

Iowa State University Course Syllabus – Fall 2021
Music 466 – Program Development and Evaluation in Music Education
T/TH 10:00 – 10:50am Music Hall RM 125
(syllabus subject to change – 8/22/21)

Instructor: Dr. Natalie Steele Royston
Music Hall 003
Email: nasteele@iastate.edu

Pre-requisites:

C or better in Music 266 & 366, successful completion of at least 1 credit Music 480k
Current Cumulative GPA of 2.5
Full Admission & Good Standing in Teacher Education (minimum cumulative gpa 2.5)
Concurrent enrollment in Music 480k (1hr)
Will be student teaching Spring or Fall 2022

Required Texts:

- *Intelligent Music Teaching* Robert Duke ISBN 978-0-9771139-0-3
- *Music Curriculum Writing 101* 2nd ed. Denese Odegaard ISBN 978-1-62277-451-7
- *Iowa State University Music Education Handbook* – online

Recommended:

Music Assessment for Better Ensembles by Brian Shaw ISBN: 978-0-19-060315-1

Course Description:

Music 466 acquaints music education majors with music program development; curriculum, assessment, professional growth of the teacher; preparation for student teaching and the job market as well as developing a personal philosophy/rationale for music education.

Concurrent enrollment and participation in Music 480K (1 credit), Field Experience for Secondary Teaching Preparation (Music) is REQUIRED.

Learning Outcomes:

1. Students will demonstrate skills in lesson planning & lesson presentation for the K-12 music classroom.
2. Students will demonstrate skills in curriculum development for the K-12 music classroom.
3. Students will demonstrate skills in student assessment for the K-12 music classroom.
4. Students will demonstrate the use of “best practice” teaching strategies for the K-12 music classroom
5. Students will demonstrate the ability to accommodate for the diverse needs of students in the K-12 music classroom.
6. Students will be able to prepare and critique recruitment/hiring applicable to their job search
7. Students will be able to reflect upon their teaching practice.
8. Students will demonstrate an understanding and application of the ISU Teaching Standards through the compilation of the e-portfolio.

Attendance Policy:

Class this semester will be conducted in a primarily face to face model with some online components. If you are ill, you should not come to class or to campus. Face coverings that fully cover the nose and mouth are strongly recommended at all times during class and practicum attendance. If you have a situation that merits an accommodation, please contact the university for documentation and accommodation arrangements.

You are responsible for the class materials and all assignments. Incompletes will not be given unless you are in an emergency situation. Office hour appointments may be made by contacting me. Office hours will be posted but appointments are helpful as there will be times that I have meetings, appointments with other students, or observations with student teachers. If you need to be certain of meeting with me, making an appointment will guarantee private, uninterrupted time.

Professional Expectations:

You are expected to view yourselves as professionals, and, therefore, to act as professionals. Just as you will expect your students to attend class regularly and arrive on time, I will expect the same from you. This is an interactive class, and we will be learning from each other. At this point, you should prepare yourself for the professional world. I would not expect a professional to skip work; therefore, I do not expect you to skip class. Necessary absences and/or health concerns should be communicated, and alternatives developed as needed.

When observing in the schools, you are expected to dress and act professionally. Be respectful and courteous. Dress appropriately, turn off your cell phone, and do not chew gum, take food or drinks. All communications with teachers, written or verbal, should also maintain a professional demeanor.

WEARING A FACE MASK THAT COVERS YOUR NOSE AND MOUTH IN THE K-12 SCHOOLS IS HIGHLY RECOMMENDED FOR YOUR HEALTH AND SAFETY AS WELL AS THAT OF THE STUDENTS, TEACHERS, AND STAFF IN THE SCHOOLS.

Class Participation:

There will be frequent class activities and discussions that require participation, and you are expected to be prepared. Class preparation and participation will be factored into evaluation. This means completing the required reading and actively participating in class every day so that discussions can be as meaningful as possible.

Evaluation:

Question Set 1	10	Due Aug 25	
Question Set 2	10	Due Aug 31	
Question Set 3	30	Due Sept 7	
AEA Standards Training	50	Due Sept 9	
Teacher Correspondence Project	50		InTASC 10
'This I Believe' Project	75		InTASC 8A
Curriculum/Lesson Plan Projects	200		InTASC 4, 5, 7, 8
Assessment Project	150		InTASC 6
Paper/Article Project w/ presentation	120		InTASC 4, 5, 10
Practicum-related work	75		InTASC 1, 2, 3, 9
Copyright Training	50		
Final Exam	100		
Other	TBD		

Grading Scale:

92 - 100% = A
90 - 91% = A-
88 - 89% = B+
82 - 87% = B
80 - 81% = B-
78 - 79% = C+
72 - 77% = C
70 - 71% = C-
60 - 69% = D
below 60% = F

While the evaluation process is implemented in order to protect and encourage your academic and musical growth, resist the urge to become fixated on grades. **Keep in mind that an A is the result of EXCELLENT work, a B is the result of GOOD work, and a C is the result of AVERAGE work.**

A "C" or better is required for this course.

Grades will be kept current on Canvas.

Projects/Assignments

The development of writing skills is an important attribute of a successful teacher, so assignments will be evaluated on the basis of content, insight, mechanics, and cogency. All assignments are to be completed on time and are **due at the beginning of class on Canvas (unless announced ahead of time)**. Additionally, written work is to be typed, double-spaced, error-free, and in proper essay form. **Late assignments will NOT be accepted unless arranged ahead of time. Additionally, assignments not received on time will be given a zero. Be mindful in backing up your work.**

Final Exam Time:

Tuesday December 14 9:45 - 11:45 AM |

Expectations:

Students are responsible for living the tenets established in ISU's Principles of Community: Respect, Purpose, Cooperation, Richness of Diversity, Freedom from discrimination, and the Honest and respectful expression of ideas. Visit ISU's Principles of Community website (<http://www.diversity.iastate.edu/principles-of-community>)

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I may make appropriate changes to my records.

You are expected to treat your instructor and all other participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities). It is the instructor's goal to promote an atmosphere of mutual respect in the classroom. Please contact the instructor if you have suggestions for improving the classroom environment. It is preferable if students discuss issues directly with the instructor, however, students may also leave a note in the instructor's mailbox.

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Student Accessibility Services (515-294-7220) to begin this conversation or to establish accommodations for this or other courses.

University Policies:**Freedom of Expression**

Iowa State University supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

Accessibility Statement

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as early in the semester as possible to identify a specific, timely plan to deliver/receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. Additional information or assistance is available online at www.sas.dso.iastate.edu, by contacting SAS staff by email at accessibility@iastate.edu, or by calling 515-294-7220. Student Accessibility Services is a unit in the Dean of Students Office located at 1076 Student Services Building.

Academic Misconduct:

Academic Misconduct in any form is in violation of Iowa State University *Student Disciplinary Regulations* and will not be tolerated.

“Academic dishonesty occurs when a student uses or attempts to use unauthorized information in the taking of an exam; or submits as his or her own work, themes, reports, drawings, laboratory notes, or other products prepared by another person; or knowingly assists another student in such acts or plagiarism. Such behavior is abhorrent to the university, and students found responsible for academic dishonesty face expulsion, suspension, conduct probation, or reprimand.” (Iowa State University Bulletin, 2013-2014) Students are advised to pay particular attention to the information on plagiarism provided in the Bulletin (www.catalog.iastate.edu/academiclife)

Students' work must be original for this course. Academic dishonesty includes things like using information from books, journals, or the Internet without giving proper credit (citation and reference); unauthorized use of information in taking an examination; or handing in a project as your own that was based on another person's project whether from current or previous semesters and even if the original project is substantially changed. Academic dishonesty also includes assisting another student in academic dishonesty (e.g., giving someone your project to use as a template). Please do your own work and be sure to give proper attribution when you use ideas and materials from other sources.

The instructor will follow the policies on academic dishonesty and misconduct as adopted by the university. According to University policy, if an instructor believes a student has behaved dishonestly in his/her course, the first thing he/she is to do is “confront the student with the charge...and arrange a meeting...to discuss the charge and hear the student’s explanation” (*Iowa*

State University Bulletin, 2011-2012, www.catalog.iastate.edu/academiclife). If the student denies the charge, the instructor “may not assign the student a grade until the question of responsibility is resolved... The instructor shall consult with his/her department chair and report the incident in writing to the Dean of Students.” The Dean of Students will refer the case to the Office of Judicial Affairs to be investigated. TRANSLATION: DO NOT PLAGIARIZE! This typically includes failing the student in the course and reporting the infraction to the Dean of Students, which may result in expulsion from the University.

See additional information about Academic Misconduct at <http://www.dso.iastate.edu/ja/academic/misconduct.html> for more details and a full explanation of the Academic Misconduct policies.

Discrimination and Harassment:

Iowa State University prohibits discrimination, which can include disparate treatment directed toward an individual or group of individuals based on race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age (40 and over), marital status, sexual orientation, gender identity, genetic information, status as a U.S Veteran (disabled, Vietnam, or other), or other protected class, that adversely affects their employment or education. For religion or disability, the law allows employees and students to request reasonable accommodations to continue their work or studies.

Iowa State University also prohibits harassment, which can be a form of discrimination if it is unwelcome and is sufficiently severe or pervasive and objectively offensive so as to substantially interfere with a person's work or education. Harassment may include, but is not limited to, threats, physical contact or violence, pranks, jokes, bullying, epithets, derogatory comments, vandalism, or verbal, graphic, or written conduct directed at an individual or individuals because of their race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or U.S. veteran status. Even if actions are not directed at specific persons, a hostile environment may be created when the conduct is sufficiently severe or pervasive and objectively offensive so as to substantially interfere with or limit the ability of an individual to work, study, or otherwise to participate in activities of the university.

It is the university's goal to prevent the occurrence of discriminatory and harassing activity and to promptly stop such conduct. See additional information about Discrimination and Harassment at <http://www.policy.iastate.edu/policy/discrimination#Statement> for more details and a full explanation of the Discrimination and Harassment policies.

Religious Accommodation Information:

Iowa State University welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic or work requirement conflicts with religious observances and practices. If that happens, students and employees may request reasonable accommodation for religious practices. In all cases, you must put your request in writing. The instructor or supervisor will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course or creating an undue burden for the instructor, supervisor, or department.

For students, you should first discuss the conflict and your requested accommodation with your professor at the earliest possible time. You or your instructor may also seek assistance from the [Dean of Students Office](#) or the [Office of Equal Opportunity](#).

For students and employees, it is advisable to confront any potential conflicts as early as possible rather than waiting until the deadline or event is upon you, leaving everyone little time to plan and consider alternatives in a comprehensive way. For students, this can be accomplished as soon as you receive the course syllabus. If an accommodation is given, students and employees may be required to complete coursework or work assignments in advance of an absence, which further demonstrates the need to address the conflict early.

If any student feels discriminated against because of religion, the individual(s) may contact the Office of Equal Opportunity and/or file a complaint under the [Discrimination and Harassment policy](#).

Inquiries can be directed to the Office of Equal Opportunity:
3410 Beardshear Hall
515 294-7612
eooffice@mail.iastate.edu

Face masks encouraged:

Because of the continuing COVID-19 pandemic, all students are encouraged—but not required—to wear face masks, consistent with current recommendations from the Centers for Disease Control and Prevention. Further information on the proper use of face masks is available at: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/effective-masks.html>.

Vaccinations encouraged:

All students are encouraged to receive a vaccination against COVID-19. Multiple locations are available on campus for free, convenient vaccination. Further information is available at:

<https://web.iastate.edu/safety/updates/covid19/vaccinations>.

Vaccinations may also be obtained from health care providers and pharmacies.

Physical distancing encouraged for unvaccinated individuals:

Classrooms and other campus spaces are operating at normal capacities, and physical distancing by faculty, staff, students, and visitors to campus is not required. However, unvaccinated individuals are encouraged to continue to physically distance themselves from others when possible.

ISU Educator Preparation Program Conceptual Framework:

The ISU educator preparation program is founded on the land grant commitment of access and opportunity when serving the people of Iowa, the nation, and the world. Like the University, the ISU educator preparation program is fundamentally grounded in the science and technology of living and learning. The themes of leadership, equity, critical thinking, and innovation are intentionally woven throughout the fabric of this program in order to help today's learners achieve to their full potential. Additional information about the framework can be found at: <http://www.education.iastate.edu/accreditation/iowa-state-university-educator-preparation-program-conceptual-framework/>

Iowa State University - InTASC Standards**The Learner and Learning**

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practices

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #8A: Technology. The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Iowa State University - InTASC Teacher Education Standards and Indicators

InTASC Standard 1. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance Indicators:

- The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

InTASC Standard 2. Learner Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance Indicators:

- The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms, including Native Hawaiian history and culture.
- The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

InTASC Standard 3. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance Indicators:

- The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

InTASC Standard 4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance Indicators:

- The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.
- The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

InTASC Standard 5. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance Indicators:

- The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- The teacher develops and implements supports for learner literacy development across content areas.

InTASC Standard 6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance Indicators:

- The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.
- The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

InTASC Standard 7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance Indicators:

- The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.
- The teacher evaluates plans in relation to short-and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

InTASC Standard 8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance Indicators:

- The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

InTASC Standard 8A. Technology

The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

InTASC Standard 9. Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance Indicators:

- The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

- The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

InTASC Standard 10. Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance Indicators:

- The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.
- The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- The teacher uses and generates meaningful research on education issues and policies.
- The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Recommended Music Education Books:

Developing and Applying Assessments in the Music Classroom; Kelly A. Parkes and Frederick Burrack, Routledge, ISBN: 978-0-367-19422-2

World Music Pedagogy: Instrumental Music Education; Mark Montemayor, William J. Coppola, Christopher Mena; Routledge. ISBN: 978-1-138-04122-6

Music Education and Social Emotional Learning; Scott Edgar, GIA; ISBN: 978-1622772339

Marginalized Voices in Music Education, Brent Talbot, Routledge; ISBN: 978-0415788335

National Core Arts Standards in General Music: Wendy Barden; Kjos Music Co
ISBN: 978-0-8497-2617-0

National Core Arts Standards in Secondary Music Ensembles: Wendy Barden; Kjos Music Co
ISBN: 978-0-8497-2616-3

Classroom Management in the Music Room: David Newell; Kjos Music Co: ISBN:
978-0-8497-0789-6

Crowd Control: Susan Haugland; Rowman & Littlefield; ISBN:978-1-57886-611-3

A Musicianship Curriculum for Middle-level and Small High School Bands; David Lewis; ISBN:
9781481054058

Performance Assessment in Band; Wendy Barden; Kjos Music Co; ISBN: 978-0-8497-2610-1

Performance Assessment in Orchestra; Wendy Barden; Kjos Music Co; ISBN:
978-0-8497-2611-8

Performance Assessment and Reflection in Choral Ensembles; Wendy Barden; Kjos Music Co; ISBN:
978-0-8497-2615-6

Teaching Band and Orchestra; Methods and Materials; Lynn Cooper; GIA Publications; ISBN:
1-57999-275-7

Starting Out Right: Beginning Band Pedagogy; J. S. Millican; Scarecrow Press; ISBN:
978-0-8108-8301-7

Conducting and Rehearsing the Instrumental Music Ensemble; John Colson; Scarecrow Press; ISBN:
978-0-8108-8260-7

Choral Music: Methods and Materials; Brinson & Demorest; Schirmer; ISBN: 978-133-59966-1

Music Learning Today: Digital Pedagogy for Creating, Performing, and Responding to Music.
William Bauer; Oxford Univ Press; ISBN: 978-0-19-989059-0

Musicianship-Focused Curriculum and Assessment; Colleen Conway; GIA; ISBN: 978-
1622771370