

Music Student Teaching Standards

Thank you for your role in the evaluation of our teacher education candidates' student teaching experience! To enhance the effective and accurate assessment of our candidates, in relation to their content knowledge and pedagogical knowledge and skills, the School of Education has documented the expectations for our candidates through the identification of standards that should be used as part of the assessment process.

Below you will find a listing of the Peru State College Conceptual Framework standard and their alignment to INTASC. You will also find specific standards from The Nebraska Department of Education's Rule 24 Guidelines for **Music Education** that have been aligned to our student teaching evaluation indicators. As you complete both the Content Studies and Pedagogical Studies sections of the evaluation, please critically analyze the student teaching candidate in relation to the specific standards listed below.

Again, thank you for your participation in this crucial aspect of our teacher education program. The School of Education appreciates your time and efforts.

Peru State College Conceptual Framework Outcomes Content Knowledge		
PERU-U.1.2.1	Teacher education candidates interrelate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.	INTASC Standards 1, 2, 3, 4, 7, 8, 9
PERU-U.1.2.2	Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content area which creates meaningful learning experiences and productive student work.	INTASC Standards 2, 4, 7, 8
PERU-U.1.2.3	Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content area.	INTASC Standards 1, 8, 9

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

- A. Demonstrate skill in listening, analyzing, notating, performing, and evaluating music and music performances;
- F. Integrate the understandings gained from music studies and creative activities in setting personal style and determining performance practice;
- G. Develop creative skills in performing, arranging, composing, and improvising;
- H. Develop sight-reading skills in learning new music quickly, accompanying others, and transposing music for classroom use;
- I. Demonstrate knowledge of instrumental and vocal pedagogy and performance practice by modeling on piano, voice, and secondary instruments;
- J. Demonstrate skills in rehearsing, including the ability to detect errors in musical performance, demonstrate corrections, and prescribe appropriate remedial strategies;

- K. Demonstrate conducting skills that illustrate musical sensitivity in gesture; and
- P. Demonstrate an understanding of the administration and management of a successful music program.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

- D. Apply qualitative criteria in making judgments about the music selected for study and performance;
- E. Utilize technology to enhance musicianship and to design, organize, and facilitate instruction; and
- O. Conduct meaningful and appropriate assessments of student learning.

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

- M. Demonstrate the interconnectedness between music and the other disciplines in the curriculum.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

- B. Demonstrate an understanding of the broad relationships among musical styles, musical forms, historical periods, and composers, including the value of various types of music; and
- C. Investigate the artistic and socio-political influences found in the music that is studied, including world cultures and non-western art forms.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

- L. Demonstrate an understanding of the role of and need for music in society, how music affects the human being, and the importance of music education for all students; and
- N. Demonstrate an understanding of the need to be an advocate for music education.

Peru State College Conceptual Framework Outcomes Pedagogical Knowledge/Skills		
PERU-U.1.3.1	Teacher education candidates understand human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.	INTASC Standards 2, 3, 8
PERU-U.1.3.2	Teacher education candidates design classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the diverse learning needs of all students and reflect knowledge of how different students learn and develop.	INTASC Standards 2, 4, 5, 6, 7
PERU-U.1.3.3	Teacher education candidates utilize standards-based curricula, assessment strategies, research, technology resources, and diversity in curriculum development, planning and implementation.	INTASC Standards 1, 2, 3, 7
PERU-U.1.3.4	Teacher education candidates design and teach lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of, and, have the ability to motivate, all students.	INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9
PERU-U.1.3.5	Teacher education candidates design and implement a variety of written and oral on-going assessment strategies directly related to	INTASC Standards 2, 4, 7, 8

	standards used to assess individual student progress and to modify teaching and learning strategies.	
PERU-U.1.3.6	Teacher education candidates create a positive, well organized learning community with clearly defined classroom goals linked to standards dedicated to purposeful learning activities that motivate students' interest and engagement and minimize student off-task behavior.	INTASC Standards 5, 6, 9, 10
PERU-U.1.3.7	Teacher education candidates employ multiple, purposeful teaching and learning strategies to engage students in active learning opportunities that promote the development of problem solving, critical thinking, and goal setting and help students assume responsibility for their own learning.	INTASC Standards 2, 4, 5, 7