

CLEAN VERSION

Draft #1 – 7.11.14

Draft #2 – 7.14.14; after Ad Hoc Meeting

Draft #3 – 9.22.14 after Ad Hoc Meeting #2

Draft #4 – 12.3.14

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

006.69 Vocal Music

006.69A Grade Levels: PK-12

006.69B Endorsement Type: Subject

006.69C Persons with this endorsement may teach vocal music in prekindergarten through Grade 12.

006.69D Certification Endorsement Requirements: This endorsement shall require a minimum of 45 semester hours in vocal music education. Vocal music coursework will include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

006.69E 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 Vocal Music education teacher candidates to demonstrate the dispositions and competencies required by the following guidelines. 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

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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;

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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.

Guidelines informed by National Association of Schools of Music (NASM) standards for music educators (2014).