

CIEP Submission Form

Music—Choral and/or Instrumental (P-12) (for Educator Preparation Chapter adopted 8-12-2021)

Institution Name:

Date Submitted:

Program Level: *Select one of the options below.*

- Class B
- Alternative Class A

Submitting for: *Choose one of the options below.*

- Initial review of a proposed program
- Continuing review of a currently approved program
- Resubmission to address unmet standards and/or conditions

Overview of Each Required Section:

- I. Background Information:** Provide background information about the program (checklist; numbers of admissions, completers, and recommendations for certification). The “n”s reported here are used to determine if “n”s reported in data tables are consistent.
- II. Key Assessments, Data, and Data Analysis:** Provide an overview of the key assessment in the Section II chart. Key Assessments are typically summative assessments of candidate proficiencies. For each key assessment, included the completed coversheet; assessment instrument, instructions, or test specification information; rubric or scoring guide; and data table(s). Program faculty preparing submissions should use the Rubric for Key Assessments.
- III. Alignment of Standards to Curriculum and Key Assessments:** Provide an overview of how the program ensures each indicator is adequately addressed in curriculum and key assessments so reviewers know where to look to for evidence. Reviewers use the course descriptions and assessment documents, not the chart, to determine whether each indicator is adequately addressed.
- IV. Summary of Field Experiences Prior to Internship:** Provide an overview of how the program requires candidates to demonstrate developing proficiencies in field experiences prior to internship. Copies of instructions or assignments must be submitted. Assessment information is not required but may be submitted. Field experiences should have clear purposes and reflect increasing expectations. Program faculty preparing submissions should use the Rubric for Field Experiences Prior to Internship.

SECTION I Background Information

1. Include the proposed checklist as a separate document.

2. **Data on Unconditional Admissions, Program Completers, and Certificates Issued**

Programs should report at least three years of data. If the “n” over three years is less than 10, the program should report five years of data.

Academic Year September 1 to August 31	Number of Unconditional Admissions	Number of Program Completers¹	Number Recommended for Alabama Certification

¹ Use the Title II definition for program completers.

SECTION II Key Assessments, Data, and Data Analysis

1. Assessments #1-#5 are required. No more than eight key assessments may be submitted.
2. Complete a coversheet for each key assessment and attach it to the instrument or instructions, or test specifications; rubric or scoring guide; and data tables(s). Submit these documents in a Key Assessments folder on the flash drive and a section of the binder.

#	Key Assessment Title	Name of Key Assessment ²	Type of Key Assessment ³	When Required by Program ⁴
1 a	State Certification Tests:⁵ Praxis Music		State Certification Tests	
1 b	edTPA			
2	Content Knowledge⁶			
3	Planning Instruction⁷			
4	Internship			
5	Effect on Student Learning⁸			
6 ⁹				
7				
8				

² Identify assessment by title used in the program.

³ Types of assessment include but are not limited to essay, case study, project, comprehensive exam, reflection, state certification test, and portfolio.

⁴ Assessments might be required at the time of admission to the program, admission to internship, during a required course, or at program completion.

⁵ Test data must include the percentage of candidates who passed the tests for the last three years. Total scores and appropriate sub-test data must be reported.

⁶ Examples of appropriate content knowledge assessments include grade analyses, comprehensive examinations, portfolio tasks, and culminating performances.

⁷ Examples of appropriate assessments for planning instruction include developing lesson or unit plans that address the breadth and depth of the teaching field, individualized education plans, needs assessments, or intervention plans.

⁸ Examples of appropriate assessments for effect on student learning include those based on samples of student work, portfolio tasks, case studies, and appropriate follow-up studies.

⁹ Examples of optional assessments addressing program standards include but are not limited to evaluations of field experiences, case studies, specific portfolio artifacts, complete portfolios, and follow-up studies.

SECTION III Alignment of Standards to Curriculum and Key Assessments

Identify the curriculum components and key assessments listed in Section II that address the standard and indicators. Only courses that directly address indicators should be listed. In most cases, an indicator will be addressed by more than one key assessment. Cross-references to the standards and indicators should be inserted into the assessment instruments, scoring guides, and data tables.

Standard 1 Common Body of Knowledge.		
Indicators	Curriculum Components— Courses or Other Requirements¹⁰ <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
1.1 Performance. Prior to program completion, candidates must acquire:		
1.1.1 Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.		
1.1.2 An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.		
1.1.3 The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.		
1.1.4 Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.		
1.1.5 Keyboard competency as appropriate to the particular music concentration.		

<p>1.1.6 Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences that are varied both in size and nature and continuous throughout the program.</p>		
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<p>1.2 Musicianship Skills and Analysis. Prior to program completion, candidates must acquire:</p>		
<p>1.2.1 An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.</p>		
<p>1.2.2 Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.</p>		
<p>1.2.3 The ability to place music in historical, cultural, and stylistic contexts.</p>		
<p>1.3 Composition/Improvisation. Prior to program completion, candidates must acquire a rudimentary capacity to create original or derivative music.</p>		
<p>1.4 History and Repertory. Prior to program completion, candidates must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.</p>		
<p>1.5 Synthesis. Prior to program completion, candidates must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.</p>		

Standard 2 Music Competencies for all Music Teachers.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
<p>2.1 Conducting and Musical Leadership. The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques.</p>		
<p>2.2 Arranging. The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.</p>		
<p>2.3 Functional Performance. In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the candidate’s teaching specialization are also essential.</p>		
<p>2.4 Analysis/History/Literature. The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Candidates should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.</p>		

Standard 3 Knowledge, Skills and Experiences for all Music Teachers.

Prior to program completion, prospective music teachers must have:

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
3.1 Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.		
3.2 Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.		
3.3 Experiences in solo vocal or instrumental performance.		
3.4 Experiences in ensembles that are varied both in size and nature.		
3.5 The ability to lead performance-based instruction in a variety of settings.		
3.6 Laboratory experiences in teaching beginning students in a variety of specializations.		

Standard 4 Teaching Competencies for all Music Teachers.

Prior to program completion, candidates must acquire:

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
4.1 Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.		
4.2 An understanding of child growth and development and an understanding of principles of learning as they relate to music.		
4.3 The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.		
4.4 Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.		
4.5 The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.		
4.6 An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.		

Standard 5 Teaching Competencies Unique to Choral or Instrumental Music.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
5.1 Choral Music. Prior to program completion, candidates must acquire:		
5.1.1 Vocal and pedagogical skill sufficient to teach effective use of the voice.		
5.1.2 Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for choral music.		
5.1.3 Experiences in solo vocal performance and in ensembles that are varied both in size and nature.		
5.1.4 Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.		
5.2 Instrumental Music. Prior to program completion, candidates must acquire:		
5.2.1 Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.		
5.2.2 Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.		
5.2.3 Experiences in solo instrumental performance and ensembles of varied size and nature.		

Standard 6 Functional Performance Competencies.

Prior to program completion, candidates must acquire:

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
6.1 Keyboard competency.		
6.2 Performance abilities in instruments appropriate to the candidate's teaching specialization.		
6.3 Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.		
6.4 The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.		
6.5 An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.		
6.6 The ability to work on musical problems by synthesizing, as appropriate to the issue, capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.		
6.7 Experiences in solo vocal or instrumental performance.		
6.8 Experiences in ensembles that are varied in size and nature.		

Standard 7 Conducting and Musical Leadership. Prior to program completion, candidates must acquire:

Indicators	Curriculum Components— Courses or Other Requirements ¹¹ <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
7.1 The ability to create accurate and musically expressive performances with various types of performing groups.		
7.2 An ability to read scores and integrate style, performance practices, instrumentation and conducting techniques.		
7.3 An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.		
7.4 Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation.		
7.5 Rehearsal and conducting skills required as appropriate to the particular music concentration.		
7.6 Growth in artistry, technical skills, collaborative competence, and knowledge of repertory through leading regular ensemble experiences that are varied both in size and nature and continuous throughout the program.		

Standard 8 Arranging. Prior to program completion, candidates must acquire:		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
8.1 A rudimentary capacity to create original or derivative music.		
8.2 The ability to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals and school performing groups.		

Standard 9 Analysis/History/Literature.

Prior to program completion, candidates must acquire:

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
9.1 Knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.		
9.2 The ability to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.		
9.3 The ability to place music in historical, cultural, and stylistic contexts.		
9.4 Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.		

Standard 10 Teaching Competencies.

Prior to program completion, candidates must acquire:

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
10.1 An understanding of child growth and development and the principles of learning as they relate to music.		
10.2 Knowledge of repertoires available in various fields and levels of music education appropriate to the teaching specialization.		
10.3 The ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.		
10.4 Understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.		
10.5 The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.		
10.6 The ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization.		
10.7 The ability to lead performance-based instruction in a variety of school settings.		

<p>10.8 The ability to create accurate and musically expressive performances with various types of performing group in schools.</p>		
<p>10.9 The ability to manage music classrooms and rehearsals effectively.</p>		
<p>10.10 Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.</p>		
<p>10.11 Field experiences in teaching beginning students in the area(s) of specialization, individually, in small groups, and in larger classes.</p>		

Standard 11 Teaching Competencies Unique to Choral or Instrumental Music.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
11.1 Choral Music. Prior to program completion, candidates must acquire:		
11.1.1 Vocal and pedagogical skill sufficient to teach effective use of the voice.		
11.1.2 Knowledge of and ability to use content, methodologies, philosophies, materials, equipment, technologies, and curriculum development in effective choral music education.		
11.1.3 Experiences in teaching solo vocal performance and in ensembles that are varied both in size and nature.		
11.1.4 Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.		
11.2 Instrumental Music. Prior to program completion, candidates must acquire:		
11.2.1 Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.		
11.2.2 Knowledge of and ability to use content, methodologies, philosophies, materials, equipment, technologies, and curriculum development in effective instrumental music education.		
11.2.3 Experiences in teaching solo instrumental performance and in ensembles of varied size and nature.		

Standard 12 Professionalism.		
Prior to program completion, candidates must acquire:		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
12.1 Personal commitment to the art of music and music education by participating in professional development in both areas.		
12.2 The ability to lead students to an understanding of music, as a means of communication, and as a part of their culture.		
12.3 The ability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.		
12.4 The ability to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.		
12.5 The knowledge to work productively within specific education systems to promote scheduling patterns that optimize music instruction, manage budgets, raise funds, and plan field trips.		
12.6 Experiences in professional development in both music and music education and demonstrate using the results to improve musicianship and teaching skills.		

SECTION IV Summary of Field Experiences Prior to Internship

1. List all courses (or other curriculum requirements) that have a required field experience, in the order that the courses are typically taken. *Include the course prefix, number, and title.*

Course Prefix	Course Number	Course Title

2. Are field experiences always done in this order? Yes No
If no, provide a brief explanation.

3. Briefly explain how placements are made to ensure that candidates are placed in diverse schools.

4. For each field experience, complete a field experience coversheet and attach it to the instructions or assignments for the field experience. Submit these in a Field Experience folder on the flash drive and a section in the binder.