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 Music education teacher candidates to demonstrate the dispositions and competencies required by the following guidelines. The 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 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
Standard 2. Musical Creation and Adaptation
The music education teacher candidate must compose, arrange, and improvise music.

- **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 music education teacher candidate must demonstrate abilities in solo and ensemble performance.

- **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 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 music education teacher candidate must apply music knowledge and skills in teaching situations; and integrate music instruction within the context of PK-12 education.

- **Element 1** apply understanding of child growth and development and learning principles relevant to 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 and instrumental 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 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 music program improvement.

Standard 6. Professionalism
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 music and music education, draw upon music education research to inform practice, continuously reflect on their own practice, advocate for music education in schools and communities, utilize resources from professional music organizations, and administer the music program.

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