

# **MOREHEAD STATE UNIVERSITY**

## **INTEGRATED MUSIC PROGRAM P — 12 CERTIFICATION Vocal/Instrumental**

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## TABLE of CONTENTS

1. CONCEPTUAL FRAMEWORK.....	1
<b>A. UNIT OVERVIEW.....</b>	<b>1</b>
<b>B. PROGRAM AND RELATIONSHIP TO CONCEPTUAL FRAMEWORK .....</b>	<b>3</b>
Matrix 1 Program links to New Teacher Standards .....	3
<b>C. PROFESSIONAL EDUCATION CORE'S RELATIONSHIP TO CONCEPTUAL         FRAMEWORK .....</b>	<b>5</b>
2. PROGRAM EXPERIENCES .....	7
Matrix 2a Links, Integrated Music P-12 courses and New Teacher Standards.....	7
Matrix 2b Links, Professional Education Core and New Teacher Standards.....	8
Matrix 3 <b>Relationship of Music Competencies to BME courses.....</b>	<b>8</b>
Matrix 4a KERA Initiatives and Links to Music Education Coursework .....	10
Matrix 4b KERA Initiatives and Links to Professional Education Coursework.....	10
Clinical and Field Experiences.....	10
Matrix 5 Integrated Music P-12 Program Field and Clinical Experiences.....	11
3. NCATE THEMES .....	14
<b>Matrix 6a. Integration of NCATE themes into music education courses.....</b>	<b>14</b>
<b>Matrix 6b, Integration of NCATE themes into Professional Education Courses.....</b>	<b>14</b>
4. ASSESSMENT .....	15
A. ASSESSMENT of the CANDIDATE .....	15
Matrix 7 Undergraduate Transition Points Document.....	17
5. PROGRAM FACULTY .....	18
Secondary Professional Education Core Course Faculty .....	20
6. INTEGRATED MUSIC EDUCATION P-12 TEACHING PROGRAM CHECKSHEETS.....	21
Suggested Sequence of Courses Integrated P-12	
Instrumental.....	24
Vocal.....	26
APPENDIX A.....	30
2002 Program Assessment	
APPENDIX B.....	31
Matrix Relationship of certification program courses and experiences to PRAXIS content area test components	
APPENDIX C.....	32
Course descriptions	

**Morehead State University  
Bachelor of Music Education  
Integrated Music P-12 Vocal/Instrumental**

## **INTRODUCTION**

The Bachelor of Music Education is designed for students preparing for careers in the public schools as elementary music teachers, general music teachers, choir directors, and band directors. It includes the requirements for the Integrated Music P-12 teaching certificate in vocal or instrumental music. Content area requirements include courses in applied music, music theory and analysis, music literature, and history. In addition, music education courses, professional coursework and student teaching are inclusive elements of the Bachelor of Music Education degree.

## **CONCEPTUAL FRAMEWORK**

### **A. UNIT OVERVIEW**

The general aims of the Professional Education unit and of Music Education courses at Morehead State University are to prepare music educators who are able to perform effectively in school-base settings. More specifically, graduates must demonstrate the knowledge, skills, and dispositions that are essential to successfully fulfill the role of an effective music educator. The theoretical framework for the program uses the metaphor of "Educators as Architects." The architect metaphor is used for these reasons:

- 1) It strikes balance between the educator as key actor in the traditional classroom, and the educator as passive observer in the romanticized classroom. It also implies that the educator is central to the planning and preparation of classroom activities and the rehearsal process but the student is the active doer of the work of learning (Blythe, Allen, Schieffelin, 1997).
- 2) It suggests that educators are not merely the implementers of canned learning materials created by others. They themselves are the artists, creating environments specific to the needs of their students, at a particular time, and using a variety of materials as appropriate (Tomlinson, Callahan, 1997).
- 3) Constructivist theory says that "learners construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to new situations and integrating the knowledge gained with pre-existing intellectual constructs (Piaget, 1952).
- 4) Current thinking in the philosophy of music education supports this metaphor, acknowledging the vital role of the do-er or music maker in the process of coming to musical knowledge (Elliott, 1995).

Educators therefore are responsible for constructing authentic learning environments which engage students in activities that are inherently interesting and meaningful. Using the "Educator as Architect" metaphor and its constructivist epistemology, the following themes and activities are expected to recur throughout the content and methodology of the preparation program for music educators:

- Candidate engagement in a comprehensive and multifaceted knowledge and skills base that can be applied and used in multiple contexts.
- Acknowledgement that learning is an active and on-going process (Piaget, 1952).
- Direct experience for candidates so that they can use and process information while seeking solutions (Piaget, 1969).
- Placement of candidates in classroom settings so that learning is relevant and meaningful.
- Reflection by the candidates on the learning process and on teaching practice, encouraging transfer of knowledge to new situations.
- Providing candidates with opportunities to understand the impact dispositions, attitudes, values, and beliefs have on student learning and development (Richardson, 1966).
- The assessment of candidate abilities demonstrating an awareness of and ability to account for learner diversity; including gender, race ethnicity, culture, and exceptionality in all aspects of the educational setting (Darling-Hammond, 2000).
- Extending candidates ability to communicate effectively with students, parents, professionals, peers, and members of the community to more fully fulfill state and local educational objectives (Dewey, 1938/1959).
- The preparation of future teachers who are able to effectively integrate technology into all aspects of the educational process.

**Matrix 1 Program Competencies links to new Teacher Standards**

The matrix below articulates the program competencies (column one) to be demonstrated by candidates completing this program of study and clarifies the specific link each competency has to the New Teacher Standards (column two).

**Program Competencies**

**Links to New Teacher Standards**

**Each Student will:**

Demonstrate knowledge of content/subject area	<b>NTS VIII</b> Knowledge of Content
Demonstrate a variety of professional skills	<b>NTS I</b> Designs/Plans Instruction <b>NTS II</b> Creates/maintains learning environment <b>NTS III</b> Implements/manages instruction <b>NTS VI</b> Collaborates with colleagues <b>NTS IX</b> Implements technology
Apply an understanding of learning characteristics and the link these have to planning and assessment	<b>NTS I</b> Designs/Plans Instruction <b>NTS IV</b> Assesses and Communicates learning results <b>NTS V</b> Reflects on/evaluates teaching <b>NTS VI</b> Collaborates with parents/colleagues
Be able to account for student diversity and exceptionality factors	<b>NTS I</b> Designs/Plans Instruction <b>NTS II</b> Creates/maintains learning environment <b>NTS III</b> Implements/manages instruction <b>NTS IV</b> Assesses and Communicates learning results <b>NTS V</b> Reflects on/evaluates teaching
Demonstrate computer competence and the ability to use technology to enhance instruction	<b>NTS IX</b> Implements technology
Document knowledge of and ability to use state curricular and assessment materials/guidelines	<b>NTS I</b> Designs/Plans Instruction <b>NTS II</b> Creates/maintains learning environment <b>NTS IV</b> Assesses and Communicates learning results <b>NTS V</b> Reflects on/evaluates teaching <b>NTS VI</b> Collaborates with parents/colleagues

**B. PROGRAM AND RELATIONSHIP TO CONCEPTUAL FRAMEWORK**

The Bachelor of Music Education is linked to the conceptual framework and its theme "Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills." This program is designed to provide candidates with the knowledge, skills, and dispositions essential for becoming a successful music teacher. An integral part of this preparation program will be regular opportunities throughout the candidate's coursework to interact with students and experienced teachers in music classrooms and to receive feedback on this experience.

Coursework in this program is selected to meet the unique needs of each candidate and their learning style. Accountability in the areas of designing, planning and implementing learning

appropriate for diverse learners will be reinforced through reading, coursework, knowledge of the new teacher performance standards, learner goals and expectations, and core content assessment.

Reflection will play a central role in the candidate's professional development, as skills for self-evaluation and refining learning activities are developed.

Technology will be used extensively in the classroom, both as a teaching method and as a tool for candidates to become comfortable with in their own growing repertoire of teaching techniques. Integrating technology into classroom learning and assessment activities will be expected and the supervisor, along with any public school mentor, will monitor effective implementation.

This program will also prepare candidates to identify problems that exist in public schools and to learn how to effectively collaborate with colleagues and administrators in seeking solutions to promote positive, lasting solutions in the public school setting.

Graduates of this program will demonstrate mastery of the **Music Competencies** as outlined by the National Association of Schools of Music. The attached matrix 3 outlines this program's continuum of skill development on each competency in relationship to the courses required in this program. The discipline specific content of the courses reflect the following 7 areas of essential knowledge for teachers of music.

1. **Conducting:** The prospective music teacher 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 practice, instrumentation, and baton techniques. Laboratory experiences that give the candidate opportunities to apply rehearsal techniques and procedures are essential.
2. **Arranging:** The prospective music teacher should be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.
3. **Performance:** In addition to the skills required for all musicians, functional ability in keyboard appropriate to the candidate's future teaching needs is essential. Whatever the specialization, functional knowledge of wind, orchestral string, fretted string, and percussion instruments and the voice is essential.
4. **Analysis/History/Literature:** The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of musical styles, the literature of diverse cultural sources, and the music of various historical periods.
5. **Systematic Instruction:** Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. Demonstrate knowledge of current methods and materials available in all fields and levels of music instruction.

**Essential competencies and experiences for the vocal/choral or general music teaching specialization are:**

- (a) Sufficient vocal and pedagogical skill to teach effective use of the voice;
- (b) Experience in solo vocal performance and choral ensemble;

- (c) Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments; and
- (d) Laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes.

**Essential competencies and experiences for the instrumental music teaching specialization are:**

- (a) Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups;
- (b) Experiences in solo instrumental performance, as well as in both small and large instrumental ensembles;
- (c) Laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes.

6. **Curricular Foundations:** An understanding of child growth and development and an understanding of principles of learning as they relate to music.

7. **Assessment:** The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations. Demonstrate an understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

This program is designed to prepare quality music teachers who can design environments where their students construct knowledge and develop skills. Graduates will therefore be ready to make a positive contribution to the education of students in Kentucky.

### **c. PROFESSIONAL EDUCATION CORE'S RELATIONSHIP TO CONCEPTUAL FRAMEWORK**

The core courses are required for all Secondary Teacher Education Preparation Candidates. The content and experiences aligned with these courses are linked to the conceptual framework and its theme "Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills" in a number of ways. The core courses are designed to prepare graduates with the knowledge, skills, and dispositions that are essential for new teachers.

More specifically, the coursework required to complete this aspect of the preparation program is presented sequentially to best ensure that candidates are ready to use and apply essential knowledge, skills, and dispositions in their chosen field of study (content area). Engaging students in education content, a variety of learning experiences (including; but not limited to, direct learning, problem solving, application, and practice activities) are an important aspect of this part of the secondary teacher preparation program. Where appropriate students are placed in authentic settings so that the meaning of learning and practice is increased.

The nature of candidate accountability varies a great deal because the core includes both introductory and exit coursework. Demonstrating an understanding of such aspects as the New Teacher Standards, Core Content, Learner Goals and Expectations, the characteristics of

learners (including diversity and exceptionality) is expected of each candidate. The ability to effectively apply this knowledge is required during the student teaching semester.

Technology skill (computer, video camera use, and media support equipment) use) is developed and used in a variety of ways throughout the Professional Development Core. The intention is to challenge candidates to use a variety of technological resources effectively as part of the planning, teaching, assessment, and communication aspects of teaching.

Reflection is a skill that is introduced in the Professional Core and refined in the academic discipline and embedded in the student teaching semester. The intention is to support the candidates' ability to self-evaluate, accept responsibility for, and ultimately to improve their teaching. Input from classroom instructors, MSU supervisors and public school teachers further refines the candidates' ability to construct environments that provoke thought and action in the classroom (Reiman, 1999). Learning to identify meaningful professional activities is an extension of the self-evaluation and teaching improvement process.

The concept of **collaboration** is introduced early in the Professional Development Core and the ability to effectively collaborate is required during student teaching experience (the last required Professional Core Course).

Collaboration is an important component of teacher and school effectiveness because it is the key to unifying the people who work to promote quality educational experiences for the children and youth in eastern Kentucky.