



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



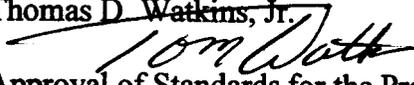
JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

April 26, 2004

MEMORANDUM

TO: State Board of Education

FROM: Thomas D. Watkins, Jr.


SUBJECT: Approval of Standards for the Preparation of Music Education Teachers (JQ)

In pursuit of its goal to improve teacher quality, the State Board of Education receives proposals for the adoption and revision of program standards for teacher preparation. When applicable, the proposed standards are developed to reflect and support Michigan's K-12 Curriculum Framework and Benchmarks, as well as standards adopted by national professional/specialty area organizations.

During the last two years, a referent group reflecting the interests of public and independent teacher preparation institutions and K-12 teachers worked on the development of standards for the preparation of music education teachers. The standards are designed to align with the K-12 content standards in the *Michigan Curriculum Framework*, as well as national standards from the National Association of Schools of Music.

A draft was forwarded to selected groups/organizations, all Michigan teacher preparation institutions, and a random sample of intermediate and local school districts for review and comment in January and February of 2003. As presented in Attachment 1, the standards reflect the feedback received. Attachment 2 provides additional information regarding the standards development and review process.

The proposal replaces the previous Music Education (JX) endorsement. The new Music Education (JQ) standards were reviewed by the Board-appointed Professional Standards Commission for Teachers and is recommended for adoption by the State Board of Education with the understanding that an additional new endorsement will be developed to address the need for elementary music generalists.

It is recommended that the State Board of Education approve the Music Education (JQ) standards for the preparation of music education teachers, as discussed in the Superintendent's memorandum dated April 26, 2004.

STATE BOARD OF EDUCATION

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Proposal to the
Michigan State Board of Education
for the Preparation of Teachers

Music Education(JQ)

Submitted by the
Office of Professional Preparation Services

April 26, 2004

Standards for the Preparation of Teachers

Music Education (JQ)



Adopted by the Michigan State Board of Education
<date>

Standards for the Preparation of Teachers of Music Education (JQ)

Preface

Development of the Proposal

Over the last two years, a referent group reflecting the interests of public and independent teacher preparation institutions and K-12 teachers worked on the development of standards for the preparation of music teachers. The committee began its work by reviewing and adapting the National Association of Schools of Music standards. The proposed music education standards also align with the Michigan Curriculum Framework.

To provide information and gather feedback on the proposal, a copy was forwarded to selected groups/organizations, all Michigan teacher preparation institutions, and a random sample of intermediate and local school districts for review and comment. As presented in this document, the standards reflect the feedback received. The need for a new endorsement area to specifically address the preparation of elementary music generalists will be developed by a standards development committee in the near future.

State Board adoption of these standards typically leads to the creation of a new certification test for teachers prepared to teach this content area. Test development for a new Michigan Test for Teacher Certification in Music Education (JQ) will be scheduled according to the recommendation of the Standing Technical Advisory Council.

Approval of Programs

Teacher preparation institutions that wish to continue to offer programs to prepare music education teachers are required to submit an application for program approval that demonstrates how the new standards are met throughout the proposed curriculum. Students in current Music Education (JX) programs will have up to two years to complete the old program. The programs must be re-approved to show compliance with the new standards. Following initial approval, the teacher preparation program will be reviewed every seven years through the Periodic Review/Program Evaluation process.

Proposed Standards for the Preparation of Music Education (JQ) Teachers

- Completion of a Music Education comprehensive group (K-12) major to include a minimum of 60 credit hours attached to the initial secondary certificate. This replaces the previous Music Education (JX) endorsement.
- Additional endorsement programs must meet the JQ standards and semester hour requirements and may be attached to either an elementary or secondary certificate.
- Elimination of the elementary, secondary, and K-12 minors.

The following classroom assignments are representative of classes within which a JQ endorsed teacher may teach:

Marching Band	Concert Band
Orchestra	Choral Music
Strings	Choir
Music Theory	Keyboard
Large and small specialty ensembles, i.e., Mariachi, jazz, and/or wind, etc.	

Coursework should reflect areas of specialization, including general music, instrumental (winds, strings, and percussion), and vocal/choral at elementary and secondary levels.

The levels of proficiency are:

- A = Awareness: Possesses a knowledge of**
B = Basic: Ability to understand and apply
C = Comprehensive: Ability to understand, consistently apply, and reflect

No.	Guideline/Standard	Level of Proficiency Comprehensive Group Major
1.0	Musicianship Teacher preparation institutions provide candidates opportunities to develop:	
1.1	Knowledge and skills to read and notate music with fluency.	C
1.2	Knowledge and skills to learn, analyze, and perform music aurally.	C

No.	Guideline/Standard	Level of Proficiency Comprehensive Group Major
1.3	Functional ability in keyboard (i.e., using the piano as a tool) necessary to lead and accompany student instruction and performance (learning).	B
1.4	Functional ability in classroom instruments appropriate for teaching in a variety of classroom and ensemble settings.	B
1.5	<p>Knowledge and skills for artistic self-expression in at least one primary applied performance area, i.e., instrumental (winds, string, and percussion), and vocal/choral.</p> <p>Definition: <i>Artistic</i> in this case refers to the ability to manipulate the tools and expressive elements of music to communicate aesthetic knowledge.</p>	C
1.6	Knowledge and skills to understand the comprehensive literature of the repertory in a major performance area and ability to perform from a cross-section of that repertory.	C
1.7	Knowledge of a diverse and global body of music through study and/or attendance at performances.	B
1.8	Artistry, knowledge, and technical skills sufficient to make artistic decisions as a leader and in collaboration with others.	B
1.9	Artistry, knowledge, technical skills, and collaborative competence to work with others through participation in a variety of music ensembles.	B
1.10	Knowledge, aesthetic, and technical skills to make artistic decisions as a leader and in collaboration with others through participation in a variety of music ensembles.	B

No.	Guideline/Standard	Level of Proficiency Comprehensive Group Major
1.11	Rehearsal and conducting skills sufficient to create accurate and musically expressive performance with various types of ensembles and in general music instruction.	B
2.0	Creativity through composition, improvisation, and arranging Teacher preparation institutions provide candidates with opportunities to develop:	
2.1	Knowledge and skills to compose music.	B
2.2	Knowledge and skills to improvise music.	B
2.3	Knowledge, skills, and creativity to arrange music for instruments and voices, and to adapt music from a variety of sources to meet the needs of classroom instruction and performing ensembles.	B
3.0	Technology Teacher preparation institutions provide candidates with opportunities to develop:	
3.1	Knowledge and skills to use technology for a variety of instructional purposes such as: improvisation, composition, arranging, listening, performance, and additional classroom and administrative responsibilities appropriate to music education.	B
4.0	Analysis Teacher preparation institutions provide candidates with opportunities to develop:	
4.1	Knowledge and skills to analyze the elements and organizational patterns of music through written and aural examples.	C
4.2	Knowledge and skills to describe, analyze, and critique a diverse and global body of music within the appropriate historical, cultural, and stylistic contexts.	B

No.	Guideline/Standard	Level of Proficiency Comprehensive Group Major
4.3	Knowledge to recognize, describe, and analyze connections among the arts; between music and other disciplines; and between music and everyday life.	B
4.4	Knowledge to form and defend value judgments in music.	B
5.0	Professionalism Teacher preparation institutions provide candidates opportunities to develop:	
5.1	Personal philosophies of music education.	A
5.2	Knowledge and skills to communicate and promote the role of music in education and society to colleagues, community, and policy leaders.	B
5.3	Knowledge and skills to analyze how music and music education functions within the context of schools, communities, and society.	A
5.4	Knowledge and skills to communicate and promote the role of music in education and society to colleagues, community, and policy leaders.	A
5.5	Knowledge and skills for reflection upon, and evaluation of, instructional practices and programs.	A
5.6	Knowledge of the interrelationships among the various professions and activities that constitute the musical enterprise.	B
5.7	Knowledge of the variety of career pathways available to students of music and music education (career development for K-12 students).	A
5.8	Knowledge of the resources available through, and opportunities to become involved with, professional education, music, and music education organizations (professional affiliations).	A

No.	Guideline/Standard	Level of Proficiency Comprehensive Group Major
5.9	Knowledge of the ethics of the profession and the laws related to music education, including equity, copyright, inclusion, privacy, confidentiality, and child abuse.	B
6.0	Pedagogy Teacher preparation institutions provide candidates a variety of opportunities to:	
6.1	Develop knowledge and skills to teach diverse students (K-12) through a variety of learning opportunities, including coursework and early and on-going guided field experiences.	B
6.2	Develop knowledge and skills to teach K-12 students in developmentally appropriate ways and in a variety of classroom and ensemble settings.	C
6.3	Teach K-12 students to articulate music's uniquely expressive qualities for individuals and communities.	B
6.4	Develop units of music instruction that are sequential and aligned to the Michigan Content Standards and Benchmarks.	C
6.5	Effectively manage music education classrooms and instruction.	C
6.6	Teach K-12 students how to read music notation.	C
6.7	Teach K-12 students how to listen to, analyze, and perform music without notation.	C
6.8	Teach K-12 students how to make artistic decisions, including musical interpretation, independently and in collaboration with others.	B
6.9	Teach K-12 students how to perform and use instruments (winds, strings, and percussion), and voice.	B
6.10	Teach K-12 students how to create music through improvisation, composition, and arranging.	B

No.	Guideline/Standard	Level of Proficiency Comprehensive Group Major
6.11	Teach K-12 students how to perform, describe, analyze, and critique a diverse and global body of music within the appropriate context, i.e., historical, cultural, and stylistic.	B
6.12	Teach K-12 students how to recognize, describe, and analyze the connections among the arts; between music and other disciplines; and between music and everyday life.	B
6.13	Teach K-12 students how to work independently and collaboratively on a variety of musical problems by combining their knowledge and skills in performance, analysis, composition, and history.	B
6.14	Develop skills in communication of student progress and achievement in music to students, parents, and the community.	B
6.15	Plan, deliver, and assess differentiated instruction to meet the needs of all music learners, including special education, English as a Second Language, and gifted and talented students.	C
7.0	<p>Staffing, facilities, equipment, and safety Staffing, facilities, equipment, and acoustic environment have a profound effect upon the quality of learning and performance.</p> <p>Therefore, teacher preparation institutions provide candidates opportunities to develop:</p>	
7.1	Knowledge of what constitutes safe and effective facilities and equipment for vocal and instrumental music instruction, rehearsal, and performance.	A
7.2	Knowledge of how to adapt facilities and environment for safe and effective vocal and instrumental music instruction, rehearsal, and performance.	A
7.3	Knowledge of staffing, facilities, scheduling, and resources needed for a music program.	A

No.	Guideline/Standard	Level of Proficiency Comprehensive Group Major
8.0	Assessment of candidates Teacher preparation institutions provide and communicate:	
8.1	Assessment of candidate's knowledge and skills upon admission and throughout the music education program.	*
8.2	Assessment of candidate's performance during the field experiences, including conferences that involve candidates, cooperating field personnel, and university's music education faculty.	*
9.0	Faculty Teacher preparation institutions provide candidates with faculty that: Note: This section will be interpreted to mean that the faculty as a whole has a combination of these qualifications, which meet these standards.	
9.1	Hold advanced degrees; have at least three years K-12 teaching experience; and have a high level of understanding of current theories, practices, and trends in K-12 music education.	*
9.2	Remain active in the profession through their participation in professional music and music education associations at the local, state, and national levels.	*

*These standards do not have levels of proficiency. Institutions either meet, or do not meet, these standards.

**Teacher Preparation Standards Development Committee
Music Education(JQ)**

Committee Member

Organization Institution

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Michigan Music Educators Association

Ana Luisa Cardona

Michigan Department of Education

Bonnie Rockafellow

Michigan Department of Education

Catherine Smith

Michigan Department of Education

**2003 Distribution of Draft Standards
Music Education (JQ)**

Educational/Professional Organizations

American String Teachers Association

Arbor Consortia

ArtServe Michigan

K/RESA Education for the Arts

Michigan Association of Nonpublic Schools

Michigan Association of School Administrators

Michigan Association of School Boards

Michigan Association of Secondary School Principals

Michigan Association of Teacher Educators

Michigan Council for the Arts and Cultural Affairs

Michigan Education Association

Michigan Elementary and Middle School Principals Association

Michigan Federation of Teachers and School Related Personnel

* Michigan Music Educators Association

Michigan Music Teachers Association

* Michigan School Band and Orchestra Association

Michigan School Vocal Music Association

Professional Standards Commission for Teachers

University Musical Society

VSA Arts of Michigan

Indicates submission of a response

**Teacher Preparation Institutions
Music Education (JQ)**

Adrian College	Madonna University
* Albion College	* Marygrove College
Alma College	* Michigan State University
Andrews University	Michigan Technological University
* Aquinas College	Northern Michigan University
Calvin College	* Oakland University
Central Michigan University	Olivet College
* Concordia University	* Saginaw Valley State University
* Cornerstone University	* Siena Heights University
Eastern Michigan University	* Spring Arbor University
Ferris State University	University of Michigan – Dearborn
Grand Valley State University	University of Michigan – Flint
Hillsdale College	University of Detroit Mercy
Hope College	* University of Michigan
Kalamazoo College	* Wayne State University
Lake Superior State University	Western Michigan University

* Indicates submission of a response

**Local School Districts
Music Education (JQ)**

Adrian City School District
Allen Park Public Schools
Au Gres-Sims School District
Bad Axe Public Schools
Battle Creek Public Schools
* Birmingham Public Schools
* Bloomfield Hills Schools
Casman Alternative Academy
Charlotte Public Schools
Climax Scotts Community Schools
Coloma Community Schools
Cross Creek Charter Academy
David Ellis Academy
* Detroit Public Schools
Dove Academy of Detroit
Edison Oakland Academy
Essexville Hampton Public School
* Farmington Community Schools
Flat Rock Community Schools
Fowler Public Schools
* Garden City School District
Gobles Public School District
* Grandville Public Schools
Hancock Public Schools
Hanover Horton Schools
Holton Public Schools
Homer Community Schools
Houghton Lake Community Schools
Iron Mountain Public Schools
Ironwood Area Schools
Kaleva Norman Dickinson School District
Kingsley Area Schools
Kingston Community School District
L'Anse Creuse Public Schools
Lake Orion Community Schools
Lincoln Consolidated School District
Litchfield Community Schools
Livonia Public Schools

Ludington Area School District
 Melvindale North Allen Park School District
 Mesick Consolidated Schools
 Montabella Community Schools
 Northwest Academy
 Oakland International Academy
 Oasis Academy
 Orchard View Schools
 Otsego Public Schools
 Ottawa Area School District
 Oxford Area Community Schools
 Pentwater Public School District
 Pewamo-Westphalia Community Schools
 Port Hope Community Schools
 River Rouge School District
 Rochester Community School District
 Romeo Community Schools
 * Saginaw Public Schools
 Sandusky Community School District
 Sankore Marine Immersion High School Academy
 Sigel Township School District
 South Arbor Charter Academy
 * South Redford School District
 Star International Academy
 Summit Academy Flat Rock
 Three Rivers Community Schools
 Threshold Academy
 * Trinity Lutheran Church School
 Trenton Public Schools
 * Valley Lutheran Schools
 Vassar Public Schools
 Whiteford Agricultural Schools

*Indicates submission of a response

**Intermediate School Districts
Music Education (JQ)**

Allegan County Intermediate School District
Alpena Montmorency-Alcona Educational Service District
Barry Intermediate School District
Berrien Intermediate School District
Branch Intermediate School District
C.O.O.R. Intermediate School District
Calhoun Intermediate School District
Charlevoix-Emmet Intermediate School District
Cheboygan-Otsego-Presque Isle Educational School District
Clare-Gladwin Regional Educational Service District
Clinton County Regional Educational Service Agency
Copper Country Intermediate School District
Delta-Schoolcraft Intermediate School District
Dickinson-Iron Intermediate School District
Eastern Upper Peninsula Intermediate School District
Eaton Intermediate School District
Genesee Intermediate School District
Gogebic-Ontonagon Intermediate School District
Gratiot-Isabella Regional Educational Service District
Hillsdale Intermediate School District
Huron Intermediate School District
Ingham Intermediate School District
Iosco Regional Educational Service Agency
Ionia County Intermediate School District
Jackson Intermediate School District
Kalamazoo Regional Educational Service Agency
Kent Intermediate School District
Lapeer Intermediate School District

Lenawee Intermediate School District
Livingston Educational Service Agency
Lewis Cass Intermediate School District
* Macomb Intermediate School District
Manistee Intermediate School District
Marquette-Alger Regional Educational Service Agency
Mason-Lake Intermediate School District
Mecosta-Oscola Intermediate School District
Menominee Intermediate School District
Midland County Educational Service Agency
Monroe County Intermediate School District
Montcalm Area Intermediate School District
Muskegon Area Intermediate School District
Newaygo County Regional Educational Service Agency
Oakland Schools
Oceana Intermediate School District
Ottawa Area Intermediate School District
Saginaw Intermediate School District
Sanilac Intermediate School District
Shiawassee Regional Educational Service District
St. Clair Intermediate School District
St. Joseph Intermediate School District
Traverse Bay Area Intermediate School District
Tuscola Intermediate School District
Van Buren Intermediate School District
Washtenaw Intermediate School District
Wayne Regional Educational Service Agency
Wexford-Missaukee Intermediate School District

*Indicates submission of a response

NOTE: Additional responses were received anonymously.