

CLEAN 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 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, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

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. 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

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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).