



Application for the Utah State Board of Education ELEMENTARY MUSIC SPECIALIST ENDORSEMENT

Applicant Information:

Name: _____ CACTUS ID#: _____

E-mail: _____

Purpose

This endorsement may be attached to a current Professional or Associate Educator License with an Elementary Education area of concentration and is required to be qualified to teach in the Beverley Taylor Sorenson Arts Learning Program.

Select Endorsement Type: Please check one

- This application is for a Professional Elementary Music Specialist Endorsement.
- This application is for an Out of State Licensure Applicant.
- This application is for an Associate Elementary Music Specialist Endorsement. I have completed at least one of the following requirements:
 - Passed the Praxis II Music Content Knowledge Test #5113
 - Earned a bachelor's or higher degree in the endorsement area
 - Completed at least 3 of 9 Requirement Areas for the endorsement

Instructions for Completing the Application:

1. Complete the Secondary Music Endorsement Application by filling in the table demonstrating how you have completed at least one option for each of the 9 requirement areas.
2. Email completed application and required documentation to licensing@schools.utah.gov. Attach documentation to the email and submit necessary University transcripts to transcripts@schools.utah.gov. See details below if you need to send in paper transcripts or documents.

Endorsement Requirements:

Music, like other art forms, is not taught in isolated units. Several skills are used in creating and performing music that are constantly developed throughout the educational process. As students' progress, increased rigor of those skills is expected. The same is true for the music educator. There is an expectation that a musician/teacher is constantly learning and refining existing skills, developing new skills, and collaborating with others to help both the teacher and the student. Therefore, a teacher's individual musical skills are important as well as the ability to teach those skills to others.

The skills listed for an endorsement do not necessarily need to be evidenced separately. Observations, video, or written evidence can encompass several skills at one time. It is more important to show consistency and learning by submitting multiple examples.

Refer to the [Utah State Core Standards](#) to understand how and what Utah students should learn and be able to do in music:

Musicianship

Theory/Aural Skills
Conducting
Personal Performance
Ensemble Performance
Improvisation
Composing and Arranging

Instructional Pedagogy

Curriculum and Literature/Repertoire
Content Specific Teaching Techniques

PRAXIS

The PRAXIS II Music Content Knowledge Test #5113 is one pathway to the endorsement. A candidate who passes the PRAXIS would be required to complete the Elementary Teaching Methods requirement. To get information or register for a test go to www.ets.org/praxis. "Register for a Test." To find information on the content of a particular test, click on the link "Prepare for a Test".

Demonstrated Competency for One Or More Requirements

In lieu of university and/or approved professional development courses, the applicant may apply for an endorsement through demonstrated competency. **The applicant must document, schedule, and submit the following:**

1. **Portfolio evidence** of college-level competence in each category.

AND

2. **Participate in an oral interview** under the direction of the USBE Fine Art Specialist or designee/s to determine applicant's declarative, procedural, and conditional research-based knowledge of each individual course. This is usually done by a committee of specialists.

AND

3. **Participate in a formal observation** conducted by USBE Fine Art Specialist or designee/s to demonstrate classroom instructional application of the Secondary Visual Arts course content.

For each of the following requirements, indicate the courses you have completed, or the documentation submitted to satisfy each of the requirements. If the course name and number do not exactly match the category, please include a course description. Applicants must earn a C or higher in the course(s) taken.

Musicianship:

| Category: | Course work: | *Demonstrated competency: |
|--|---|---|
| <p><i>Theory/Aural Skills</i> including but not limited to:</p> <ul style="list-style-type: none"> ● Common practice part writing ● Melodic & Harmonic Analysis ● Sight Singing ● Dictation ● Error Detection | <p>Music Theory and Aural Skills 1 (Minimum of 3 credits)</p> <p>IHE _____ Course Code _____ Year _____ Grade _____</p> <p>IHE _____ Course Code _____ Year _____ Grade _____</p> | <p>Exam equivalent to college level Music Theory and Aural Skills 1</p> |
| <p><i>Conducting</i> Conducting skills in styles and meters; competency in Identifying strengths and weakness in analyzing aural performances with suggestions for improvement interpreting a written score.</p> | <p>Fundamentals of Conducting (minimum of 2 credits)</p> <p>IHE _____ Course Code _____ Year _____ Grade _____</p> | <p>Portfolio evidence equivalent to a college level conducting course</p> |
| <p><i>Personal performance on your main instrument</i> Demonstrate proficiency with their voice and/or instrument(s) and provide appropriate aural models that provide students with appropriate aural feedback.</p> | <p>Personal private instruction (3 credits)</p> <p>IHE _____ Course Code _____ Year _____ Grade _____</p> <p>IHE _____ Course Code _____ Year _____ Grade _____</p> <p>IHE _____ Course Code _____ Year _____ Grade _____</p> | <p>Video or live performance with a supporting letter of recommendation by an expert on that instrument or voice.</p> |
| <p><i>Ensemble Performance</i> Participation in both rehearsal and performance in a musical ensemble(s)</p> | <p>Ensemble participation (2 credits)</p> <p>IHE _____ Course Code _____ Year _____ Grade _____</p> <p>IHE _____ Course Code _____ Year _____ Grade _____</p> | <p>Provide evidence of participation in both rehearsal and performance in a pre-approved musical ensemble(s).</p> |
| <p><i>Improvisation</i> Improvisation skills including improvised accompaniment and melodic improvisation</p> | <p>A course where improvisation is an objective in the course</p> <p>IHE _____ Course Code _____ Year _____ Grade _____</p> | <p>Provide evidence of stylistically appropriate improvisation skills in a live setting. (Real time, unedited)</p> |

| Category: | Course work: | *Demonstrated competency: |
|--|--|---|
| Composing & Arranging --Understanding of the developmental level of K-6 students, range of voice and/or instruments, accessibility of piece --Common part-writing skills | A course where scoring and arranging is an objective in the course. IHE _____ Course Code _____ Year _____ Grade _____ | Provide portfolio evidence of an original composition or arrangement (including multiple parts) |
| Music History & World Music (culture and relevance) <u>Understanding of:</u> --Western (Euro-American) including a diversity of genres and styles --World Music including a diversity of genres and styles --Popular and Commercial Music | Music History & Literature World Music (Minimum of 3 credits) IHE _____ Course Code _____ Year _____ Grade _____ | Exam equivalent to a college course in music history and literature, or portfolio evidence. |

Instructional Pedagogy:

| Category: | Course work: | *Demonstrated competency: |
|--|---|--|
| Curriculum & Literature/Repertoire Competence in selecting literature for a diversity grade levels Competence in designing instructional strategies <ul style="list-style-type: none"> ● listening strategies ● rehearsal techniques ● methods & materials ● instructional strategies ● planning & lesson design ● knowledge of state standards | Elementary methods Orff/Kodaly/Music Learning Theory/Dalcroze Certification courses (3 credits) IHE _____ Course Code _____ Year _____ Grade _____ IHE _____ Course Code _____ Year _____ Grade _____ | Provide portfolio evidence demonstrating the ability to plan & prepare instruction with music from a variety of genres and styles Provide a unit plan that demonstrates the four strands of the state core standards <ul style="list-style-type: none"> ● Use historical, social and cultural analysis to help students make connections with music, history, culture and their personal lives. ● Create musical ideas ● Perform for others ● Reflect on the musical experience |
| Teaching of content specific techniques <ul style="list-style-type: none"> ● Changing voice ● Vocal ranges ● Vocal health | Technique courses specific to vocal emphasis. (3 credits) | Video evidence of ability to give proper technique instruction across content |

***Video evidence, portfolio evidence, and/or live observation could cover more than one indicator.**