

EARLY AND MIDDLE CHILDHOOD MUSIC STANDARDS



Standard I: Knowledge of Students

Accomplished music teachers understand the cognitive, physical, and social development of students and know their musical background; they use this knowledge to foster productive relationships with students and to provide music instruction that meets their needs.

Standard III: Planning and Implementing Assessment

Accomplished music teachers plan and implement assessments, use assessment data in planning subsequent instruction, and employ a variety of methods to evaluate and report student progress.

Standard V: Learning Environments

Accomplished music teachers create and foster dynamic learning environments that are characterized by trust, risk taking, independence, collaboration, and high expectations for all students.

Standard VII: Collaboration

Accomplished music teachers understand and value the distinctive role of families, colleagues, the community, and others in the music education process and continually seek opportunities to build partnerships with them.

Standard II: Knowledge of and Skills in Music

Accomplished music teachers consistently demonstrate outstanding performance and musicianship skills; comprehensive knowledge of music theory and history; and highly specialized knowledge in general, choral, or instrumental music as they provide students with high-quality, sequential instruction in music.

Standard IV: Facilitating Music Learning

Accomplished music teachers employ materials, methods, and strategies that engage students' interest and facilitate music learning. They have highly specialized knowledge in choral, instrumental, or general music as they provide students with high-quality, sequential instruction in music.

Standard VI: Valuing Diversity

Accomplished music teachers value the diverse backgrounds, abilities, and perspectives of their students and provide a music curriculum that is inclusive of all students and rich in musical diversity.

Standard VIII: Reflection, Professional Growth, and Professional Contribution

Accomplished music teachers reflect on their teaching, students' performances, and developments in their field to extend their knowledge steadily, improve their teaching, and refine their philosophy of music education; they contribute to the growth of their colleagues, their schools, and their field.

WHAT ARE THE STEPS TO ▶ CERTIFICATION? ◀



Component 1: Content Knowledge

-Computer-based assessment of 45 selected response questions (choose Band, Orchestra, or Vocal)

-3 short essays / constructed response exercises on:

- I. Diagnostic Skills
- II. Instructional Strategies
- III. Applied Theory/Composition

Component 2: Differentiation in Instruction

-Demonstrate your ability to implement an interrelated sequence of lessons or rehearsals (a unit) from your program of music instruction.

-Within this sequence, identify and implement instructional strategies and activities designed to meet selected students' needs in performance, participation, or skills.

-Feature selected students in two brief video segments you submit with this entry.

-Submit a 1-page unit overview that represents the scope and sequence of your unit.

-Submit a Written Commentary describing, analyzing, and evaluating how you promote and nurture learning within the context of this sequence of lessons/rehearsals.

Component 3: Teaching Practice and Learning Environment

-Provide a brief overview of the content of your overall submission.

-Submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.

-Submit information about the instructional context for each video.

-Describe your instructional planning for the lesson featured in each video and submit supporting materials.

-Submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.



Component 4: Effective and Reflective Practitioner

-Provide a profile or description of one entire class of current students developed from and supported by information you collect about the students.

-Provide evidence that you collect relevant information about your group of students to prove you base assessment practices on your knowledge of the students and understanding of sound assessment principles. Show you use assessments and other data sources to positively impact students' learning. You must link the assessment data to your practice.

-Submit evidence you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts designed to support students' learning and growth.

-Reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.

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