



2019-20 Professional Development Outreach Session Menu

All of the workshops below are intended for K-12 music teachers across different music content areas.

To request a session, complete the Session Request Form. (Requires a login on cmea.org)

Assessment

Participants will learn how to decide what to assess, how to design assessments, collect and analyze data, and use data to make decisions about instruction.

Classroom Management

This workshop can be customized for your specific situation. Participants will learn about setting expectations, rehearsing procedures, routines and transitions, and developing logical consequences. This workshop culls materials from a variety of classroom management methods.

Culturally Responsive Teaching

Culturally responsive teaching is a pedagogy that emphasizes high expectations, the formation of cultural competence, and the development of a critical consciousness. In the music classroom, a CRT perspective can help an educator address the cultural match or mismatch that may occur for many students between their home and school environments. By incorporating students' musical preferences in the classroom, we can validate their experiences and raise questions about the social class associations with particular genres of music. We can cultivate their technology and critical listening skills while empowering their musical voice. We can highlight student strengths by exploring a body of musical literature in which they are already fluent. Rather than dividing academic success from cultural affiliation, we can celebrate both. In this session, I will provide a background on the central tenets of CRT, its associated terms, and use in music education prior to discussing strategies for incorporating a CRT perspective in the classroom.

Developing Standards-Based Curriculum

This session will introduce you to the principles, components, and applications of the National Core Music Standards. Depending on your school's needs, the session could address how to formulate district curriculum maps, classroom lessons, assessments and teacher evaluation using the national standards as a basis, or align with your district graduation competency goals. We will share ideas and models and ways to lead your district. This session will address preK-12 music teachers in all disciplines.

Music Ensemble Recruiting and Retention

Our music ensemble enrollment is critical to the success of our programs and is an area that requires constant monitoring and attention. This session will share best practices and strategies from some of the most successful programs in the state. We will explore methods of analyzing, maintaining and building your district's music ensemble participation.

Music and Literacy Connection-Inquiry and Language Development

Guiding Students to Think, Reflect, and Assess In this session, we will learn how strong questioning skills can promote student's engagement with musical activities, clarify and reinforce their understanding of musical skills and concepts, and promote collaborative work with their peers. Music teachers will also learn how to create questions that scaffold student's musical thinking from basic recall to higher order thinking through a series of activities and examples. Questioning as it relates to active learning environments will also be linked to teacher evaluations.

Music and Special Education

Including Everyone All of the Time: Using principles of Universal Design for Learning and multi-modal teaching, you can reach almost all learners. Also addressed will be strategies for teaching students who struggle with processing and reading traditional music notation.

Notational Literacy

The development of notation reading skills can be nurtured in students of many ages and ability levels. Following a sound-before-sight philosophy, music educators can lead students from a pre-notational level into beginning sight-reading and beyond using appropriate scaffolding, engaging musical puzzles, and games. Participants will experience sight-reading strategies first-hand and share processes that have been successful in their own classrooms.

Student-Centered Instruction

The National Core Standards for the Arts and the Common Core Standards in other academic areas emphasize “active learning” as a way to develop self-regulation and self-motivated learners. The session includes interactive discussions and time for self-reflection. We will learn from each other and explore effective models and instructional approaches as a way for our music students, at all levels, to become “artistically literate.”

Supporting Diverse Learners

Students come to the music classroom with varying degrees of skill, interest, and comfort toward making music, yet educators must consider how to meet needs of all students regardless of ability. Using disciplinary literacy as a framework, this session will explore strategies for engaging all students in music making, discussion, and self-reflection in the ensemble and core music settings. We will explore the ways in which repertoire choices directly inform facilitate diverse ways of music making and learning in the classroom. These strategies can be used by teachers to scaffold music making by giving students options of how to comfortably participate, ensuring that all students experience success regardless of skill level.