

Music

University of Northern Colorado · School of Music (music education) and School of Teacher Education

Content knowledge standards for Item #1 (Question #7, CDE Standard IV, second page of online survey) on the PTEP Student Teaching Final Form (uncsurvery.org). Intended to be inclusive of all levels (e.g., elementary, secondary) and all genres (e.g., band, choir, orchestra, general music, etc.) of music instruction.

Musicianship

Musical knowledge and skills manifest in teaching.

- a. **Conducting** is clear, expressive, and responsive; tempo is certain. (For elementary/general music, includes any kind of performance activity leadership, such as song leading, plus related skills, such as playing guitar or piano.)
- b. **Modeling** is frequently but judiciously used (includes soliciting student performance models; can also include teacher's singing, even in non-choral contexts). Modeling is precise and beautiful, demonstrating specific musical elements.
- c. **Diagnosis** of musical problems is accurate and addresses important, meaningful, fundamental aspects of performance/musicianship; teacher "hears" important matters.
- d. **Music preparation and responsiveness.** Instruction reflects teacher's preparation and capacity to respond to demonstrated needs. (For ensembles, this includes score study.)
- e. **Teacher talk.** Teacher's speech and instruction conveys important, accurate, and relevant musical matters. Talk is used judiciously.

Musical Leadership

Pedagogy and instruction.

- f. **Presence.** "Teacher intensity" or "conductor magnitude"; includes teacher's enthusiastic affect, vitality and clarity of speaking and expression, eye contact; also includes confidence and rapport.
- g. **Prescription.** Tasks are *sequenced* for students in logical, discrete, manageable steps (provided as *directives*); instruction is *responsive* to demonstrated needs. *Repetition* is employed to build habit strength among students, leading them to musical success. Teacher demands mastery (quality) more than task difficulty. *Prescriptions* to remedy musical problems are pedagogically accurate and reflect detailed, appropriate knowledge of specific instrumental, vocal, and/or ensemble performance.
- h. **Time management** and *pacing* are conducive to rehearsal/lesson productivity and student attentiveness; teacher uses time to engage students in music and in learning. (For elementary/general music especially, includes *transitions between activities*.)
- i. **Individualization.** Teacher targets instruction according to the demonstrated needs of individuals within groups. (For ensembles, teacher's instruction addresses individuals, sections, and full group.)
- j. **Feedback** is accurate (both positive and negative), specific, contingent, and generally frequent; verbiage is generally employed towards correcting musical problems.

Note: Cooperating Teachers and University Supervisors should employ their intuitive, professional judgment when assigning a "Developing" (not passing) or "Proficient" or "Advanced" (both passing) rating for each item. If desired, a more descriptive rubric is available from Mark Montemayor, mark.montemayor@unco.edu. At the least, evaluators should indicate a global teacher evaluation, as it pertains to music, under Item #1 (prior to #1a) on the online survey. Please understand that other items crucial to effective music teaching (such as classroom management) are included elsewhere in the evaluation form, and are thus not included in the content-specific list above.