



TEST AND MEASUREMENT NEWSLETTER

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Measurement and Evaluation SRIG members.

In our last issue, we promised to provide information from Joe Giles' presentation at the Indianapolis meeting pertinent to teacher evaluation. Joe and I have decided to take a liberal approach and provide data on the present teacher education policy in Tennessee with special emphasis on the teacher evaluation component. I hope this material meets with your approval.

If any of the members have ideas for programs at the inservice meeting in Washington, send them along to me at the University of Northern Colorado.

Richard Colwell

Teacher Education Policy  
State of Tennessee  
January 29, 1988

State Board of Education  
Tennessee Higher Education Commission  
State Certification Commission

EXECUTIVE SUMMARY TEACHER EDUCATION POLICY

In order to have schools among the best in the nation, Tennessee must do all that it can to attract capable people into the teaching profession, prepare them well, and ensure that they remain in the profession. The General Assembly recognized this in 1984 when it enacted a number of significant reforms and directed the State Board of Education, the Tennessee Higher Education Commission, and the State Certification Commission to study teacher education.

Enhancing the teaching profession requires three major initiatives: competitive salaries, a professional working environment, and improved teacher education. This policy focuses on the third initiative, improved teacher education. The policy requires an investment in Tennessee's future teachers. The board and commissions believe that implementation of this policy will make the teaching profession more attractive and will prepare teachers to meet the challenge of educating young people for the future.

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The policy sets forth a far-reaching but workable plan that is consistent with the recommendations of the Southern Regional Education Board. The plan will enhance the academic experience of teacher candidates by enabling all teachers to have an academic major in addition to the professional education core. A one-year internship will strengthen the practical experience of teachers. Teacher candidates who do not undertake internships will have an enhanced student teaching experience plus a Beginning Teacher Program to support them during their first year of employment. The plan will also encourage qualified college graduates who have no prior teacher preparation to enter the profession by providing post-baccalaureate programs.

Implementation of this plan will require changes in rules and regulations and legislative action. The changes will be phased in and, when fully implemented, will require additional funding. In the early years the costs, associated primarily with planning, will be minimal.

The state currently invests heavily in educating a prospective teacher and makes an even greater investment in salary over the lifetime of a teacher's career. The typical teacher will touch the lives of hundreds, if not thousands, of children. The State Board of Education, the Tennessee Higher Education Commission, and the State Certification Commission believe that an enhanced curriculum will attract highly qualified individuals to teaching and that an improved induction process will reduce the high turnover rate in the early years of teacher's careers. The long-term benefits will more than compensate for the investment in improved teacher education.

The State Board of Education, Tennessee Higher Education Commission, and State Certification Commission will take appropriate steps to implement the following:

1. All prospective teachers will complete an enhanced curriculum consisting of a general education core, a professional education core, and an academic major.
2. All teacher candidates will complete an induction process which consists of:  
(a) a full school year internship with stipend; or (b) a semester student teaching experience plus a Beginning Teacher Program in the initial year of employment.
3. Institutions of higher education and local school systems will plan and conduct jointly full school year paid internships which cap the prospective teacher's preparation program and serve as an induction into the profession. Internships will be piloted and evaluated to determine the feasibility of wider implementation of the concept. Candidates successfully completing internships will not undertake the student teaching/Beginning Teacher Program sequence.
4. Teacher candidates who do not undertake internships will complete a student teaching semester which the student is assisted by cooperating teachers and faculty members from the institutions of higher education. In addition, a Beginning Teacher Program will provide the assistance of a teacher mentor and other professional growth experiences to teachers in their first year of employment.
5. Post-baccalaureate teacher education programs will prepare highly qualified graduates who already hold bachelor's degrees but have no prior teacher preparation. Teacher candidates must demonstrate the competencies outlined in the new curriculum and must complete an induction experience comparable to that required of other candidates.

6. The State Board of Education and the Tennessee Higher Education Commission will evaluate the various approaches to teacher education, both to improve the programs and to determine which approach(es) provide(s) the best preparation for teachers. These bodies will then determine which approaches will become the norm in Tennessee.
7. Certification and licensing, and rules and regulations of the State Board of Education will be restructured to reflect: the new curriculum, internship, student teaching, Beginning Teacher Program requirements, and the new evaluation activities with emphasis to be placed on knowledge and competencies mastered.
8. Institutions of higher education will implement a curriculum for teacher education candidates that ensures a well integrated program of study, excellent instruction, and improved advising of prospective teachers.
9. Local schools and institutions of higher education will have joint responsibility for intern evaluation which will be based on performance.
10. The state will develop a program for recruiting well qualified students, especially black students, into teacher education.
11. The approval of teacher education programs will be based either upon National Council of Accreditation of Teacher Education (NCATE) accreditation or state approval standards derived from NCATE, in combination with additional state requirements. Continuing approval of institutions will be based in part on the performance of their graduates.
12. The State Board of Education, in consultation with the Tennessee Higher Education Commission, will develop guidelines for internship, student teaching, and post-baccalaureate programs. The State Board of Education will develop guidelines for the Beginning Teacher Program.
13. Funding mechanisms for higher education will be revised to direct financial support to (1) the assignment of faculty to internship programs and other off-campus activities, (2) institutional performance incentives for improved teacher education programs, and (3) incentives to attract well qualified teacher candidates, especially black teacher candidates.
14. State funding for grades K-12 will include financial support for the internship, student teaching, and the Beginning Teacher Program.
15. Elimination of employment standard waivers and permits will be a goal for both the state and local school systems.
16. The state will develop a data base to make possible projections regarding supply and demand for teachers in specific teaching fields.
17. The plan will be phased in according to a time frame developed by the State Board of Education and the Tennessee Higher Education Commission. Planning for curriculum reform, internship, student teaching, and the Beginning Teacher Program will begin immediately.

18. The Advisory Council on Teacher Education and Certification will continue to address items requiring further study and will assist in proposing implementation guidelines.

### EVALUATING THE RESULTS

The evaluation of teacher candidates will be based in large part on the performance of candidates and will focus on the knowledge of competency of the prospective teacher. Four aspects of evaluation include teacher candidate assessment, teacher education program approval, internship program approval, and evaluation of the various approaches to teacher education.

#### Teacher Candidate Assessment

Formative evaluation in all phases of teacher preparation is critically important to the successful implementation of this plan. The internship, student teaching, the Beginning Teacher Program, and the post-baccalaureate program are designed to assist all teacher candidates in becoming successful teachers.

Summative evaluation is equally important. The State Board of Education, in consultation with the Tennessee Higher Education Commission, will develop guidelines for evaluation regarding admission of candidates to teacher education programs, entry into student teaching, entry into the internship, and completion of the internship.

#### Teacher Education Program Approval

Procedures for approval of teacher education programs will include two processes by which institutions may gain state approval. An institution of higher education will attain initial program approval through National Council for Accreditation of Teacher Education (NCATE) accreditation or through state approval standards derived from NCATE, in combination with additional state requirements. Both the NCATE accreditation standards and the state approval standards will be supplemented by the addition of requirements critical to implementation of the concepts and processes outlined in this document. The state approval process will modify NCATE standards that do not appear to be appropriate to Tennessee's configuration for teacher preparation.

Continuing approval of a teacher education program will require (1) continuing NCATE accreditation or state approval, (2) the attainment by graduates of teacher education programs of test scores and performance standards established by the State Board of Education, the Tennessee Higher Education Commission, and the State Certification Commission, and (3) evidence that the institution of higher education is evaluating the performance of its graduates and using this information as appropriate to improve its program.

#### Internship Program Approval

The internship programs are partnership programs between one or more school systems and one or more institutions of higher education. As such, they represent a new and unique aspect of teacher preparation and induction. Since they are joint programs, they will need to be approved and evaluated differently than the teacher education programs. The contributions and cooperation of both partners will be assessed in accordance with guidelines developed by the State Board of Education, in consultation with the Tennessee Higher Education Commission.

Evaluation of Various Approaches to Teacher Education

As these policies are implemented, several different approaches to teacher education will be functioning simultaneously. Each approach must be evaluated, both to improve teacher education and to determine which approach(es) provide(s) the best preparation as measured by the performance of graduates in the classroom. Designs for evaluation must be developed prior to implementation and care must be taken to collect and analyze all data.

MUSIC EDUCATION: K-12

The purpose of music education is to develop in each student an understanding of diverse styles of music and the ability to make aesthetic judgments in performing, creating, and responding to music. The teacher education program will integrate the fundamental knowledge and skills inherent in music and professional instruction. The music teacher will demonstrate the following competencies:

I. Instruction/Professional

- A. Ability to inspire and develop the imagination of students.
- B. Understanding of child growth and development and identification and understanding of the principles of learning as they relate to music.
- C. Ability to assess aptitudes, experiential backgrounds, and interests of students and to develop learning experiences related to assessed need; ability to adapt music instruction for exceptional students.
- D. Ability to teach music reading and to adapt teaching to students of varied age and ability levels.
- E. Knowledge of and skills in utilizing current methods and materials (including music textbooks) available in appropriate fields and levels of music education.
- F. Knowledge of sequentially developed music curriculum to be used in the schools; awareness of national developments in curriculum and ability to select and implement curriculum.
- G. Knowledge of current technology related to the creation, storage and performance of music.
- H. Ability to implement music instruction (including demonstrable proficiency in listening, describing, reading, evaluating, performing, and creating music) for the general student at the elementary, middle, and high school levels.
- I. Knowledge of music literature suitable for various age levels; ability to select music appropriate for the ensemble and/or individual student.

- J. Ability to lead students in analyzing and describing the music being performed.
- K. Ability to formulate a rationale for and philosophy of music education and the ability to articulate the rationale to students, colleagues, administrators, and parents.
- L. Knowledge of the role of music in the total school program.
- M. Knowledge of organizations and structures for professional music education and understanding of importance of utilizing such organizations for continued professional growth and as outlets for student participation.
- N. Awareness of the wide range of skills necessary to develop, organize, and maintain a music program in the schools.
- O. Ability to counsel students on professional issues, career opportunities, and competencies required for college entrance.

## II. History/Theory

- A. Knowledge and understanding of music of various styles, historical periods, and cultural sources, including western art music, non-western music, popular music, and folk music of Europe and America.
- B. Knowledge of the language and grammar of music; understanding of the common elements of music (rhythm, melody, harmony, expressive qualities, form, and style) and their interaction, as well as the ability to employ this understanding.
- C. Proficiency in composing, improvising, arranging, and adapting music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.
- D. Ability to form and defend evaluative judgments about music.

## III. Performance

- A. Advanced level of proficiency as a solo performer; reasonable performance proficiency in an additional instrument or voice.
- B. Ability to read music at sight utilizing primary instrument or voice.
- C. Proficiency in sight-singing.
- D. Functional piano proficiency.
- E. Conducting skills and rehearsing techniques which produce accurate and expressive performances with various types of ensembles and in the general classroom setting.

- F. Specific performance competencies for vocal/general endorsement:
1. Functional proficiency in sight-reading, accompanying, transposition, and improvisation on the piano.
  2. Sufficient vocal skill to assure effective use of the voice in demonstrations.
  3. Proficiency in classroom instruments sufficient to employ these instruments as teaching tools.

- G. Specific performance competencies for instrumental endorsement:
1. Proficiency in solo instrumental performance.
  2. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach students effectively.
  3. Sufficient vocal ability to use the voice in an instrumental ensemble rehearsal or in private instrumental instruction.

### Guidelines

- I. These competencies will be developed in the general education core, the professional education core, and the major.
- II. The major will constitute a maximum of 30% of the minimum requirements for a baccalaureate degree. Competencies related to music history may be included in the general education core. Competencies related to music instruction may be included in the professional education core. Course work in the major may go beyond the 120 semester hours required for a baccalaureate degree if necessary to meet accrediting standards.
- III. Music teachers will be endorsed in either vocal/general music or instrumental music. The requirements for the two endorsements are the same with the exception of the performance competencies in sections III.F and III.G. Teachers who meet the competencies will be licensed to teach either vocal/general music, grades K-12, or instrumental music, grades K-12.
- IV. Course work in education methods, specific to music education, will be taught by faculty who have had successful experiences teaching music in public schools and who maintain close contact with the schools.
- V. The program will allow music educators to gain competencies while participating in a variety of large and small ensembles appropriate to the specific endorsement.
- VI. The program will integrate skills of performing, describing, and creating through studies in music theory, music history, applied solo study, and ensemble experiences.
- VII. The teacher candidate will have the opportunity through early field experiences and internship or student teaching at the early elementary, middle, and high school levels to do the following:
  - A. Have short-term, single focus, individual and small group teaching tasks.

- B. Assume full responsibility for the teaching of one class or one performing group on a short-term basis.
- C. Have other experiences such as helping at solo and ensemble festivals, private studio teaching, and small class instrumental instruction.

Internship or student teaching experiences will include placements in at least two of the following levels: early elementary, middle grades, and high school.

- VIII. In the internship or student teaching experience, the teacher candidate will work with a competent music educator:
  - A. Whose performing groups play or sing accurately and with sensitivity regardless of level.
  - B. Who has ability to instruct students in an organized and logically sequenced mode.
  - C. Who continues seeking new ways to help students learn music.
  - D. Who retains personal musicianship skills and continued curiosity about music.
- IX. The applied music study of a teacher candidate will culminate in a senior recital or the equivalent.