

SECONDARY MUSIC SPECIALIST ENDORSEMENT APPLICATION PORTFOLIO

INSTRUCTIONS

Overview

The portfolio application is designed as a resume, documenting your development as a professional educator. Its contents should present evidence of your competency in the field of Music and make a case for being a *highly qualified* Music Educator. Competency includes several factors of verification.

1. Applicants must receive a passing score on the current Music Content Knowledge PRAXIS II Test #0113
2. Applicants must show proof of appropriate university course work, ideally taken within the past 5-10 years in support of being highly qualified in each of the six areas articulated in the Music Content Detailed Rubric. *Appropriate* is defined as verification of a professional development equivalency to what a university music major (BA or BS) would receive today upon graduating from a university in the State of Utah offering a nationally accredited certification and secondary music endorsement program. *Appropriate* is further defined by the following two possible scenarios:
 - a. The applicant may wish to provide supplementary information in support of a given course being proposed as appropriate, such as an Independent Study course being offered as evidence of being highly qualified in the area of Private Studio Work.
 - b. The applicant may wish to provide supplementary information in support of a given professional music occupation proposed as an appropriate course equivalency, such as a regularly employed professional composer proposing to be highly qualified in the area of composition. Being a regularly employed professional career composer, for example, may not verify an applicant as highly qualified in other music areas unless the applicant has professional resume evidence that reflects a career of being professionally employed in more than one area of music.

3. Definitions of Rubric Levels

Expert Level: Demonstration of competency in making a case for being highly qualified in all seven areas, and a verifiable resume of exceptional teaching, high artistry and/or music content publications in one or more of the six areas articulated in the Music Content Detailed Rubric.

Acceptable Level: Demonstration of competency in making a case for being highly qualified in all seven areas articulated in the Music Content Detailed Rubric.

Making Progress Level: Minimum level for acceptance into SAEP/ARL

Demonstration of competency in making a case for being highly qualified in at least three of the seven areas articulated in the Music Content Detailed Rubric.

Unacceptable Level: Demonstration of limited competency and limited evidence for being highly qualified in less than three of the seven areas articulated in the Music Content Detailed Rubric.

Portfolio Preparation Instructions

Organize your portfolio into eight sections, the first section to contain: the first page of your application, a cover letter and the Praxis II exam documentation; the following seven sections for each of the seven areas, putting the application page for that area as the first page in each of those sections. Attach any DVD/CD materials and organize the materials according to the sections. Carefully read the requirements and detailed rubric for each area to understand what is needed to demonstrate competency. **Circle the rating you believe is accurate, and make a case for the rating you select.** Submit this portfolio with endorsement application, transcripts and fee as instructed on the endorsement application form.

SECONDARY MUSIC: *REQUIREMENTS SCORING SUMMARY*

Possible Outcomes

1. Any applicant having 9 or more university credit hours of course work in the art form that qualify* as evidence toward completion of the portfolio will qualify to enter the SAEP program. *Grade of "C" or higher.
2. Any applicant having less than 9 applicable university credit hours of course work in the art form or who receives less than a score of 3 in ANY sub-category will not be granted an endorsement.

--- Office Use Only ---

SUB-CATEGORIES	SCORE per SUB-CATEGORY Less than a score of 3 in ANY sub-category will not be granted an endorsement.
PRAXIS II Music Content Knowledge Test #0113 (Interim Score 156)	Date Taken: _____ Score: _____ Documentation Attached: __Y __N
1. Music History	1 2 3 4
2. Music Theory and Skills	1 2 3 4
3. Performance Emphasis (Private Studio Work)	1 2 3 4
4. Conducting	1 2 3 4
5. Ensemble Experience	1 2 3 4
6. Secondary Practicum and Workshops	1 2 3 4
7a. Secondary Music Teaching Methods	1 2 3 4
7b. Optional K-12 extension requirement: Elementary Music Teaching Methods	1 2 3 4
<p>"1" Unacceptable - Demonstrates a very low skill level and knowledge base, unacceptable.</p> <p>"2" Progress - Demonstrates some degree of skill level and knowledge base, but not enough to be considered acceptable. Note: A grade of "C-" or lower is NOT acceptable.</p> <p>"3" Acceptable - Demonstrates skill level and knowledge base considered acceptable.</p> <p>"4" Mastery - Demonstrates advanced skill level and / or knowledge base well beyond minimums required for being considered at Mastery Level.</p>	

FINAL EVALUATION RECOMMENDATION:	Endorsement granted	SAEP/ARL Qualified	Major Equiv.
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(Evaluator Name)

(Evaluator Signature)

(Date)

SECONDARY MUSIC REQUIREMENT DETAILS AND EVALUATION RUBRIC

<i>Approx. Credit</i>	1. MUSIC HISTORY AND LITERATURE			
6 sem. hrs.	<p>Candidate demonstrates perceptivity and understanding of (a) Western and Non-Western classical and folk traditions, (b) how to connect the literature in music history to the contemporary world and get personal meaning from it, and (c) the use of the principles, elements, and concepts intrinsic to music (i.e. rhythm, melody, harmony, texture, form, and style).</p> <p>Applicants will include the following components in their portfolio:</p> <ul style="list-style-type: none"> • Official transcript evidence of successful completion of 2 university courses of upper division study in Music History and Literature. -OR- Applicants proposing to use a career occupation as a professional musician or musicologist as evidence should include evidence such as following: • Project that documents learned knowledge to include a substantial research project of music history that uses a theoretical framework; and • Conference presentations or publications; and/or comprehensive work in reconstruction or performance of historical music works. 			
RATING: <i>Circle the rating that most accurately represents your competency in this area.</i>				
1 Not Acceptable	2 Progressing	3 Acceptable	4 Expert	
Demonstration of no competency and of no evidence of university level course work (or no experience as a professional musicologist or musician) in the area of Music History and Literature	Demonstration of some competency and of some evidence of university level course work (or some experience as a professional musicologist or musician) in the area of Music History and Literature	Demonstration of appropriate competency and of appropriate evidence of university level course work (or appropriate experience as a professional musicologist or musician) in the area of Music History and Literature	Demonstration of exceptional competency and of exceptional evidence of university level course work (or exceptional experience as a professional musicologist or musician) in the area of Music History and Literature	
<p style="text-align: center;">Applicant's Rationale for Self-Rating <i>If more space is needed, use a separate sheet.</i></p> <p><i>Signature:</i> _____</p>		<p style="text-align: right;"><i>Office Use Only</i></p> <p>Score: _____ Comments</p>		

<i>Approx. Credit</i>	2. MUSIC THEORY AND SKILLS			
8 sem. hrs.	<p>Candidate demonstrates fluency in reading and notating music, ear training (including dictation), sight singing; a highly developed discernment of the accuracy of rhythms, harmonies, and pitches; and competence and understanding in analyzing compositional forms.</p> <p>Applicants will include the following components in their portfolio:</p> <ul style="list-style-type: none"> • Official transcript evidence of successful completion of Music Theory and Skills as described above, -OR- Applicants proposing to use a career occupation as a professional musician or musicologist as evidence should include: • Official transcript of ear training (including dictation), sight singing, and a highly developed discernment of the accuracy of rhythms, harmonies, and pitches; and • original compositions -- preferably with recordings -- that have been professionally published or have been performed in professionally recognized music venues of distinction, or at national or regional music conferences (e.g., MENC, ACDA, ASTA etc.). 			
RATING: <i>Circle the rating that most accurately represents your competency in this area.</i>				
1 Not Acceptable	2 Progressing	3 Acceptable	4 Expert	
<p>Demonstration of no competency and of no evidence of university level course work (or exceptional experience as a professional composer) in the area of Music Theory and Skills</p>	<p>Demonstration of some competency and of some evidence of university level course work (or exceptional experience as a professional composer) in the area of Music Theory and Skills</p>	<p>Demonstration of appropriate competency and of appropriate evidence of university level course work (or exceptional experience as a professional composer) in the area of Music Theory and Skills</p>	<p>Demonstration of exceptional competency and of exceptional evidence of university level course work (or exceptional experience as a professional composer) in the area of Music Theory and Skills</p>	
<p style="text-align: center;">Applicant's Rationale for Self-Rating <i>If more space is needed, use a separate sheet.</i></p> <p><i>Signature:</i> _____</p>		<p style="text-align: right;"><i>Office Use Only</i></p> <p>Score: _____ Comments</p>		

Approx. Credit	3. PERFORMANCE EMPHASIS (PRIVATE STUDIO WORK)			
3-4 yrs. of study	<p>Instrumental emphasis candidate demonstrates (a) exemplary performance as evidenced by excellent tone quality, technique, expression, interpretation, etc, (b) the ability to model performance skills in a manner that facilitates students’ mastery of the same skills and (c) an in-depth knowledge of the mechanics of sound production on and (d) maintenance of the chosen instrument.</p> <p>Vocal emphasis candidate demonstrates (a) exemplary performance as evidenced by excellent technique, tone quality, expression, interpretation, etc, (b) the ability to model performance skills in a manner that facilitates students’ mastery of the same skills, and (c) an in-depth knowledge of the mechanics of vocal production and (d) care of the voice, and (e) piano skills sufficient to support choral ensemble in warm-ups, part playing, and accompaniments.</p> <p>Applicants will include the following components in their portfolios:</p> <ul style="list-style-type: none"> • Official transcript evidence of successful completion of at least 3 yrs of approved university upper division study comprising the competencies listed above for the chosen emphasis -OR- Applicants proposing to use a career occupation as a professional musician as evidence should include: • VHS or DVD that documents application of knowledge and skills in practicum as described above; and • One or more letters of support from approved specialists/musicians in the music field and an administrator, or • Published critiques in major newspapers written by professionally recognized music critics; or • Awards in professionally respected vocalist or instrumental competitions judged by a panel of qualified experts. 			
RATING: Circle the rating that most accurately represents your competency in this area.				
1 Not Acceptable	2 Progressing	3 Acceptable	4 Expert	
<p>Demonstration of no competency and of no evidence of university level course work (and no experience as a professional performing musician) in the area of Performance Emphasis</p> <p>Applicant’s Rationale for Self-Rating <i>If more space is needed, use a separate sheet.</i></p> <p>Signature: _____</p>		<p style="text-align: right; color: red; font-size: small;">Office Use Only</p> <p>Score: _____ Comments</p>		

<i>Approx. Credit</i>	4. CONDUCTING			
2-3 sem. hrs.	<p>Candidate demonstrates competency in basic conducting skills, score analysis, and techniques that result in student ensembles rehearsing and performing music with understanding, effect, and skill.</p> <p>Applicants will include the following components in their portfolios:</p> <ul style="list-style-type: none"> ○ Official transcript evidence of successful completion of at least 2 sem. hours of conducting, as described above. <p>-OR- Applicants proposing to use a career occupation as a professional conductor as evidence should include:</p> <ul style="list-style-type: none"> ● Evidence of attendance at professional conducting seminars, workshops, special classes, or intensives (e.g., national conducting workshops with professionally recognized conductors); and ● VHS or DVD of applicant’s professional conducting work 			
RATING: <i>Circle the rating that most accurately represents your competency in this area.</i>				
1 Not Acceptable	2 Progressing	3 Acceptable	4 Expert	
<p>Demonstration of no competency and of no evidence of university level course work (or no experience as a professional conductor or ensemble musician) in the area of Conducting</p>	<p>Demonstration of some competency and of some evidence of university level course work (or some experience as a professional conductor or ensemble musician) in the area of Conducting</p>	<p>Demonstration of appropriate competency and of appropriate evidence of university level course work (or appropriate experience as a professional conductor or ensemble musician) in the area of Conducting</p>	<p style="text-align: right;"><i>Office Use Only</i></p> <p>Score: _____ Comments</p>	
<p style="text-align: center;">Applicant’s Rationale for Self-Rating <i>If more space is needed, use a separate sheet.</i></p>				
<p><i>Signature:</i> _____</p>				

Approx. Credit	6. SECONDARY PRACTICUM AND WORKSHOPS			
4-6 sem. hrs.	<p>Secondary Choral or Instrumental Practicum -for both instrumental and vocal emphasis Candidate demonstrates productive rehearsal techniques, ability to develop the skill and musicianship of the ensemble and the individuals within it, skillful selection of literature, knowledge of performance issues and related production skills (e.g., performing the duties of the master of ceremonies, adherence to copyright rules, using available resources to achieve performance goals).</p> <p>Workshops - for instrumental emphasis Candidate demonstrates performance and pedagogical skills on one or more instruments in each of the following instrument families: woodwinds, brass, percussion and strings. Examples of skills required on string instruments might include orchestral bowings, styles, ensemble technique, and instructional strategies required to teach orchestra. Other instruments would require comparable skills.</p> <p>Workshops - for vocal emphasis Candidate demonstrates vocal performance and pedagogical skills, an understanding of the mechanics of vocal production and the pathway to a balanced and free vocal tone, the adolescent voice, and strategies for guiding healthy vocal development.</p> <p>Music Technology -for both instrumental and vocal emphasis Candidate demonstrates basic skills in a music notation software program, and recording and playback equipment.</p> <p>Applicants will include the following components in their portfolios:</p> <ul style="list-style-type: none"> • Official transcript evidence of successful completion of approved university course work comprising the competencies listed above for the chosen emphasis, and • evidence of music technology skills <p>-OR- Applicants proposing to use a career occupation as a performing musician as evidence should include:</p> <ul style="list-style-type: none"> • VHS or DVD that documents application of knowledge and skills in practicum and workshops as described above; and • One or more letters of support from approved specialists/musicians in the music field and an administrator 			
RATING: Circle the rating that most accurately represents your competency in this area.				
1 Not Acceptable	2 Progressing	3 Acceptable	4 Expert	
<p>Demonstration of no competency and of no evidence of university level course work (or no experience as a professional performing musician) in the area of Practicum and Workshops</p> <p>Applicant's Rationale for Self-Rating <i>Use a separate sheet if needed..</i></p> <p>Signature: _____</p>	<p style="text-align: right;"><i>Office Use Only</i></p> <p>Score: _____ Comments</p>			

<i>Approx. Credit</i>	7A. SECONDARY MUSIC TEACHING METHODS		
3-6 sem. hrs.	<p>Candidate demonstrates evidence of knowledge and acceptable skill in:</p> <p>The Secondary Child and the Music Learning Environment</p> <ul style="list-style-type: none"> demonstrates a practical understanding of how music learning experiences contribute to development of specific Life Skills organizes and manages a transformative secondary music classroom where skill in and appreciation for music grows uses a positive and welcoming rapport with secondary students <p>Teaching Skills</p> <ul style="list-style-type: none"> regularly models skills, techniques, elements, and principles required of the students communicates effectively with students <i>through</i> music, and models how to find meaning <i>in</i> music demonstrates competence in producing student music performances and/or exhibitions of work integrates reflective assessment into teaching and learning enables students to recognize, document, and share their developmental progress in music <p>Curriculum Knowledge and Instructional Design Skills</p> <ul style="list-style-type: none"> selects literature and instruments that motivate development of targeted music core skills uses a variety of philosophies and pedagogical methods and approaches to support diverse learning styles and needs. designs realistic and motivating instructional plans aligned with state 6-12 music core objectives applies knowledge and understanding of the national music standards, the state 6-12 music core curriculum, and essential K-6 music instructional resources uses integrated instructional practices between music and other subject areas that improve student learning. <p>Applicants will include the following components in their portfolios:</p> <ul style="list-style-type: none"> Official transcript evidence of successful completion of at least 3 hours of approved University course work comprising the competencies listed above <p>-OR- Applicants proposing to use a career occupation as a professional musician as evidence should include:</p> <ul style="list-style-type: none"> VHS or DVD that documents application of knowledge and skills in teaching secondary music as described above; and Copy of selected secondary music lesson plans, unit plans, and assessment tools the applicant has developed and implemented, including the student results, and use of those results; and One or more letters of support from approved specialists/musicians in the music field and an administrator; and Personal teaching philosophy. 		
RATING: Circle the rating that most accurately represents your competency in this area.			
1 Not Acceptable	2 Progressing	3 Acceptable	4 Expert
<p>Demonstration of no competency and of no evidence of university level course in the area of Secondary Music Teaching Methods</p>	<p>Demonstration of some competency and of some evidence of university level course work in the area of Secondary Music Teaching Methods.</p>	<p>Demonstration of appropriate competency and of appropriate evidence of university level course work in the area of Secondary Music Teaching Methods</p>	<p>Demonstration of exceptional competency and of exceptional evidence of university level course work in the area of Secondary Music Teaching Methods</p>
<p>Applicant's Rationale for Self-Rating <i>Use a separate sheet if needed..</i></p> <p>Signature: _____</p>		<p><i>Office Use Only</i></p> <p>Score: _____ Comments</p>	

<i>Approx. Credit</i>	7B. ELEMENTARY MUSIC TEACHING METHODS (ONLY REQUIRED FOR K-12 ENDORSEMENT)
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6-9 sem. hrs.	<p>Candidate demonstrates competency in applying the following skills, knowledge and understanding when teaching music to elementary children:</p> <p>The Elementary Child and the Learning Environment</p> <ul style="list-style-type: none"> • demonstrates a practical understanding of how music learning experiences contribute to Whole Child development and specific Life Skills • organizes and manages a transformative elementary music classroom • uses a nurturing and inviting rapport with students <p>Teaching Skills</p> <ul style="list-style-type: none"> • habitually models elementary singing and playing skills for and with students • demonstrates ability to communicate with students <i>through</i> music, and models how to find meaning <i>in</i> music • demonstrates competence in producing a student music performance and/or informance • integrates reflective assessment into teaching and learning • demonstrates success in helping elementary students recognize, document, and share their developmental progress in music <p>Curriculum Knowledge and Instructional Design Skills</p> <ul style="list-style-type: none"> • selects literature and instruments that motivate development of targeted music core skills • uses a variety of philosophies and pedagogical methods and approaches to support diverse learning styles and elementary learner needs. (e.g., Orff, Kodaly, ETM, Dal-Croze, Suzuki, etc. <u>Note</u>: 9 hours in only one methodology may not be considered diverse) • designs realistic and motivating instructional plans aligned with state K-6 music core, and integrated with other elementary subjects • applies knowledge and understanding of the national music standards, the state K-6 music core curriculum, and essential K-6 music instructional resources • uses integrated instructional practices between music and other subject areas that improve student learning. <p>Applicants will include the following components in their portfolios:</p> <ul style="list-style-type: none"> • Official transcript evidence of successful completion of 9 hours of approved University course work comprising the competencies listed above <p style="text-align: center;">-OR-</p> <ul style="list-style-type: none"> • VHS or DVD that documents application of knowledge and skills in teaching elementary classroom music as described above; and • Copy of selected, proven elementary music lesson plans, unit plans, and assessment tools the applicant has developed and implemented, including the student results, and use of those results; and • One or more letters of support from approved specialists/musicians in the music field and an administrator; and • Personal teaching philosophy
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RATING: Circle the rating that most accurately represents your competency in this area.

<p>1</p> <p>Not Acceptable</p> <p>Demonstration of no competency and of no evidence of university level course in the area of Elementary Music Teaching Methods</p>	<p>2</p> <p>Progressing</p> <p>Demonstration of some competency and of some evidence of university level course work in the area of Elementary Music Teaching Methods</p>	<p>3</p> <p>Acceptable</p> <p>Demonstration of appropriate competency and of appropriate evidence of university level course work in the area of Elementary Music Teaching Methods</p>	<p>4</p> <p>Expert</p> <p>Demonstration of exceptional competency and of exceptional evidence of university level course work in the area of Elementary Music Teaching Methods</p>
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<p style="text-align: center;">Applicant's Rationale for Self-Rating</p> <p style="text-align: center;"><i>Use a separate sheet if needed.</i></p> <p><i>Signature:</i> _____</p>	<p style="color: red; font-size: small;"><i>Office Use Only</i></p> <p>Score: _____ Comments</p>
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