

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



Adopted by the
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Preface

Development of the Proposal

Between 2002-2004, 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.

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.

Program Requirements

- 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**

1.0 Musicianship

Teacher preparation institutions provide candidates opportunities to develop:

1.1 Knowledge and skills to read and notate music with fluency.

1.2 Knowledge and skills to learn, analyze, and perform music aurally.

(See ** 1.2 clarification.)

1.3 Functional ability in keyboard (i.e., using the piano as a tool) necessary to lead and accompany student instruction and performance (learning).

1.4 Functional ability in classroom instruments appropriate for teaching in a variety of classroom and ensemble settings.

1.5 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.

Definition:

Artistic in this case refers to the ability to manipulate the tools and expressive elements of music to communicate aesthetic knowledge. (See *** 1.5 clarification.)

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.

1.7 Knowledge of a diverse and global body of music through study and/or attendance at performances.

1.8 Artistry, knowledge, and technical skills sufficient to make artistic decisions as a leader and in collaboration with others.

1.9 Artistry, knowledge, technical skills, and collaborative competence to work

with others through participation in a variety of music ensembles.

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.

1.11 Rehearsal and conducting skills sufficient to create accurate and musically expressive performance with various types of ensembles and in general music instruction.

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.

2.2 Knowledge and skills to improvise music.

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.

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.

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.

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.

4.3 Knowledge to recognize, describe, and analyze connections among the arts; between music and other disciplines; and between music and everyday life.

4.4 Knowledge to form and defend value judgments in music.

5.0 Professionalism

Teacher preparation institutions provide candidates opportunities to develop:

5.1 Personal philosophies of music education.

5.2 Knowledge and skills to communicate and promote the role of music in education and society to colleagues, community, and policy leaders.

5.3 Knowledge and skills to analyze how music and music education functions within the context of schools, communities, and society.

5.4 Knowledge and skills to communicate and promote the role of music in education and society to colleagues, community, and policy leaders.

5.5 Knowledge and skills for reflection upon, and evaluation of, instructional practices and programs.

5.6 Knowledge of the interrelationships among the various professions and activities that constitute the musical enterprise.

5.7 Knowledge of the variety of career pathways available to students of music and music education (career development for

K-12 students).

5.8 Knowledge of the resources available through, and opportunities to become involved with, professional education, music, and music education organizations (professional affiliations).

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.

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.

6.2 Develop knowledge and skills to teach

K-12 students in developmentally appropriate ways and in a variety of classroom and ensemble settings.

6.3 Teach K-12 students to articulate music's uniquely expressive qualities for individuals and communities.

- 6.4 Develop units of music instruction that are sequential and aligned to the Michigan Content Standards and Benchmarks.
- 6.5 Effectively manage music education classrooms and instruction.
- 6.6 Teach K-12 students how to read music notation.
- 6.7 Teach K-12 students how to listen to, analyze, and perform music without notation.
- 6.8 Teach K-12 students how to make artistic decisions, including musical interpretation, independently and in collaboration with others.
- 6.9 Teach K-12 students how to perform and use instruments (winds, strings, and percussion), and voice.
- 6.10 Teach K-12 students how to create music through improvisation, composition, and arranging.
- 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.
- 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.
- 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.
- 6.14 Develop skills in communication of student progress and achievement in music to students, parents, and the community.
- 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.

7.0 Staffing, facilities, equipment, and safety

Staffing, facilities, equipment, and acoustic environment have a profound effect upon the quality of learning and performance.

Therefore, teacher preparation institutions provide candidates opportunities to develop:

- 7.1 Knowledge of what constitutes safe and effective facilities and equipment for vocal and instrumental music instruction, rehearsal, and performance.
- 7.2 Knowledge of how to adapt facilities and environment for safe and effective

vocal and instrumental music instruction, rehearsal, and performance.

7.3 Knowledge of staffing, facilities, scheduling, and resources needed for a music program.

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.**

**** 1.2 Clarification:** This standard represents the committee's intention that "music from the aural tradition" be included in the curriculum, and that it be taught in the classrooms of Michigan (in the "aural tradition," using only the aural, musical stimulus as opposed to aural plus visual – no words on the page, no notation).

***** 1.5 Clarification:** The student must acquire technical skills, requisite for artistic self-expression in at least one major performance area; for example, instrumental (keyboard, winds, string, or percussion) or vocal/choral.

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