

Music - Jurisdiction Specific Requirements (JSR)

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Nebraska

Neb. Admin. R. & Regs. Tit. 92, Ch. 24, § 006

006.37C Persons with this endorsement may teach music in prekindergarten through grade 12.

006.37D Certification Endorsement Requirements: This endorsement requires a minimum of 54 semester hours in music education. Music coursework will include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

Minnesota

Minnesota Rules, part 8710.4725 Subpart 1. Scope of practice. A teacher of reading is authorized to facilitate and provide for kindergarten through grade 12 students instruction that is designed to develop reading skills, strategies, and comprehension. The teacher of reading is also authorized to provide assistance to teachers who have responsibility for providing reading instruction. Nothing in this part restricts teachers of elementary education, teachers of English as a second language, or teachers of special education from providing reading instruction to students they are licensed to teach nor restricts any other teacher from providing instruction in reading in their content areas.

Subp. 2. Licensure requirements. A candidate for licensure to teach reading to students in kindergarten through grade 12 shall:

A. hold or qualify for a teaching license, as defined in part 8710.0310, valid for:

- (1) one or more of the following student levels: elementary, middle, or secondary;
- (2) kindergarten through grade 12 special education teaching under parts 8710.5000 to 8710.5800;
- (3) English as a second language teaching under part 8710.4400; or
- (4) adult basic education teaching under part 8710.4000; and

B. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of reading including standards under subpart 3a.

Subp. 3. [Repealed, 34 SR 595]

Subp. 3a. Subject matter standard. A candidate for licensure as a teacher of reading must complete a preparation program under subpart 2, item B, that must include the candidate's demonstration of the knowledge and skills in items A to E.

A. A teacher of reading must have knowledge of the foundations of reading processes and instruction:

- (1) demonstrate the ability to support a philosophy of literacy instruction with theory and research;
- (2) indicate knowledge of reading theories and how these translate into effective practices;
- (3) apply reading research studies and articulate how these studies impact reading instruction at the elementary, middle, and high school levels;

- (4) understand the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents as it pertains to reading instruction;
- (5) understand the progression of reading development (emergent, beginning, transitional, intermediate, and advanced) and the variations related to cultural and linguistic diversity with a heightened awareness to the needs of struggling readers;
- (6) describe developmental progress in oral language and its relationship to reading;
- (7) teach and foster emergent reading skills such as phonemic awareness, alphabet recognition, and understanding that printed words convey meaning;
- (8) teach and foster word recognition skills including phonics, structural analysis, and contextual analysis;
- (9) foster the development of an initial sight vocabulary and an increasingly larger and more complex vocabulary, mastering word-learning strategies such as the use of context and structural analysis, and developing word consciousness;
- (10) teach and foster fluency and automaticity in both oral and silent reading;
- (11) teach and foster comprehension and appreciation of a wide range of children's and adolescent literature;
- (12) teach comprehension strategies such as adjusting reading approach, activating background knowledge, summarizing, generating questions, constructing mental representations, and self-monitoring;
- (13) teach and foster critical thinking skills and behaviors such as thinking independently, withholding judgment, recognizing point of view and bias, and considering multiple solutions; and
- (14) teach writing to advance reading development and learning from text.

B. A teacher of reading must be able to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction:

- (1) organize and manage effective reading instruction appropriate across developmental levels, proficiency, and linguistic backgrounds;
- (2) implement a variety of appropriate grouping strategies including individual, small group, and whole group reading instruction;

- (3) implement and reflect on the use of instructional practices, approaches, and methods, which support the cognitive, cultural, and linguistic differences of readers;
- (4) understand and apply instructional and informational technologies, digital literacy, and electronic resources to support literacy;
- (5) identify, secure, and use high-quality literature, which meets the interest and reading needs of all readers and represents various cultures and genres;
- (6) understand the rationale for using a wide range of texts and show evidence of using multiple texts within instruction, including informational texts, content area texts, electronic texts, and nonprint materials;
- (7) understand the structures of texts, both print and electronic, and the challenges presented by these materials, and use this knowledge in lesson design to match materials to the cognitive levels of all readers and across the curriculum; and
- (8) demonstrate competency through a variety of clinical experiences with elementary, middle, and high school students.

C. A teacher of reading must be able to use a variety of assessment tools and practices to plan and evaluate effective reading instruction:

- (1) understand the principles surrounding a wide variety of instruments, their purposes, strengths, and limitations;
- (2) select appropriate tools for specific situations that includes assessment for diagnosis and progress monitoring;
- (3) demonstrate expertise in the administration and interpretation of a wide variety of measures that track student progress by individual, class, cohort, and school;
- (4) demonstrate expertise in using assessment information to plan differentiated classroom instruction for students, including those at different cognitive and developmental stages, and those from different cultural and linguistic backgrounds;
- (5) use assessment data to develop interventions that address specific student needs;
- (6) select materials, identify appropriate instructional strategies, and allocate resources needed to implement interventions and remediations; and

(7) communicate results of assessments, students, parents, caregivers, colleagues, and administrators.

D. A teacher of reading must be able to create a literate environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:

- (1) use students' interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;
- (2) support students and colleagues in the selection of materials, print and electronic, that match students' reading levels, interests, cultural, and linguistic backgrounds;
- (3) develop and implement classroom and schoolwide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;
- (4) integrate technology into reading instruction to create and maintain an environment that includes conventional and new literacies and ensures equity of access to technology;
- (5) create and maintain a motivating classroom and school environment that promotes ongoing student engagement and literacy for all students;
- (6) promote a shared vision that all students can learn literacy regardless of their cognitive, cultural, or linguistic backgrounds;
- (7) use literature to engage students in dialogue, critical thinking, and reflection around issues of social justice;
- (8) promote critical literacy by encouraging student to question what they are reading while analyzing texts from multiple viewpoints or perspectives; and
- (9) understand the importance of and facilitate home school connections.

E. A teacher of reading must view professional development as a career-long effort and responsibility including:

- (1) serve as a role model and display positive attitudes toward literacy in the district/building by engaging in reading and writing practices;
- (2) promote and facilitate ongoing self-reflection related to teaching and student learning;
- (3) seek to be well informed and share up-to-date knowledge of literacy learning with colleagues;

- (4) apply aspects of coaching feedback to instructional practice;
- (5) actively seek opportunities to participate in learning communities and professional organizations;
- (6) collaborate with and provide guidance for colleagues who seek classroom instruction support in reading;
- (7) engage in, initiate, implement, and evaluate professional development programs; and
- (8) understand current state and federal legislation as it relates to reading.

Subp. 4. Professional license. A professional license shall be issued and renewed according to the rules of the Professional Educator Licensing and Standards Board governing licensure.

Subp. 5. Effective date. The requirements in this part for licensure as a teacher of reading are effective on September 1, 2010, and thereafter.

Minn. R. 8710.4725

Delaware

Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards.

Code Del. Regs. 1563

4.0 Prescribed Education, Knowledge, and Skill Requirements

4.1 For an applicant who does not hold a content area Standard Certificate, the applicant shall have satisfied the requirements in subsections 4.1.1 and 4.1.2.

4.1.1 The applicant shall have satisfied one of the following education requirements:

4.1.1.1 Obtained and currently maintain a Music certificate from the National Board for Professional Teaching Standards; or

4.1.1.2 Earned a bachelor's degree from a Regionally Accredited college or university with a minimum of 30 semester hours of coursework in music from an educator preparation program approved or recognized by the Council for the Accreditation of Educator Preparation (CAEP) or a state where the state approval body employed the appropriate standards; or

4.1.1.3 Satisfactorily completed an alternative routes for licensure or certification program to teach music as provided in 14 Del.C. §§ 1260 - 1266; or

4.1.1.4 Satisfactorily completed a Department-approved educator preparation program in music education; or

4.1.1.5 If the applicant is applying for an Initial License after the applicant completed a minimum of 91 days of successful long-term substitute teaching in a Delaware public school as provided in subsection 4.1.3.1 of 14 DE Admin. Code 1510, earned a bachelor's degree from a Regionally Accredited college or university in any content area and also satisfactorily completed 15 college credits related to music education of which at least six credits focus on pedagogy or an equivalent number of hours in professional development with one credit equating to 15 hours taken either as part of a degree program or in addition to a degree program from a Regionally Accredited college or university or a professional development provider approved by the Department.

4.1.1.5.1 The applicant, in consultation with the applicant's Employing Authority, shall select the 15 credits or the equivalent number of hours in professional development subject to the Department's approval.

4.1.1.5.2 If the applicant does not have an Employing Authority or is applying for a Standard Certificate outside of the applicant's current spectrum of employment, the applicant shall select the 15 credits or the equivalent number of hours in professional development in consultation with the Department and subject to the Department's approval.

4.1.1.5.3 For the purpose of subsection 4.1.1.5, professional development means a combination of focused, in-depth learning, practice, feedback, reflection, and expert support experiences designed to change the participants' attitudes, insights, and perspectives and ultimately results in improved professional practice.

4.1.1.5.4 Professional development hours may be approved if the applicant shows that the activity meets all of the following criteria:

4.1.1.5.4.1 Relevant courses from a Regionally Accredited college or university in music education are not available to the applicant online or in the applicant's county of residence; and

4.1.1.5.4.2 The activity is grounded in research and current best practices as judged by the Department's content specialist in music education; and

4.1.1.5.4.3 The activity is documented by the provider to provide knowledge and skills that are required for the music education certification; and

4.1.1.5.4.4 The activity is part of a professional development program that includes knowledge acquisition, skill mastery, descriptive feedback, and refinement of practice in the work setting.

4.1.2 The applicant shall have achieved a minimum score of 155 on the Praxis Subject Assessment - Music: Content Knowledge (ETS Test Code # 5113).

4.2 For an applicant who holds at least one content area Standard Certificate, the applicant shall have achieved a minimum score of 155 on the Praxis Subject Assessment - Music: Content Knowledge (ETS Test Code # 5113).

Idaho

Out-of-state program must be NCATE/TEAC/CAEP accredited.

Idaho Admin. Code r. 08.02.02.024

03. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: theory and harmony; aural skills, music history; conducting; applied music; and piano proficiency (class piano or applied piano), and secondary music methods/materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (7-1-21)T

Idaho Admin. Code r. 08.02.02.015

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (7-1-21)T

a. Professional education requirements: (7-1-21)T

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (7-1-21)T

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (7-1-21)T

b. Completed an approved educator preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (7-1-21)T

c. Individuals seeking endorsement must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (7-1-21)T

d. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (7-1-21)T

e. The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (7-1-21)T

Wisconsin

Wisconsin standards are aligned with CAEP (and relevant SPA) standards.

Wis. Adm. Code § PI 34.040 (g) Out-of-state program. The applicant meets all of the following requirements: 1. Completed an out-of-state educator preparation program that meets all of the following requirements: a. Is approved by the state education agency of the state in which it is located. b. Is comparable to an approved program, including student teaching experience. 2. Received an institutional endorsement from the preparation program. 3. Demonstrated content knowledge by meeting the requirements under s. PI 34.021 (1) (c). 4. Demonstrated pedagogical knowledge, as required under s. PI 34.021 (1) (d).

Wis. Adm. Code § PI 34.002 Except as otherwise provided in this chapter, to receive a license to teach under subch. VI, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions in all of the following: (1) PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils. (2) LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards. (3) LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (4) CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content. (5) APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (6) ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making. (7) PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities. (8) INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way. (9) PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil. (10) LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunity

in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Colorado

1 CCR 301-101:4.15

To be endorsed in music, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in music; be knowledgeable about the Colorado Academic Standards in music; and have demonstrated the competencies specified below:

4.15(1) The music educator is knowledgeable about the content and creative processes of music and is able to:

4.15(1)(a) teach the historical and cultural context of music including, but not limited to, global musical styles, techniques and traditions over time and acknowledging music in society as creative, expressive, communicable and social.

4.15(1)(b) use a variety of approaches to critically analyze, observe and critique a variety of styles, genres, aesthetics and technical aspects of music.

4.15(1)(c) develop music literacy in students, demonstrating ways to read, write and communicate using the language of music.

4.15(1)(d) provide informed demonstration and identification of a variety of techniques and styles of music with confidence, expression, accuracy and intent.

4.15(1)(e) use a variety of approaches to teach students to design, write, problem-solve and innovate to find their own unique musical voice.

4.15(2) The music educator is able to instruct about, effectively demonstrate and provide experiences for students in various areas of music pedagogical theory and practice including, but not limited to:

4.15(2)(a) determining and interpreting meaning in musical works.

4.15(2)(b) methods of teaching music to students, as age and grade appropriate, and to other educators, regarding the direction and selection of musical repertoire; communication of ideas through music; distinguishing musical forms and styles; creation of a variety of musical works; employing skills related to musical performances; evaluation of musical works and relating music to diverse cultures.

4.15(2)(c) knowledge and method of how music relates, informs, connects and transfers to other subjects and disciplines.

4.15(2)(d) knowledge and the ability to envision and implement the creative cyclical process, including applying and demonstrating a variety of music theory skills, creating musical works; expressing music in a performance setting; and critiquing, evaluating and refining musical works.

4.15(3) The music educator shall facilitate students' learning in order to develop critical-thinking and reasoning skills, information literacy, collaboration, self-direction and invention skills for lifelong learning about music including the personal pursuit of further experience in music.

4.15(4) The music educator shall self-assess and act upon feedback regarding the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

Connecticut

Conn. Agencies Regs. 10-145d-456

On and after July 1, 1993, to receive an initial educator certificate for a special subject or field an applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:

- (a) Holds a bachelor's degree from an approved institution;
- (b) Has a minimum of 39 semester hours of credit in general academic courses in five of the six areas listed below. A course in United States history, on and after July 1, 1998, a survey course in United States history comprised of not fewer than three semester hours of credit shall be included.
 - (1) Natural sciences;
 - (2) Social studies;
 - (3) Fine arts;
 - (4) English;
 - (5) Mathematics; and
 - (6) Foreign language;
- (c) Has completed a subject area major consisting of one of the following:
 - (1) A major awarded by an approved institution in the subject area for which endorsement is sought, except that a major in professional education may not be accepted in fulfillment of this requirement, provided that physical education and technology education majors may be accepted in fulfillment of this requirement; or
 - (2) A minimum of 30 semester hours of credit in the special subject or field for which certification is sought and a minimum of nine semester hours of credit in a subject or subjects directly related to the subject for which certification is sought, except that a major or course work in professional education may not be accepted in fulfillment of this requirement, provided that physical education and technology education majors or courses may be accepted in fulfillment of this requirement; or
 - (3) A major awarded by an approved institution in any one of the subjects covered by the endorsement, except that a major or course work in professional education may not be accepted in fulfillment of this requirement; and
- (d) Has a minimum of 18 semester hours of credit in professional education in a planned program of study and experience to be distributed among each of the following:
 - (1) Foundations of education. This group includes areas such as: (1) philosophy of education, (2) school effectiveness, (3) history of education and (4) comparative education;
 - (2) Educational psychology. This group includes areas such as: (1) growth and development of children from birth through the life span, (2) psychology of learning, (3) child-adolescent psychology and (4) mental hygiene;
 - (3) Curriculum and methods of teaching. This group includes areas such as: (1) subject-area curriculum and methodology and (2) effective teaching skills;

(4) Supervised observation, participation and full-time responsible student teaching totaling at least six but not more than 12 semester hours of credit; and

(5) A course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.

Iowa

Iowa Admin. Code 282-13.28

13.28(13) Music.

- a. K-8. Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history, and applied music, and a methods course in each of the following: general, choral, and instrumental music.
- b. 5-12. Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history (at least two courses), applied music, and conducting, and a methods course in each of the following: general, choral, and instrumental music.

Maine

05-071 CMR Ch. 115, Pt. II, § 1.1

1.6 Endorsement: Pre-Kindergarten through Grade 12 Teacher (Music and Art)

B. 2. Endorsement Eligibility Pathway 2

- (a) Earned at least a bachelor's degree from an accredited college or university, in accordance with Part I Section 6.1 of this rule;
- (b) Completed a minimum of 15 semester hours in performance/studio coursework in the areas relevant to the pre-kindergarten through grade 12 endorsement area being sought;
- (c) Completed a minimum of 9 semester hours in theory/history coursework in the areas relevant to the pre-kindergarten through grade 12 endorsement area being sought;
- (d) Completed a minimum of three semester hours in diversity-centered content related to today's classroom (e.g., culturally responsive teaching, multicultural education, intercultural education, second language acquisition or world language teaching methods);
- (e) Completed a minimum of three semester hours in human development, educational psychology, developmental psychology, adolescent psychology, or child development;
- (f) Passed content area methods course;
- (g) Completed an approved course for teaching students with exceptionalities in the regular classroom;
- (h) Passed basic skills test in reading, writing and mathematics, in accordance with Maine Department of Education Regulation 13, or achieved at least a 3.0 cumulative GPA in all courses required for the certification, or completed a successful portfolio review demonstrating competency in Maine's Initial Teacher Standards; and
- (i) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in the endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year

of successful teaching under a conditional certificate in the endorsement area at the specified grade level.

New Hampshire

N.H. Code Admin. R. Ed 507.39

The following requirements shall apply to the certification of a music teacher in grades K-12:

- (a) To be certified as a music teacher, the candidate shall have at least a bachelor's degree.
- (b) A candidate for certification as a music teacher shall have the following skills, competencies and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the following areas:
 - (1) Personal musicianship and performance ability including:
 - a. Performing as a soloist and as a member of a musical ensemble accurately and expressively from notation either vocally or instrumentally;
 - b. Improvising to a structured harmonic accompaniment, in a variety of styles, including but not limited to jazz;
 - c. Playing and transposing on;
 - 1. Piano; and
 - 2. Guitar;
 - d. Conducting representative musical literature; and
 - e. Researching, planning, and presenting a musical performance;
 - (2) Aural skills and theory including:
 - a. Hearing and correcting individual parts;
 - b. Aurally recognizing a variety of historical and contemporary musical forms and genres;
 - c. Sight singing;
 - d. Notating music from listening;
 - e. Reading and writing music in:
 - 1. Traditional notation using a variety of clefs; and
 - 2. Non-traditional notation;
 - f. Making common transpositions;
 - g. Analyzing formal and expressive elements in written music; and
 - h. Composing and arranging music;
 - (3) Music history and culture including:
 - a. Describing the development of Western art music beginning with The Middle Ages;
 - b. Analyzing the role of music in a variety of cultures; and
 - c. Describing the music of a variety of cultures;
 - (4) K-12 general music pedagogy including:
 - a. Develop in students the ability to read and write music in traditional and non-traditional notation;
 - b. Guide students to express themselves musically through singing, playing instruments, moving purposefully, improvising, composing and arranging;
 - c. Develop in students the ability to describe, analyze and evaluate music and musical performances through a variety of methods including guided listening;

- d. Create sequential instruction in music history, its role in culture, and its relationship to other disciplines;
 - e. Design standards-based curriculum, planning and instruction and assessments including modifications to meet the needs of all learners;
 - f. Use competency-based assessment strategies to determine and communicate student progress and achievement;
 - g. Work with colleagues to provide inter-disciplinary instruction;
 - h. Describing and advocating for a comprehensive K-12 music program; and
 - i. Use current technologies and multimedia to:
 - 1. Plan and prepare instruction;
 - 2. Deliver instruction;
 - 3. Provide opportunities for music students to create, perform, and respond; and
 - 4. Amplify and augment performance; and
- (5) K-12 music performance pedagogy including:
- a. Develop in students the ability to sing and perform expressively alone and with others at a beginning level in healthy, age appropriate ways including:
 - 1. Tone production in the general and extended ranges of the voice including the changing voice;
 - 2. Vocal techniques, including, but not limited to diction, breathing, and posture; and
 - 3. Varied repertoire;
 - b. Develop in students the ability to play and perform expressively alone and with others at a beginning level on classroom instruments, beginning band, and orchestra instruments in healthy, age appropriate ways including:
 - 1. Tone production;
 - 2. Articulation;
 - 3. Fingerings; and
 - 4. Transposition for commonly used instruments; and
 - c. Instruct, rehearse, assess and refine either:
 - 1. Vocalists throughout their school career and in performances of choral music with knowledge of advanced techniques of:
 - (i) Tone production in the general and extended ranges of the voice including the changing voice;
 - (ii) Vocal techniques, including, but not limited to diction in English and in foreign languages; and
 - (iii) Varied repertoire, including music of four or more parts, accompanied or a cappella; or
 - 2. Instrumentalists throughout their school career in performances including advanced techniques of:
 - (i) Tone production;
 - (ii) Articulation;
 - (iii) Fingerings, including alternate fingerings; and
 - (iv) Transposition for less commonly used instruments.

New Jersey

Degree Requirement

- A minimum of a bachelor's degree is required from a regionally accredited college/university.

Cumulative GPA Requirement

- New Jersey requires that candidates for certification achieve a cumulative GPA of at least 3.0 when a GPA of 4.00 equals an A grade for students graduating on or after September 1, 2016 (2.75 for those graduating before September 1, 2016) in a baccalaureate degree program, higher degree program or a State-approved postbaccalaureate certification program with a minimum of 13 semester-hour credits.
- Please note that there are GPA Flexibility Rules where a high praxis score may offset a GPA that is lower than 3.0, but higher than 2.75.

Subject Matter Preparation

- For certification as a Music teacher, current regulations require that applicants complete a minimum of 30 credits in a coherent sequence in the subject field of Music. A coherent sequence requires that at least 12 credits are completed at the advanced level of study (junior, senior or graduate level). Examples of courses accepted for Music include vocal, instrumental and theory. Related courses may be accepted depending on the course description/content. Please provide a course description if a course is not taken from the Music Department. Courses in pedagogy/education are not accepted towards the subject matter preparation. The final determination as to which courses will be counted towards the Music subject matter is based on professional and content standards found in the NJ Licensing Code. All credits must appear on a regionally accredited 2 or 4-year college/university transcript.

New Mexico

Teachers with a concentration in Music, will need to have 24 credit hours in music courses (12 of the hours must be upper division courses, if adding the endorsement to a secondary or Pre K-12 specialty license)

Vermont

5440-12 Music

The holder is authorized to teach music in grades PK-8, 5-12, or PK-12, based on practicum and student teaching experience.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

Demonstrate knowledge of music and music education concepts and skills delineated in current national professional standards and in the National Core Arts Standards, including:

- 1.1. The processes and stages of student musical development
- 1.2. Philosophies and methods of music education for example, Dalcroze, Feierabend Gordon, Kodaly, Orff, Suzuki,
- 1.3. The historical development and role of music in contemporary and past cultures and music as a fundamental expression of human emotion and form of communication
- 1.4. Music theory, including an understanding of composition, arranging and expressive elements
- 1.5. Basic improvisational techniques and how to teach them including but not limited to imitation, variation, and techniques specific to various styles
- 1.6. Sight-reading and sight-singing skills
- 1.7. Basic knowledge of performance and pedagogy in the areas of brass, keyboard, percussion, string, voice and woodwind; and expert performance ability in at least one area
- 1.8. Understanding of current technologies used in music production including but not limited to sound reinforcement and software for music performance creation, recording, and notation
- 1.9. Awareness of aware of career opportunities available in music and how to introduce them to students
- 1.10. Principles, purposes, and design of assessments in music, including the concepts of critical response and self-assessment
- 1.11. Best practices for arts integration

2. Performance Standards:

Implements a music curriculum that enables students to experience the beauty, emotional intensity, and thoughtfulness of music through making, studying, interpreting, and evaluating music. Specifically, the Educator:

- 2.1. Demonstrates comprehensive performing, creating and responding musicianship skills and specialized knowledge in general, choral, or instrumental music, while proving students with quality, sequential instruction in music
- 2.2. Applies effective techniques for conducting and rehearsing with small and large groups
- 2.3. Selects a developmentally appropriate music repertoire for study and performance
- 2.4. Creates an emotionally and physically safe environment where artistic risk-taking, self-exploration, collaboration, discovery, experimentation, problem solving, and reflection can take place

- 2.5. Creates, selects, and adapts a variety of resources, materials, and technologies that support students as they learn through and about music
 - 2.6. Supports students in the development of independent musicianship including but not limited to student driven selection, rehearsing, evaluating and refining repertoire
 - 2.7. Models the use of the vocabulary of music to respond and connect to musical works
 - 2.8. Creates opportunities for students to learn tolerance and respect for others through instruction in multicultural music
 - 2.9. Uses a variety of appropriate methods, including student self-assessment, to assess students' musical development, and uses assessment results to evaluate the effectiveness of one's teaching and curriculum
 - 2.10. Adapts materials, tasks etc. to ensure the full access of all students, including special needs students, to a rich music education
 - 2.11. Advocates for a rich music education for all students at the earliest possible age
3. A major in music, or the equivalent in undergraduate and/or graduate coursework.
 4. A minimum of a practicum, or the equivalent, in music education at the elementary (PK-8) or middle/secondary (-5-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in music education at both the PK-8 and 5-12 instructional levels is required.
 5. REQUIRED TESTING: Praxis II Subject Assessment Music - Test Code 5114.

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Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from a regionally accredited college or university and graduated from an approved teacher preparation program in music education--instrumental; or
2. Earned a baccalaureate degree from a regionally accredited college or university and completed 42 semester hours of coursework distributed in each of the following areas:
 - a. Basic music knowledge. Experiences shall be related to music theory, music history, and literature: 18 semester hours;
 - b. Musical performance. Experiences shall consist of developing competency in a primary performance medium (band or orchestral instrument), in a secondary performance medium (band, orchestral, or keyboard instrument), and in teaching, rehearsing, and conducting ensembles: 18 semester hours; and
 - c. Electives with coursework selected from either of the two areas listed in subdivisions 2 a and 2 b of this section: 6 semester hours.

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Professional studies requirements for preK-12, secondary grades 6-12, and adult education endorsements: 18 semester hours. Professional studies requirements for special education endorsements: 21 semester hours. These requirements may be taught in integrated coursework or modules.

1. Human development and learning (birth through adolescence): 3 semester hours.
 - a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.
 - b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive - should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disabilities; gifted education, including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse and neglect and other adverse childhood experiences; and family disruptions.
2. Curriculum and instruction: 3 semester hours.
 - a. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.

b. Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.

c. Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners; gifted and talented students and students with disabilities; and appropriate for the level of endorsement sought shall be included.

d. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments.

e. Methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included.

f. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included. The certification or training program shall (i) be based on the current national evidenced-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross, and (ii) include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

g. Curriculum and instruction for secondary grades 6-12 endorsements shall include middle and secondary education.

h. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK-12, field experiences shall be at the elementary, middle, and secondary levels.

3. Assessment of and for learning: 3 semester hours.

a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.

b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth shall be included.

c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.

d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.

- e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education such as diagnostic, college admission exams, industry certifications, and placement assessments shall be included.
4. Foundations of education and the teaching profession: 3 semester hours.
- a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.
 - b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included.
 - c. Professionalism and ethical standards, as well as personal integrity shall be addressed.
 - d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.
5. Classroom and behavior management: 3 semester hours.
- a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.
 - b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.
 - c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.
 - d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included. The link between classroom management and the students' ages shall be understood and demonstrated in techniques used in the classroom.
6. Language and literacy.
- a. Adult education, preK-12, and secondary grades 6-12 - literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.
 - b. Special education - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a

beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

(1) Language acquisition: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.

(2) Reading and writing: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting the composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process and the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.

7. Supervised classroom experience. Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school.

If a preK-12 endorsement is sought, teaching activities shall be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media shall complete the supervised school library media practicum in a school library media setting. Individuals seeking an endorsement in an area of special education shall complete the supervised classroom experience requirement in the area of special education for which the endorsement is sought. One year of successful full-time teaching experience in the endorsement area in a public or an accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.