STANDARDS FOR MUSIC TEACHERS

Introduction

This document includes the standards necessary for any beginning music teacher in North Carolina. It is based on *Every Child's Teacher in North Carolina* (1999), a set of core standards developed by the North Carolina Professional Teaching Standards Commission, and adopted by the State Board of Education. The core standards outline basic guidelines needed for a teacher of any subject area to be successful. This document specifies what is essential and unique for beginning music teachers. These standards are aligned with the *North Carolina Standard Course of Study for Music* (2000), the *National Standards for Arts Education* (1994), the *National Board for Professional Teaching Standards* (Music, 2000), the *National Council for the Accreditation of Teacher Education Content Standards* (NCATE, 2000), and the guidelines for music education contained in the *National Association of Schools of Music Handbook* (NASM, 1999). The ultimate goal of this document is to ensure that beginning music teachers are effectively prepared to provide a comprehensive music education in the public schools. The standards are organized to reflect the Core Standards developed by the NC Professional Teaching Standards Commission.

The music standards describe the knowledge and skills expected of newly graduated students of music education programs. The indicators for each standard help to illuminate that standard.
## Standards and Indicators

**Standard 1: Music teachers demonstrate essential skills of musical performance.**

- **Indicator 1:** Music teachers demonstrate a mastery of a major performance medium.
- **Indicator 2:** Music teachers perform music expressively in various genres and styles.
- **Indicator 3:** Music teachers analyze and critically evaluate their own musical performances and performances of others.
- **Indicator 4:** Music teachers demonstrate basic piano skills and provide simple accompaniments.
- **Indicator 5:** Music teachers demonstrate basic vocal production skills.
- **Indicator 6:** Music teachers demonstrate basic instrumental skills.
- **Indicator 7:** Music teachers rehearse and conduct various types of ensembles.

**Standard 2: Music teachers possess comprehensive knowledge of music history and music literature.**

- **Indicator 1:** Music teachers have knowledge of music literature, performance styles, and genres of Western and non-Western music, along with an understanding of music history and cultures.

**Standard 3: Music teachers possess comprehensive knowledge of music theory and demonstrate essential aural skills.**

- **Indicator 1:** Music teachers analyze musical scores and compositions.
- **Indicator 2:** Music teachers improvise melodies and harmonizations.
- **Indicator 3:** Music teachers compose, harmonize and arrange music.
- **Indicator 4:** Music teachers discern pitch and intonation in individual and group settings.
- **Indicator 5:** Music teachers audiate written music.

**Standard 4: Music teachers possess current knowledge of music technology.**

- **Indicator 1:** Music teachers have knowledge of instructional technology in music education.
Teachers utilize instructional software and hardware, experience electronic instruments, and develop awareness of multi-media equipment.

Indicator 2: Music teachers incorporate technology in the classroom. Teachers utilize MIDI-based music writing and sequencing software and web-based resources.

Standard 5: Music teachers possess a thorough knowledge of the North Carolina Standard Course of Study across the K-12 music spectrum.

Indicator 1: Music teachers implement the Standard Course of Study to provide sequential instruction that is developmentally appropriate.

Indicator 2: Music teachers focus on the primary goal of the curriculum - the process of creating, performing, responding to, and understanding music.

Indicator 3: Music teachers formulate lesson plans that integrate music with other areas of the curriculum.

Standard 6: Music teachers use comprehensive assessment.

Indicator 1: Music teachers implement a variety of assessment strategies to diagnose, monitor, and summarize student learning. They observe classroom activities and performances, use questioning, discussion, and dialogue techniques with students, use oral and written tests, rubrics, portfolios and journals.

Standard 7: Music teachers create and foster dynamic learning environments.

Indicator 1: Music teachers maintain a positive learning environment which engages students in learning.

Teachers:
- Promote risk-taking, collaboration, and creativity.
- Use knowledge of affective, cognitive, social, physical, and psycho-motor development of students to provide appropriate musical instruction at all levels of competencies.
- Set high standards for students' behavior, quality of work, and performance.
- Recognize multiple intelligences to enhance musical learning.
- Establish musical and behavioral practices along with classroom management procedures.
- Teach students to show respect while listening to and responding to music.

Standard 8: Music teachers use diversity as a strength in the classroom.

Indicator 1: Music teachers enhance understanding and appreciation of diverse cultures through music.
Indicator 2: Music teachers develop activities that integrate diversity education with other curriculum areas.

Indicator 3: Music teachers recognize the educational and therapeutic benefits of music to optimize learning for all students.

Indicator 4: Music teachers develop individual strategies and Individualized Educational Plans (IEP).

Indicator 5: Music teachers access resources to help meet individual student needs.
Indicator 6: Music teachers encourage the development of social and interpersonal skills through music. They model positive attitudes, build self-esteem and confidence, encourage creativity and divergent thinking, encourage acceptance of others' work, and encourage cooperative learning.

Standard 9: Music teachers model attitudes and behaviors that reflect professional and ethical standards.

Indicator 1: Music teachers comply to laws governing copyrights and royalties.

Indicator 2: Music teachers maintain a professional rapport with students.

Indicator 3: Music teachers have an awareness of effective financial management. They develop and operate a budget and understand bidding and purchase order procedures.

Standard 10: Music teachers interact effectively with others in the school, the community, and beyond.

Indicator 1: Music teachers use expertise of others to enrich the school music program.

Indicator 2: Music teachers network with community resources, such as arts councils, local music clubs, organizations, and businesses.

Standard 11: Music teachers seek opportunities to enhance professional growth.

Indicator 1: Music teachers stay apprised of current technological advances.

Indicator 2: Music teachers have an awareness of available materials and resources.

Indicator 3: Music teachers understand the value of membership in professional organizations.

Indicator 4: Music teachers refine skills through study and reflection. They explore new teaching strategies and methodologies, participate in peer evaluations, continue to refine and advance musicianship skills, participate in professional development opportunities, and create personal journals and professional portfolios.

Standard 12: Music teachers advocate for quality music education programs.

Indicator 1: Music teachers articulate a personal philosophy of music education.

Indicator 2: Music teachers promote high quality programs as essential to the total curriculum.