other appropriate keyboard or fretted instruments sufficiently advanced for demonstration and accompaniment; (e) advanced ability sufficient to assure accurate and musically expressive performance; and (f) ability to perform in large ensembles and a variety of small ensembles.

(Programs directed toward preparing teachers for either vocal/choral or instrumental must meet either 12015.1a and 12015.1b or 12005.1c and 12005.1d as well as the other standards.)

12015.1a Vocal/choral music program

The vocal/choral music program requires study and experiences designed to develop the following: (a) knowledge and performance ability on keyboard and fretted instruments sufficient to employ these instruments as teaching tools; (b) ability to transpose and improvise accompaniments; and (c) basic knowledge of vocal/choral problems and strategies as well as sufficient vocal skill to assure effective use of the voice in demonstrating vocal technique. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

12015.1b Vocal/choral music program

The vocal/choral music program requires experiences in the following; (a) performing vocally in solo and in ensemble; (b) using wind, string, and percussion instruments, which develop the knowledge and skills necessary to conduct instrumental as well as choral ensembles; and (c) teaching various vocal/choral types of classes such as choruses and general music. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

12005.1c Instrumental music program

The instrumental music program requires study and experiences designed to develop the following, sufficient to teach students in heterogeneous and homogenous groups: (a) knowledge of and performance ability on wind and percussion instruments; (b) knowledge and performance ability on keyboard and fretted instruments sufficient to employ these instruments as teaching tools; and (c) basic knowledge of instrumental problems and strategies as well as sufficient performance skill to assure effective use of the major instrument in demonstrating instrumental technique. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

12005.1d Instrumental music program

The instrumental music program requires experiences in the following: (a) performing on an instrument in solo as well as in small and large ensembles; (b) using the singing voice as a teaching tool and conducting choral as well as instrumental ensembles; and (c) teaching instrumental students individually as well as in small and large groups. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - The competent music teacher:

1. creates music - composing, improvising, arranging, and orchestrating.
2. understands performing music - vocal technique, instrumental technique, piano or other accompanying instruments, conducting, and performance practices.

3. Lists criteria for evaluating music performances and compositions.

Performance Indicators - *The competent music teacher:*

1. performs music expressively and with technical accuracy through solo performance, small ensemble performance, and large ensemble performance.
2. conducts small and large ensembles.
3. devises and applies criteria using appropriate music vocabulary for evaluation of music performances and compositions.
4. Improvises/arranges sufficiently on an accompaniment instrument in order to accompany an expressive musical performance

C. The ability to analyze the role of music within a variety of cultures and historical periods and its impact on society.

Knowledge Indicators - *The competent music teacher:*

1. discusses how music shapes and reflects ideas, issues, or themes in a particular culture (e.g., popular, folk, and ethnic music of the United States).
2. understands how musicians and their works shape culture and increase understanding of societies, past and present (e.g., analyzes the relationships between music and other aspects of a period's culture).
3. lists a variety of musical styles from various regions of the world.
4. compares the developments in and distinguishing characteristics of historical and contemporary musical works by style and period.
5. describes composers and works of Western art music, including those from under-represented groups, and from major historical and contemporary periods (e.g., Baroque, Classical, Romantic, and Modern).
6. understands how music is expanding and developing based on new technologies and societal changes.
7. understands how music functions in commercial applications (e.g., movies and commercials).
8. lists careers and jobs in music.

Performance Indicators - *The competent music teacher:*

1. analyzes how music shapes and reflects ideas, issues, or themes in a particular culture (e.g., popular, folk, and ethnic music of the United States).
2. analyzes how musicians and their works shape culture and increase understanding of societies, past and present (e.g., analyzes the relationships between music and other aspects of a period's culture).
3. identifies a variety of musical styles from various regions of the world.

4. analyzes the developments in and distinguishing characteristics of historical and contemporary musical works by style and period.
5. identifies composers and works of Western art music, including those from under-represented groups, and from major historical and contemporary periods (e.g., Baroque, Classical, Romantic, Modern).
6. analyzes how music is expanding and developing based on new technologies and societal changes.
7. analyzes how music functions in commercial applications (e.g., movies and commercials).
8. identifies careers and jobs in music.

D. The ability to relate to various types of music knowledge and skills within and across the arts.

Knowledge Indicators - *The competent music teacher:*

1. compares/contrasts similarities and differences in the meaning of common terms used in the various arts.
2. understands the ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music (e.g., the science of vibrations and pitch, and the study of patterns and forms).
3. understands the aesthetic principles of music.

Performance Indicators - *The competent music teacher:*

1. identifies similarities and differences in the meaning of common terms used in the various arts.
2. identifies the ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music.
3. applies aesthetic principles of music within and across the arts.

12005.2, 12010.2, 12015.2 Pedagogical Knowledge.

The program requires the ability to apply pedagogical knowledge and skills appropriate to the teaching of music including the **ability to perform, transpose, and improvise on keyboard and fretted instruments sufficient to employ these instruments as teaching tools. The core of this standard will be a series of sequential and progressive field experiences/student teaching that allow teacher candidates to refine, extend, and apply their teaching skills at the B-3, K-6, 5-8, or 7-12 levels.**

Knowledge Indicators - *The competent music teacher:*

1. identifies the rationales for music as a basic component of general education.
2. utilizes teaching methods for elementary general music education (PreK-6).

3. utilizes teaching methods for middle school/secondary choral music education. (5-8, 7-12).
4. utilizes teaching methods for middle school/secondary general music education (5-8,7-12).
5. utilizes teaching methods for middle school/secondary instrumental music education (5-8, 7-12).
6. understands teaching methods for integrating music into other areas of the curriculum.
7. identifies characteristics of appropriate music education materials and literature for a variety of music education settings.
8. identifies characteristics of the developing human voice from early childhood to late adolescence.
9. identifies the characteristics of wind, string, and percussion instruments.
10. identifies the characteristics of rhythmic, harmonic, and melodic instruments (including ethnic instruments) used in the classroom.
11. utilizes the techniques of accompanying classroom and performing ensembles (e.g. piano, guitar, auto harp , dulcimer).
12. identifies types and characteristics of music technology appropriate for the school music program.
13. utilizes techniques of composing (including improvisation), scoring, and arranging music appropriate for a variety of instruments and voices within the school music program.
14. utilizes techniques of conducting appropriate to school performing ensembles.
15. identifies techniques for assessing students' aptitude and achievement appropriate to the school music program.

Performance Indicators - *The competent music teacher:*

1. articulates a logical rationale for the role of music in the school curriculum.
2. identifies and applies teaching methods for elementary general music education (PreK-6).
3. identifies and applies teaching methods for middle school/secondary choral music education (5-8, 7-12).
4. identifies and applies teaching methods for middle school/secondary general music education (5-8, 7-12).
5. identifies and applies teaching methods for middle school/secondary instrumental music education (5-8, 7-12).
6. identifies and applies teaching methods for integrating music into other areas of the curriculum.
7. identifies and applies teaching methods for integrating music into other areas of the curriculum.
8. identifies characteristics of appropriate music education materials and literature for a variety of music education settings.
9. identifies vocal classifications and ranges and the stages of vocal maturation from early childhood to late adolescence.
10. identifies characteristics, principles, and techniques of tone production on wind, string, and percussion instruments.

11. identifies and performs on rhythmic, harmonic, and melodic instruments (including ethnic instruments) used in the classroom.
12. applies the techniques of accompanying classroom and performing ensembles.
13. identifies and uses music technology appropriate for the school music program.
14. identifies and applies techniques of composing (including improvisation), scoring, and arranging appropriate for a variety of instruments and voices with the school music program.
15. applies techniques of conducting appropriate to school performing ensembles.
16. identifies and applies techniques for assessing students' aptitude and achievement appropriate to the school music program.

12005.3, 12010.3, 12015.3 Growth and Development.

The program requires the study of how individuals learn and develop, and provides to teach candidates how to support their students physical, cognitive, social, and emotional development. This standard addresses human growth and musical development and focuses on the application of growth and development concepts necessary to create learning experiences such as the development of fundamental motor skills, which may include bilateral and cross lateral development and vocal and instrumental technique. Teacher candidates will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental levels. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - The competent music teacher:

1. Identifies critical elements and sequencing of basic motor skills.
2. Demonstrates an understanding of the biological, psychological, sociological, experiential, and environmental factors (e.g., neurological development, physique, gender, socio-economic status) that impact developmental readiness to learn and refine motor skills.

Performance Indicators: - *The competent music teacher:*

1. Demonstrates competent motor skill performance in a variety of musical activities.
2. Identifies, selects, and implements appropriate learning/practice opportunities based on understanding the learner, the learning environment, and the task.

12005.4, 12010.4, 12015.4 Diverse Learners.

The program requires the study of how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences. Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners, and that will enable learners to develop qualities of respect and responsibility. The program requires study of state and federal laws dealing with the education of students with special needs (e.g. gender equity and the needs of

gifted and special needs students.)The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent music teacher:*

1. Identifies differences in approaches to learning and physical performance (e.g. different learning styles, multiple intelligences, and performance modes).
2. Identifies areas of special need including physical and emotional challenges, learning disabilities, sensory difficulties, and language barriers (e.g. English language learners).
3. Describes how individual experiences, talents, prior learning, as well as culture, family, and community values influence learning.

Performance Indicators - *The competent music teacher:*

1. Selects and implements appropriate instruction that is sensitive to learners' strengths and weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).
2. Identifies and uses appropriate services and resources to meet diverse learning needs.

12005.5, 12010.5, 12015.5 Management and Motivation.

The program requires the study of individual and group motivation and behavior to create a safe learning environment, recognizing legal responsibilities and encouraging positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with the teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect, and self-responsibility, and motivate students. Teacher candidates whose performance is acceptable will be effective in helping learners develop behaviors related to respect, responsibility, and enjoyment of musical activities. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent music teacher:*

1. Describes principles of effective management and a variety of strategies to promote equitable and meaningful learning in musical settings.
2. Uses developmentally appropriate practices to motivate learners to participate in musical activity.
3. Understands factors related to intrinsic motivation and strategies to help learners become self motivated.

Performance Indicators - *The competent music teacher:*

1. Uses managerial routines that create smoothly functioning learning experiences and environments.
2. Organizes, allocates, and manages resources (e.g., learners, time, space, equipment, activities, teacher attention) to provide active and

- equitable learning experiences.
3. Uses a variety of developmentally appropriate practices to motivate learners to participate in musical activity inside and outside of the school.
 4. Uses strategies to help learners demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others safety, cooperation) that promote positive relationships and a productive learning environment.

Dispositions - *The competent music teacher:*

1. Accepts responsibility for establishing a positive climate in the musical education setting and school environment.
2. Believes that providing opportunities for learners' input into instructional decisions increases their commitment to learning.
3. Recognizes the importance of positive peer relationships in establishing a climate for learning.
4. Recognizes the value of intrinsic motivation to life-long participation in musical activity.

12005.6, 12010.6, 12015.6 Communication.

The program requires the study of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in musical settings. Teacher candidates demonstrate sensitivity to all learners, and model appropriate behavior. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent music teacher:*

1. Demonstrates a variety of effective communication techniques including appropriate verbal and nonverbal instructional cues and prompts.
2. Describes and implements strategies to enhance communication among learners in musical settings.
3. Demonstrates strategies for developing listening skills and cooperation among learners in musical settings.

Performance Indicators: - *The competent music teacher:*

1. Describes and demonstrates effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication).
2. Communicates managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, internet, video, power point presentations and web development).

Dispositions - *The competent music teacher:*

1. Communicates in ways that demonstrate sensitivity to all learners (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).
2. Commitments to communicating with school colleagues, parents/guardians, and the community.
3. Demonstrates commitment to serve as a positive role model.

12005.7, 12010.7, 12015.7 Planning and Instruction.

The program requires the study of how to plan and implement a sequential standards based K-12 curriculum using a variety of developmentally appropriate instructional strategies. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent music teacher:*

1. Identifies, develops, and implements appropriate program and instructional goals.
2. Designs and implements learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.
3. Selects and implements appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.
4. Articulates principles, techniques, advantages, and limitations of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, independent study, and interdisciplinary instruction).

Performance Indicators - *The competent music teacher:*

1. Selects and implements instructional strategies, based on selected content, learner needs, and safety issues, to facilitate learning in the musical setting.
2. Applies disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.
3. Provides learning experiences that allow learners to integrate knowledge and skills from multiple subject areas.
4. Uses effective demonstrations and explanations to link musical concepts to appropriate learning experiences. Developing a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).

Dispositions - *The competent music teacher:*

1. Values long and short-term plans that are linked to both program and instructional goals and learner strengths and needs.
2. Commits to continuous learning about pedagogical content knowledge and its impact on learning.
3. Believes that the safety of students is the first priority in any musical setting.
4. Models instructional strategies that facilitate learning in musical settings (e.g., manages, informs, checks for learner understanding, draws

connections, uses visual, aural, and kinesthetic cues, and is sensitive to learner responses).

5. Understands the importance of asking questions and posing scenarios to stimulate interactive learning opportunities (e.g., helps students articulate ideas/thinking, promotes risk taking/problem solving, facilitates factual recall, encourages convergent/divergent thinking, stimulates curiosity).

12005.8, 12010.8, 12015.8 Learner Assessment.

The program requires the study **observing, recording, and reporting** of assessment to foster musical, cognitive, social, and emotional development of learners in musical activity. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students and parents, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent music teacher:*

1. Identifies key components of various types of assessment, describing their appropriate and inappropriate use, and addressing issues of validity, reliability, and bias.
2. Demonstrates knowledge of characteristics, uses, advantages, and limitations of different types of assessment (e.g., criterion and norm-referenced, formative and summative, motor performance and physical fitness, portfolio and authentic assessments).
3. Selects and using developmentally appropriate assessment strategies and instruments congruent with musical activity learning goals.
4. Demonstrates the use of assessment as an integral part of instruction to provide feedback to learners.
5. Describes how to use and interpret learner performance data to inform instruction decisions and report progress.

Performance Indicators - *The competent music teacher:*

1. Successfully integrates a variety of appropriate authentic and traditional assessment techniques into lessons (including both self and peer assessments) to assess learner understanding and performance, provide feedback, and communicate learner progress (i.e., for both formative and summative purposes).
2. Interprets and uses learning and performance data to make informed curricular and/or instructional decisions.
3. Maintains records of learner performance and communicating learner progress based on appropriate indicators.

Dispositions - *The competent music teacher:*

1. Values ongoing assessment to identify learner needs and abilities.
2. Understands the critical importance of using assessment strategies that are appropriate to learning goals.
3. Recognizes that a variety of assessment strategies are necessary.

12005.9, 12010.9, 12015.9 Reflection.

The program requires the study of reflective practice, with evaluation of the effects of the educator's actions on others (e.g., learners, parents/guardians, fellow professionals). Teacher candidates seek opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self-reflection on the part of teacher candidates. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent music teacher:*

1. Investigates a variety of self-assessment and problem solving strategies for reflecting on practice and its influences on learning.
2. Completes an ongoing review of literature on teaching music education and a variety of resources available for professional development (e.g., journals, associations, and development activities).

Performance Indicators - *The competent music teacher:*

1. Uses a cycle in which the candidate reflects upon teaching goals and performance, and implements changes based on observation of learners.
2. Uses available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.
3. Constructs a plan for continued professional growth based on the assessment of personal teaching performance.
4. Reflects on the appropriateness of program design on the development of musically educated individuals.

Dispositions - *The competent music teacher:*

1. Engages in on-going self-reflection, assessment, and learning.
2. Values critical thinking and self-directed learning.
3. Seeks, develops, and refines practices to address individual needs of learners.
4. Recognizes responsibility for engaging in and supporting appropriate professional practices.

12005.10, 12010.10, 12015.10 Technology.

The program requires the study of current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent music teacher:*

1. Demonstrates knowledge of current technologies and their application in teaching music education.

2. Designs, develops, and implements student-learning activities that integrate information technology.

Performance Indicators - *The competent music teacher:*

1. Uses technologies for record keeping, instructional resources and to communicate, network, locate resources, and enhance continuing professional development.
2. Selects and uses appropriate technological tools specific to the development of a physically educated person.

Dispositions - *The competent music teacher:*

1. Seeks to keep abreast of new technology resources to enhance the music education learning environment.

12005.11, 12010.11, 12015.11 Collaboration.

The program requires the study of how to foster relationships with colleagues, parents or guardians, and community agencies to support learners' growth and well-being. This standard encompasses the teacher candidate's opportunities to interact and advocate for music education both in school and the larger community. Inclusion of learning experiences that involve teacher candidates with community agencies would be appropriate. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent music teacher:*

1. Identifies strategies to become an advocate in the school and community to promote a variety of musical opportunities.
2. Identifies and actively seeking community resources to enhance musical opportunities.
3. Understands laws related to learner rights and teacher responsibilities (e.g., equity, inclusion, confidentiality, privacy, and child abuse).

Performance Indicators - *The competent music teacher:*

1. Actively participating in the professional musical education community (e.g., local, state, district, national) and within the broader education field.
2. Understanding how to work with counselors, other professionals and community agencies.
3. Being sensitive and responsive to signs of distress and seeking help as needed and appropriate.

Dispositions - *The competent music teacher:*

1. Pursuing productive relationships with parents/guardians and school colleagues, to support learner growth and well-being.
2. Valuing collaboration with teachers of other subject matter areas.
3. Respecting learners' privacy and the confidentiality of information.

4. Willingness to work with others to improve the overall working environment.

12005.12, 12010.12, 12015.12 Candidate Assessment Data.

Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and program operations. The program disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs.

History:

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