** Content Expert Report**

**Vocal Music Education**

**(05-17)**

Education Standards and Practices Board

**Program report status** (check one)**:**

**Initial review  Continuing Review  Focus Visit**

|  |  |
| --- | --- |
| **Name of Content Expert:** |  |
| **Content Expert Telephone:** |  |
| **Content Expert Email:** |  |
| **Date Submitted:** |  |
| **Institution Being Evaluated:** |  |
| **Program Being Evaluated:** |  |
| **Degree:** |  |
| **Grade Level(s):** |  |

**Is this program offered at more than one site?**  **Yes**  **No**

If yes, list sites where the program is offered:

**Summary of Recommendations**

After completing your review, for each sub-standard listed below, place a check under the column that matches your decision.

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Met** | **Met With Weakness** | **Not Met** |
| **12015.1** |  |  |  |
| **12015.2** |  |  |  |
| **12015.3** |  |  |  |
| **12015.3** |  |  |  |
| **12015.4** |  |  |  |
| **12015.5** |  |  |  |
| **12015.6** |  |  |  |
| 12015.7 |  |  |  |
| **12015.8** |  |  |  |
| **12015.9** |  |  |  |
| **12015.10** |  |  |  |
| **12015.11** |  |  |  |

**Music Education**

**Directions:** Please read the Content Area Report (CAR) supplied by the institution.

1. Review program’s response to Section II.1 Areas of Weakness from Prior Review. For each standard in which there was a weakness from the prior review, make a recommendation as to whether that weakness should be removed or retained. If it is to be retained provide a rationale for retaining it in Part I.B. If it has been partially but not fully addressed restate the weakness in Part I. C and provide a rationale.
2. Make a recommendation for each program standard as to whether it has been met, met with weakness, or not met based on the evidence provided. For any standard “met with weakness” or “not met” identify the weakness(es) and provide a rationale.

**Part I: Areas of Weakness from Prior Review \*\*\***

**XXXXX.X** *Write the standard and the original weakness here.*

A. **Content Expert Decision**: Should the weakness be removed, retained, or restated and retained? Check one only.

     Weakness Should Be Removed      Weakness Should Be Retained

     Restated Weakness

B. **For Decisions of “Weakness Should Be Retained”:** Provide a rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Rationale:**

C. **For Decisions of “Restated Weakness”:** Write the new language for the weakness. Provide a rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

1. **Restated Weakness:**

ii. **Rationale:**

***\*\*\*Note: This template can be copied and pasted into the document multiple times when more than one area of weakness was cited in a prior review.***

**Part II Program Standard Recommendations**

**12015.1 Content Knowledge.** The program requires the study of music education content and disciplinary concepts related to the development of a musically educated person. To meet this standard, institutions will require:

1. Knowledge and skills in the use of basic vocabulary of music.
2. The program requires study and experiences designed to develop the following: (a) basic conducting skills, score reading, and rehearsal techniques; (b) ability to compose, arrange, and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations; (c) ability to guide creative experiences and improvise in an extemporaneous performance; (d) proficiency on piano, guitar, or other appropriate keyboard or fretted instruments sufficiently advanced for demonstration and accompaniment; (e) advanced ability sufficient to assure accurate and musically expressive performance; and (f) ability to perform in large ensembles and a variety of small ensembles.
3. The ability to analyze the role of music within a variety of cultures and historical periods and its impact on society.
4. The ability to relate to various types of music knowledge and skills within and across the arts.

**Programs directed toward preparing teachers for either vocal/choral or instrumental must meet either 12015.1a and 12015.1b or 12005.1 c and 12005.1d as well as the other standards.**

**12015.1a Vocal/choral music program.** The vocal/choral music program requires study and experiences designed to develop the following: (a) knowledge and performance ability on keyboard and fretted instruments sufficient to employ these instruments as teaching tools; (b) ability to transpose and improvise accompaniments; and (c) basic knowledge of vocal/choral problems and strategies as well as sufficient vocal skill to assure effective use of the voice in demonstrating vocal technique.

**12015.1b Vocal/choral music program.** The vocal/choral music program requires experiences in the following: (a) performing vocally in solo and in ensemble; (b) using wind, string, and percussion instruments, which develop the knowledge and skills necessary to conduct instrumental as well as choral ensembles; and (c) teaching various vocal/choral types of classes such as choruses and general music.

A. **Content Expert Decision**: Is the program standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**12015.2 Pedagogical Knowledge.** The program requires the ability to apply pedagogical knowledge and skills appropriate to the teaching of music including the ability to perform, transpose, and improvise on keyboard and fretted instruments sufficient to employ these instruments as teaching tools. The core of this standard will be a series of sequential and progressive field experiences/student teaching that allow teacher candidates to refine, extend, and apply their teaching skills at the B‐3, 1‐8, 5‐8, or 5‐12 levels.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**12015.3 Growth and Development.** The program requires the study of how individuals learn and develop, and how teaching candidates can support their students’ physical, cognitive, social, and emotional development. This standard addresses human growth and musical development and focuses on the application of growth and development concepts necessary to create learning experiences such as the development of fundamental motor skills, which may include bilateral and cross lateral development and vocal and instrumental technique. Teacher candidates will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental levels.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**12015.4 Diverse Learners.** The program requires the study of how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences. Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners, and that will enable learners to develop qualities of respect and responsibility. The program requires study of state and federal laws dealing with the education of students with special needs (e.g. gender equity and the needs of gifted and special needs students.)

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**12015.5 Management and Motivation.** The program requires the study of individual and group motivation and behavior to create a safe learning environment, recognizing legal responsibilities and encouraging positive social interaction, active engagement in learning, and self‐motivation. This standard is concerned with the teacher candidate’s use of a variety of strategies to institute behavior change, manage resources, promote mutual respect, and self-responsibility, and motivate students. Teacher candidates whose performance is acceptable will be effective in helping learners develop behaviors related to respect, responsibility, and enjoyment of musical activities.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**12015.6 Communication.** The program requires the study of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in musical settings. Teacher candidates demonstrate sensitivity to all learners, and model appropriate behavior.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**12015.7 Planning and Instruction.** The program requires the study of how to plan and implement a sequential standards‐based K‐12 curriculum using a variety of developmentally appropriate instructional strategies.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**12015.8 Learner Assessment.** The program requires the study, observing,recording, and reportingof assessment to foster musical, cognitive, social, and emotional development of learners in musical activity. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students and parents, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**12015.9 Reflection.** The program requires the study of reflective practice, with evaluation of the effects of the educator’s actions on others (e.g., learners, parents/guardians, fellow professionals). Teacher candidates seek opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self‐reflection on the part of teacher candidates.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**12015.10 Technology.** The program requires the study of current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**12015.11 Collaboration.** The program requires the study of how to foster relationships with colleagues, parents or guardians, and community agencies to support learners’ growth and well‐being. This standard encompasses the teacher candidate’s opportunities to interact and advocate for music education both in school and the larger community. Inclusion of learning experiences that involve teacher candidates with community agencies would be appropriate

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**Curriculum Exhibit Form SFN 14381 (or status sheet):** This form or status sheet provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education. This form is used to document each student transcript that applies for teacher licensure. Please review this form to make sure all of the courses listed above for each sub-standard are listed as a “**Requirement”. If a course is missing or is not a required course, please list below:**

**Content Expert Review of Standard and recommendation to State Board of Examiner (BOE) Team for the Site Visit:** The content expert provides an initial review of the program standard and provides a recommendation to the CAEP/State Board of Examiners for the onsite review. **What additional information should the CAEP/ESPB Team research on-site during the visit?**

This report will be electronically forwarded to the CAEP/State Board of Examiners nine months prior to the scheduled program review visit. If you have any questions or concerns, please contact the Education Standards and Practices Board Executive Director at (701) 328-9646.

**Thank you for taking the time from your busy schedule to help document that our North Dakota institutions of higher education have prepared our teachers for the best possible education for all North Dakota students.**