

Greetings! When I began this position two years ago, I mapped out several goals that I hoped to accomplish as your SMTE/Higher Education representative. One of those goals was to maintain a strong collaborative relationship with PDE representatives and to serve as a liaison between PDE policy mandates and SMTE/Higher Education curricular implementation. As a means to meeting that goal, I asked O. David Deitz, PDE Consultant, to discuss his work with Educator Effectiveness and its implications for teacher educators. David is the former choral director at Central Dauphin High School and began working with PDE in 2011. What follows are his answers to a few questions that I think will prove insightful and beneficial to us all...

***Please tell us what do you do and how are you helping music education in Pennsylvania?**

Educator Effectiveness is one of the top requirements of the Race to the Top mandates. In PA, educator effectiveness is measured as follows: 50% Danielson-type assessment, 15% school profile (PSSA scores, attendance, etc.), 15% standardized test scores for subjects that are tested by standardized measures, and 20% as a teacher-driven elective measurement. Music teachers in PA will not be evaluated on the 15% standardized test scores for their subject, so the elective-assessment portion for music teachers will comprise 35% of their overall evaluation. My area of work is primarily with Educator Effectiveness, serving as the project lead for creating this “elective” portion of the new teacher evaluation system in PA.

Additional responsibilities include work with the fine arts curriculum (in light of the advisory staff position currently not being funded) and work towards re-establishing a governor’s school for the arts, now called *Keystone State Summer School for the Arts*, in conjunction with the PA Council on the Arts.

In helping music education in the state, I work toward making authenticity in assessment the key issue and developing measures of teacher effectiveness based on the music content area. In addition, I report PDE initiatives to PMEA on a regular basis and provide teacher evaluation in-servicing to music organizations.

***Considering all of the policies that you are seeing, what do you believe are the one to three most important things for music teacher educators to be aware of right now as they are training the teachers of tomorrow?**

- Danielson-style teacher evaluation systems. Useful links include:
 - <http://www.danielsongroup.org/article.aspx?page=frameworkforteaching>
 - <http://www.pdesas.org/>
- An understanding of standards-based education, with abilities to develop and effectively teach a standards-based curriculum in the arts as well as addressing common core standards in content areas that are tested by standardized state tests;
- An understanding that assessment is an integral part of curriculum, and recognition that evidence of student achievement of content standards reflects a subsequent measure of teacher effectiveness.

***What concerns you the most about music education in PA in the near future?**

- Students coming out of music education programs must have both musical and teaching skills; one or the other will not be sufficient;
- Many music teachers are still unaware of the standards based environment or current trends in teacher effectiveness practice;
- Some music teachers still hold to the notion that the arts are “unique” in ways that exempt them from research-based teaching and assessment practices;
- Music teachers who work primarily toward the benefit of their top level performers will create unemployment;
- Music educators who choose to not be involved in the total academic, social and decision making processes of the school and community will devalue the worth of music education, causing continued cuts in school program.

***What, if anything, makes you hopeful about music education in PA in the near future?**

Music education (arts education) has the power to bring an individual from the passive state of “I wish I could” to the active state of “I can!” — and not just for today, but for a lifetime. As music educators begin to better understand the implications of teaching to an individual’s lifelong interaction with music, we’ll no longer need legislation to “define” this core human experience as a core subject!

An enormously large thank you to David for sharing his words of wisdom, advice, insights and passion for quality music education with us throughout his career.

If you have further questions or would like additional information from David, please feel free to contact him at oddeitz@comcast.net. If you have information or concerns that you would like to share with our membership on this topic, please contact me at khc007@bucknell.edu.

Thanks for reading! I wish the best to each of you in the upcoming year! May 2013 bring you much joy, excellent health and professional goodwill!



Kimberly H. Council is an associate professor of music, the coordinator of music education and Samuel Williams Professor in Music at Bucknell University.

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