

REDLINE VERSION

Draft #1 – 7.11.14

Draft #2 – 7.14.14; after Ad Hoc Meeting

Draft #3 – 9.22.14; after Ad Hoc Mtg #2

Draft #4 – 12.3.14

**Music
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on ___/___/___)**

006.41 Music

006.41A Grade Levels: PK-12

006.41B Endorsement Type: Field

006.41C Persons with this endorsement may teach ~~vocal and instrumental~~ music in prekindergarten through grade 12.

006.41D Certification Endorsement Requirements: This endorsement shall require a minimum of 54 semester hours in music education. Music coursework will include theory, and composition, arranging, improvisation, music history, and literature, applied music, ensemble performance, conducting, pedagogy, and technology. ~~choral and instrumental performing, techniques, and must include proficiency on at least one applied music area.~~

006.41E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.41F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

***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. should prepare prospective teachers to: 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

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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 music education teacher candidate must compose, arrange, and improvise music.

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

The 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 music education teacher candidate must develop knowledge and skills pertaining to the structure, function and context of music.

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.

The music education teacher candidate must:

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;

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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.

Guidelines informed by National Association of Schools of Music (NASM) Standards for Music Educators (2014).

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;

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~~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 instrumental and vocal pedagogy and performance practice by modeling on piano, voice, and secondary instruments;~~

~~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; and~~

~~P. Demonstrate an understanding of the administration and management of a successful music program.~~

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MUSIC ENDORSEMENTS—Ad Hoc Meeting DISCUSSION NOTES (Meeting #1 - 7.11.14):

How can certification in NE be transferred to other states? Do we still need to maintain the subject endorsements? Would broad field endorsement be better? Many other states have only a Music field endorsement, and no subject endorsements.

Don't want to water down the endorsements so that teachers do not receive adequate training to feel prepared to teach.

The K-12 endorsement is something teachers need to understand—what does this allow them to do and what are expectations with this endorsement at school districts hiring them?

State Board approved Fine Arts Standards for K-12 students need to be taken into consideration when reviewing the endorsements.

Supplemental Endorsements – would this be an option with the music endorsements? A Supplemental must be attached to a subject/field endorsement.

In future, Professional Development will likely be required for recertification, rather than on experience. NE is one of the few states that does not require PD at this time. Supplemental endorsements might work well in that capacity.

In a Graduate program, if can tie-in a supplemental, it would be very desirable and more teachers might go more in-depth with coursework.

Observation by student candidates, working with co-operating teachers—getting more hands-on experience prior to student teaching would be very helpful. Are connections being made between methods classes and actual teaching experience? Placing candidates in school settings for field experiences is becoming more challenging. Have to find school districts, co-operating teachers, schedules that will work with candidate schedules.

National standards are becoming more pedagogy-based, rather than dealing with specific content.

Career Education Certificate—is this something workable? NE still wants teacher to have a teaching certificate. How do we honor the needs of schools when traditional teacher preparation isn't working? Outstate schools have difficulty finding qualified music teachers.

Need to include Technology in music educator preparation programs.

Is there anything positive in removing subject endorsements? Only interest would be that these are endorsements on the books that are viable for candidates and meeting the needs of the state. Is someone with minimal training better than having no one?

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NEXT STEPS:

--Instrumental—Supplemental? What courses are needed?

--More information needed from institutions on both vocal and instrumental subject endorsements.

--Look at viability of the supplemental endorsements and employability options.

--May eventually look at specialty areas of endorsements later.

--Implementation of Technology—must be addressed. What is available today did not exist when Music endorsements were last revised.

--Keep Subject Endorsements—will work on these at NDE for presentation at next ad hoc meeting.

--Draft Endorsements will be distributed to ad hoc committee to review and respond to. An additional meeting will be held after that to finalize ad hoc committee recommendations to NCTE. (Possibly August 29?)

MUSIC ENDORSEMENTS—Ad Hoc Meeting DISCUSSION NOTES (Meeting #2 – 9.19.14):

Meeting held at NCSA Meeting Room. (Wandzilak, Jankovich, Childs absent)

Music field endorsement – reviewed by ad hoc committee and improvements made to endorsement and guidelines. NDE staff will add the language for Standard 6 Professionalism, based on discussion of elements needed.

Vocal Music subject endorsement – discussion held on minimum number of credit hours and grade level change. Guidelines should mirror music field endorsement, with references to instrumental music removed.

Instrumental Music subject endorsement – Ad hoc committee recommendation is to remove this endorsement from Rule 24, as the difference in this subject endorsement and the Music field endorsement is approximately 4-6 credit hours. All institutions who offer this endorsement also offer the Music field endorsement.

Madsen shared that only one comment had been received since the previous *ad hoc* meeting, and it was suggested an instrument repair course should be included. Some of the institutions reported that they do offer this course.

Regarding content testing—Music education field endorsement candidates and Vocal Music subject endorsement candidates take the same Music Praxis II test (5114 Music: Content and Instruction), therefore guidelines need to be consistent.

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Music NCTE Ad Hoc Committee Members (including Instrumental Music and Vocal Music)

Friday, July 11, 2014 9:30 A.M.-4:00 P.M.

Concordia Fallbrook, 570 Fallbrook Blvd., Lincoln, NE 68521

Ad Hoc Committee Requirements	Possible Ad Hoc Committee Members
Current Teachers— Currently endorsed and employed practitioners in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.	1. Eric Snyder, LPS esnyder@lps.org 2. Lisa Childs, Kearney Public (Park Elem) lisa.childs@kearneypublic.org
Faculty Members— Faculty members from a college of DOE who are teaching professional education courses or serve as the Certification Official at an approved educator preparation institution.	1. Michael Stephens, Chadron State mstephens@csc.edu 2. Tom Wandzilak, UNL (Certification Official) twandzilak1@unl.edu
Specialists in the Content Area— Might include Arts and Sciences college faculty or Persons drawn from professional practice in the endorsement area.	1. Brian Moore, UNL brian.moore@unl.edu 2. Ken Meints, Peru State College KMeints@peru.edu
Administrators— Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership, or personnel functions at the grade levels and/or in the content area.	1. Steve Baker, Elkhorn Public Schools sbaker@epsne.org 2. Darrell Peterson, Ainsworth Community Schools dkpeters@esu17.org
NCTE Representation— Representation from the NCTE Standing Committee to which the endorsement has been assigned.	Doreen Jankovich – NCTE Committee C doreen.jankovich@gmail.com
NDE Representative with responsibilities related to the endorsement area. (Ad Hoc Chair)	Debbie DeFrain, NDE Debbie.DeFrain@nebraska.gov
Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area.	1. Judy Bush (NMEA), LPS jbush@lps.org 2. Lindsay Lund (Kearney Catholic HS) Lindsay.lund@kearneycatholic.org
Additional P-12 school practitioners or higher education faculty to equalize the representation between these two groups.	
A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.	Pat Madsen, NDE pat.madsen@nebraska.gov