

Music, Vocal, P-8 & 7-12

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

Evidences

The teacher is knowledgeable about the major areas of the discipline, including vocal performance, vocal pedagogy, conducting, piano proficiency, theory and composition, music history and literature, world music, technology, and major music resources.

The teacher has knowledge of teaching strategies and materials appropriate for general music classes (P-4, 4-8, 7-12), junior and senior high choirs, and Fine Art Survey.

The teacher is aware of current trends and issues in music education.

The teacher knows concepts related to cognitive, psychomotor, and affective learning of music.

The teacher knows of the relationship that exists between music, the other arts, and other disciplines.

June 26, 1998

The teacher commands a knowledge of diverse American and world cultures, with special emphasis on the local school population.

The teacher knows the major methodologies, such as Kodaly, Orff, Dalcroze, and Suzuki.

DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The teacher values transference of musical knowledge and skills to lifelong community, career and leisure activities.

The teacher appreciates integration of musical learning with other subject areas through collaboration with other teachers.

The teacher values the teaching of music from a multicultural perspective.

The teacher values continually exploring and evaluating new musical resources.

The teacher values incorporation of current music trends and/or popular music into the curriculum, relating it to everyday life.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.

The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

Evidences

The teacher keeps abreast of current trends in music through professional state and national organizations, articles in professional journals and magazines, inservice workshops and continuing education.

The teacher introduces and uses a variety of instruments, technology and musical activities to communicate concepts of music.

The teacher is an advocate for reading about music, including age-appropriate bibliographies, music history, music careers and other music related literature.

The teacher incorporates prior student knowledge and experiences with new musical ideas.

June 26, 1998

The teacher engages students in multicultural activities and provides opportunities for interdisciplinary connections, integrating diverse customs, including the importance of American musical heritage and patriotism.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the discipline(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The teacher knows how to use current technology and software and facilitates students' use.

The teacher knows how to plan a curriculum that reflects an awareness of students' skills in rhythmic and tonal readiness.

The teacher knows how to plan a curriculum related to the elements of music, as well as a curriculum that is appropriate to the students' levels of cognitive development.

The teacher understands the scope and sequence of musical concepts for various grade levels, and has the ability to pace individual lessons.

June 26, 1998

The teacher knows how to provide students with the opportunity to compose and to analyze musical compositions.

The teacher knows how to use effective strategies for collaboration with other professionals and how to participate with families, students, and others in the development of individualized education plans/family service plans/transition plans for students.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The teacher values planning organized multicultural and interdisciplinary lessons, using a variety of instructional techniques, materials, and technology.

The teacher appreciates ways to construct creative and sequential lessons which provide for individual differences.

The teacher values ways to devise innovative assessment for individual differences.

The teacher values enrichment opportunities through professional organizations and institutions of higher education.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The teacher provides opportunities for creative and critical thinking among music students through musical writing, improvisation, lyrics, and compositions.

The teacher enhances learning through the use of musical activities and games.

The teacher uses proper musical terminology to encourage development of music vocabulary.

The teacher presents musical concepts in the appropriate sequence to maximize student learning.

The teacher uses various skills to evaluate student growth and development...such as when assigning voice parts or choosing music with appropriate vocal ranges.

June 26, 1998

The teacher creates learning experiences through contrast and comparisons of different music styles, genre, and cultures.

The teacher provides opportunities for students to evaluate their own performance skills through critical listening for the purpose of self-correction.

The teacher provides opportunities for students to discuss their personal observations about and reactions to music in proper musical terminology and vocabulary.

The teacher uses assessment information to establish goals and objectives that are appropriate for an individual student which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with disabilities.

The teacher plans and implements developmentally and individually appropriate curriculums and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and contents.

The teacher identifies educational, developmental, functional, vocational, and social outcomes for students with a diverse cognitive, motor, and/or social/behavioral needs at various ages.

The teacher cooperatively develops and evaluates an individualized education program/individualized family service plan/individualized transition plan.

The teacher develops lesson plans and adapts curricula, materials, and methods for average and diverse students [e.g., drugs, poverty, guns].

The teacher infuses speech skills into academic areas as consistent with mode or philosophy espoused and ability of the student who is deaf/hard of hearing.

The teacher selects media and technology appropriate to instructional goals and objectives and utilizes assistive technology needed by students with vision, hearing, motor, or other disabilities.

The teacher involves students in self-evaluation of products by providing students with information about performance results for the purpose of developing self-evaluation skills and supporting progress and by other means.

The teacher modifies tests for students with disabilities.

The teacher modifies the physical environment to ensure maximum performance on tests for students with disabilities.

June 26, 1998

The teacher collects, documents, and analyzes performance information through systemic observations and recordings of student learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The teacher involves families as active participants in the assessment process.

The teacher modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

The teacher teaches for generalization of skills and transfer of knowledge by students and assisting them to develop learning strategies and independent study behaviors.

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The teacher knows how to plan lessons which provide auditory, visual and tactile experiences that meet the specific needs of the students.

The teacher knows how to include a variety of successful teaching skills and techniques to enhance musical learning.

The teacher understands the stages of physical development and plans musical activities accordingly.

The teacher understands the vocal characteristics, tonal and rhythm readiness of various age levels, and chooses music and materials accordingly.

The music teacher knows how to incorporate peer interaction and collaboration in the classroom.

June 26, 1998

The music teacher knows how to use resource helps from national, state, and community professional music organizations and professional colleagues.

The teacher knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The teacher knows techniques for crisis preventions.

The teacher knows how to provide students with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to use resources, aids, and materials for teaching students with special needs.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, social, and psychological status at various age levels.

The teacher has an understanding of peer coaching skills.

The teacher knows and understands indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The teacher knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The teacher values evaluation and use of appropriate software.

The teacher is committed to integrating technology in composition and performance.

The teacher values professional development opportunities regarding technology.

The teacher encourages a positive classroom environment by providing attractive visual teaching aids, such as poster and bulletin boards that reinforce mastery of learning of topics including music history, theory, composers, instrumental families, and displays of student work related to classroom experiences.

The teacher is sensitive to the environment and uses it to supplement other listening experiences.

The teacher appreciates opportunities for collaborative and cooperative learning.

The teacher encourages student mentoring to provide student models of proper vocal or musical skills.

The teacher is willing to design instruction which addresses all levels of student learning.

June 26, 1998

The teacher is willing to seek and provide opportunities to help individual students attain their own highest level of musical performance and achievement.

The teacher values providing opportunities for all students to individually experience success by sharing their musical knowledge and/or skills.

The teacher is committed to learn and demonstrate appreciation for the students' musical preference.

The teacher is willing to be an active participant in an educational community that encourages student responsibility, nurtures collaboration, invites dialogue, and models attitudes and values of inquiry learning.

The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all students can learn at high levels and persists in helping all students achieve success including students with disabilities.

The teacher is committed to allowing students with exceptionalities to participate in ALL classroom activities where safety is not a factor.

The teacher is willing to use assistive technology.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connection to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The teacher provides and encourages use of music classroom resources (i.e.;... magazines, videos, aural tapes and CD's, textbooks, computer technology and a variety of reference materials) to enhance additional areas of vocal music growth.

The teacher makes students aware of opportunities for musical experiences in the community and encourages student participation.

The teacher collaborates with the community organizations, including higher education institutions, to provide experiences in vocal performances within the school setting.

The teacher collaborates with classroom teachers in order to be a resource and to reinforce common objectives.

The music teacher confers with students' other teachers to gain insight into the learning styles of students and to understand the students' background, experiences, needs, and interests.

June 26, 1998

The teacher uses materials, writes units and lesson plans, and uses teaching techniques appropriate to students' levels of development.

The teacher knows how to select songs and musical pieces that employ appropriate vocal ranges.

The teacher consistently reviews and reinforces previous information and skills and incorporates these into new learning experiences, (i.e., as spiral curriculum).

The teacher demonstrates a variety of effective and efficient rehearsal techniques.

The teacher provides guidance to students for appropriate use of individual practice.

The teacher provides opportunities for creative activities including improvisation, composition and performance.

The teacher demonstrates competency in the use of technology.

The teacher adapts strategies to meet the needs of special learners.

The elementary music teacher provides a variety of musical activities (singing, moving, playing instruments, listening, reading and writing, and creating) to teach specific musical elements pitch, rhythm, timbre, form, harmony, texture, expression, and style.

The teacher manages the classroom with organization, structure, and flexibility.

The teacher applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The teacher uses or adapts learning techniques/strategies as needed for students with exceptionalities, providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The teacher selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The teacher assists students in developing independent study behaviors.

The teacher makes appropriate referrals to community health and social services.

June 26, 1998

The teacher plans appropriate physical laboratory arrangements and activities in the classroom observing safe laboratory procedures.

The teacher implements basic health, nutrition, and safety managements practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The teacher understands the importance of creating an emotionally and physically safe environment for learning and performing.

The teacher is aware of appropriate audience behavior and its effect on the performance environment.

The teacher knows how to provide diverse programming in concerts to meet the needs of the school and community.

The teacher understands that music creates unique opportunities for communication.

The teacher is aware that the musical ability of each student is influenced by individual experiences, talents, prior learning, learning style, culture, family, music opportunities and community values.

The teacher recognizes the need for effective communication and management skills in relating to school administrators, faculties, staff, parents and community.

The teacher know the importance of public speaking in classrooms, concert and community settings.

The teacher knows how to facilitate the integration of students with exceptionalities into the classroom.

DISPOSITIONS

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The teacher values opportunities for school-community partnerships and the development of good public relations, including internships and programs.

The teacher appreciates fostering a positive environment while working towards musical accuracy.

The teacher is willing to be flexible with unexpected schedule changes, such as field trips, testing, special speakers and classroom projects.

The teacher seeks to develop an appreciation of intrinsic vs. extrinsic (tangible) rewards.

The teacher acknowledges that mistakes, his/her own and that of his/her students, are part of the learning experience and can lead to future success.

PERFORMANCE

The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect, and competence.

The teacher considers the development of character, aspiration, and civic virtues in making instructional decisions.

Evidences

The teacher models, encourages, and expects students to practice appropriate audience behavior for various contexts and styles of music.

The teacher creates school performances to develop appropriate audience etiquette.

The teacher advocates and provides a musical environment that encourages mutual respect and dignity for students of varying abilities, cultures, and aspirations.

The teacher uses the choral setting to establish a nurturing, open, and diverse community among the members.

In general music classes the teacher provides musical experiences such as singing, playing, moving, creating, and listening to foster self-confidence and increase musical competence.

The teacher adapts repertoire and programs to reflect the intergenerational aspect of the community.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students/ learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organizations within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher understands the need to instill in students a sense of pride, courtesy and good behavior; i.e., good citizenship inside and outside the immediate school setting.

The teacher understands the need for flexibility in dealing with unexpected schedule changes, such as field trips, testing, special speakers and classroom projects.

The teacher knows the value of consensus building for programs that affect the whole school population.

The teacher understands the implications of legislative, legal and policy decisions, especially copyright laws and off-campus travel.

The teacher understands the value of music as a tool for bridging inter-generational gaps through, for example, the use of folk music and traditional songs from all cultures.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher values continuous education.

The teacher is committed to collaboration with peers and community partners.

The teacher recognizes and appreciates the contribution of parents as teachers and providers of musical experiences.

The teacher recognizes the need for persistent, clear communication regarding musical experiences, goals, and objectives.

The teacher is willing to respond to economic and demographic changes in the community.

The teacher is open to new and non-traditional ideas, music methodologies, and organizational systems.

The teacher appreciates the connection between music and the other disciplines and is willing to share ideas, methods, and materials with colleagues.

The teacher believes that music can make a difference in the life of children, the school, and the community.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher uses research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

Evidences

The teacher is involved in musical and non-musical community activities.

The teacher uses research and resources such as artists-in-residence, local churches, regional colleges and universities, and community musicians to improve student learning and well being.

The teacher participates in workshops with music teachers and other faculty to foster student development.

The teacher applies new teaching and learning strategies gained from research.

The teacher complies with all legal statutes and school policies on and off campus.

The teacher demonstrates consideration for the community in the use of fund-raising activities.

The teacher supports and participates in initiatives of professional advocacy groups.

The teacher participates in professional music organizations and activities.

The teacher actively seeks ways to improve the musical environment of the school and community.

The teacher reads and critically applies research and recommended practices for effective management of teaching and learning.