THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION’S PLAN UNDER THIS ENDORSEMENT.

Through the courses identified in its plan, the institution must provide opportunities for Vocal Music education teacher candidates to demonstrate the dispositions and competencies required by the following guidelines. Should prepare prospective teachers to:-- The vocal music teacher candidate must be able to demonstrate knowledge and understanding of, and be able to teach the concepts, skills, and
processes of the Nebraska Fine Arts Standards: Music as adopted by the Nebraska State Board of Education.

Standard 1. Conducting and Musical Leadership
The vocal music education teacher candidate must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques.

Standard 2. Musical Creation and Adaptation
The vocal music education teacher candidate must compose, arrange, and improvise music.

   The vocal music education teacher candidate must demonstrate ability to:
   Element 1 create original music in a variety of styles and settings;
   Element 2 arrange/adapt music from a variety of sources; and
   Element 3 spontaneously create music in a variety of styles and settings.

Standard 3. Performance
The vocal music education teacher candidate must demonstrate abilities in solo and ensemble performance.

   The vocal music education teacher candidate must:
   Element 1 display technical skills for artistic self-expression in at least one major applied area; and
   Element 2 understand and perform standard repertoire in a variety of ensemble settings.

Standard 4. Theory and History
The vocal music education teacher candidate must develop knowledge and skills pertaining to the structure, function and context of music.

   The vocal music teacher education candidate must:
   Element 1 apply analytical skills to a variety of styles and time periods through music theory and analysis; and
   Element 2 possess understanding of music as an art form across various time periods and cultures through the study of music history and literature.

Standard 5. Essential Teaching Competencies
The vocal music education teacher candidate must apply vocal music knowledge and skills in teaching situations; and integrate vocal music instruction within the context of PK-12 education.

   The vocal music education teacher candidate must:
Element 1 apply understanding of child growth and development and learning principles relevant to vocal music instruction;
Element 2 plan and deliver developmentally appropriate instruction utilizing relevant methods and materials to meet the diverse experiences and needs of the student;
Element 3 utilize effective classroom management and rehearsal techniques;
Element 4 apply vocal skills and pedagogy for effective student instruction;
Element 5 enhance classroom learning through the use of piano (may include other accompanying instruments);
Element 6 model and apply technology tools and resources that promote vocal music teaching and learning;
Element 7 utilize formative and summative assessment to monitor student progress and evaluate instructional effectiveness and curriculum management; and
Element 8 use best practices and research-based data to inform curriculum development and continuous vocal music program improvement.

Standard 6. Professionalism
Vocal music education teacher candidates recognize they are lifelong learners and that learning is often collaborative. They demonstrate professional conduct and ethical practices, participate in professional development experiences specific to vocal music and vocal music education, draw upon vocal music education research to inform practice, continuously reflect on their own practice, advocate for vocal music education in schools and communities, utilize resources from professional vocal music organizations, and administer the vocal music program.

The vocal music education teacher candidate must:
Element 1 take an active role in professional growth by participating in professional development experiences that directly relate to the learning and teaching of vocal music;
Element 2 engage in continuous and collaborative learning that draws upon research in vocal music education to inform practice;
Element 3 utilize resources from professional vocal music organizations to advance their own development as a reflective practitioner;
Element 4 demonstrate an understanding of the administration and management of a successful vocal music program; and
Element 5 advance the profession by engaging in activities such as informed advocacy for vocal music education for all students and mentoring experiences in schools and communities.


NOTE TO NCTE MEMBERS: Please see ‘Music Ad Hoc DISCUSSION NOTES’ and ‘Music Ad Hoc Committee Members’, pages 5-7 of Proposed Music Field endorsement.
A. Demonstrate skill in listening, analyzing, notating, performing, and evaluating music and music performances;
B. Demonstrate an understanding of the broad relationships among musical styles, musical forms, historical periods, and composers, including the value of various types of music;
C. Investigate the artistic and socio-political influences found in the music that is studied, including world cultures and non-western art forms;
D. Apply qualitative criteria in making judgments about the music selected for study and performance;
E. Utilize technology to enhance musicianship and to design, organize, and facilitate instruction;
F. Integrate the understandings gained from music studies and creative activities in setting personal style and determining performance practice;
G. Develop creative skills in performing, arranging, composing, and improvising;
H. Develop sight-reading skills in learning new music quickly, accompanying others, and transposing music for classroom use;
I. Demonstrate knowledge of vocal pedagogy and performance practice by modeling on piano and voice;
J. Demonstrate skills in rehearsing, including the ability to detect errors in musical performance, demonstrate corrections, and prescribe appropriate remedial strategies;
K. Demonstrate conducting skills that illustrate musical sensitivity in gesture;
L. Demonstrate an understanding of the role of and need for music in society, how music affects the human being, and the importance of music education for all students;
M. Demonstrate the interconnectedness between music and the other disciplines in the curriculum;
N. Demonstrate an understanding of the need to be an advocate for music education;
O. Conduct meaningful and appropriate assessments of student learning;
P. Demonstrate an understanding of the administration and management of a successful vocal music program.