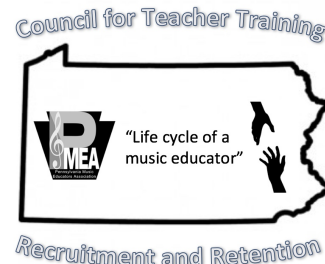




Collegiate Communiqué #29 *Summer Send-off, especially for NEW teachers* June 2020

Greetings from the PMEA Chair of the Council for Teacher Training, Recruitment, and Retention.

Collegiate Communiqué is released several times a year and serves as a "quick-read" and "starting point" for news, perspectives, and research geared to music education students and higher education teachers. This issue spotlights the new **PMEA Mentor Program Webinar Series** in June, the **Summer Virtual Conference** on July 20-24, **PMEA Advocacy Day** on June 18, mock interviewers and other resources for those seeking a job, and another article from Rich Victor on "change" and reflecting on the issues of school district decision-making during the transition from COVID-19.



This is **your** forum. You are invited to submit an article for a future issue: paulkfox.usc@gmail.com. Past editions are archived here: <https://www.pmea.net/focus-areas/pcmea/>

Are You Getting Your Mail and Email?

It is so easy to hit the "delete" button when you are cleaning up your email accounts! The "pounds" of junk mail that arrives weekly in your USPS "snail-mail" and digital in-boxes can be overwhelming! But, be careful you do not accidentally throw out something you *really* want or need to read... and be sure to save PMEA messages somewhere safe!

Professional music educators rely on many sources of communication. PMEA sends out a quarterly-printed state journal (*PMEA News*), and as many as 3-5 e-publications or UPDATES per month to help inform members about the news, deadlines, initiatives, and upcoming events. Hopefully you have not "opted out" receiving these notices when you processed your annual membership renewal or logged into your PMEA account! It is the only way PMEA leadership can "connect" with you and provide timely bulletins on the PA music education scene.



Talk to someone if you have failed to receive past issues of PMEA UPDATES, *For the Good of the Order*, this *Collegiate Communiqué*, and PMEA's other Constant Contact emailed announcements. (If you need help in managing your online settings, contact PMEA staff member Kelly Gressley: kelly@pmea.net.)

Meanwhile, to "catch-up" on what you may have been missing, try these links:

- *Preparing for the Future Update* May 31, 2020 <https://conta.cc/2AzIKOc>
- *PMEA Late May Update* May 28, 2020 <https://conta.cc/3cuCHrh>
- *Preparing for the Future* May 26, 2020 <https://conta.cc/2yYvzFV>
- *For the Good of the Order* May 24, 2020 <https://conta.cc/3c3k39M>
- *Preparing for the Future Update* May 22, 2020 <https://conta.cc/2MsnaOg>
- *Advocacy Update* May 15, 2020 <https://conta.cc/3ctoQl5>
- *Update from the President* May 5, 2020 <https://conta.cc/3dtsjBq>
- *Collegiate Communiqué* April 18, 2020 <https://conta.cc/2WUAWbW>
- *For the Good of the Order* March 19, 2020 <https://conta.cc/2A3psAd>

Coming soon...

- PMEA Advocacy Day
June 8, 2020 pages 7-11
- PMEA New Webinars
Tuesdays & Thursdays
pages 2-3
- PMEA Virtual Conference
July 20-24, 2020 page 6

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PMEA Mentor Program Webinar Series

by Teri Myers, Co-Chair of Council TTRR and Chair of Mentor Program

<https://www.pmea.net/focus-areas/mentor-program/> and <https://www.pmea.net/webinars/>

We are happy to announce a summer webinar series for new teachers and those searching for employment. We know that several recent graduates did not get the full student teaching experience. The mission of this series is to link successful music education professionals (mentors) with individuals searching for expert guidance and to fill in some of the gaps of what you might have missed.



Participants will benefit through remaining active in the music education field, gain proven conceptual ideas, networking, as well as a forum for questions. The webinars will run through the month of June, every Tuesday and Thursday evening at 7 p.m. Register for webinars on the PMEA website under "webinars." (See above link.)

While this series is geared towards first- through third-year teachers, all PMEA members are welcome to join us! If you missed a session, you may download and view the recording from the PMEA website and even earn Act 48 professional development credit.

June 2, Discussion Forum: Building Professional Relationships: Making Allies with Parents, Colleagues, Administrators, and Students

Presenters and participants will discuss methods of building relationships with all stakeholders. Discussion will include being the new teacher on the team, building rapport and making good first impressions, and creating appropriate teacher and student relationships, and whatever questions you bring to the discussion.

June 4, 7 p.m. Classroom Management: Every Beginning Teacher's Biggest Question

No one has all the answers because every student, teacher, and environment are unique. So, let's deconstruct some ideas and theories that have worked for veteran teachers (and some that have not). Join us to discover how to build your classroom management system. Ensemble and classroom from elementary through high school will be discussed.

June 9, 7 p.m. Elementary General Music: Cookbook for Planning and Resources

Beef up your elementary general resources and add a little spice to your planning to fill up the bellies of all of your students. Translation: we'll be sharing our favorite tried and true elementary general resources and be giving some easy to follow pointers on how to get started on short and long term lesson planning.

June 11, 7 p.m. Concerts: The Journey from Before Concert Night and Beyond

There is so much more to planning and executing a successful concert than the audience will ever know. Join us to learn how you can make sure they never find out. From the details to the people to the music: how do you make everything flow together for a memorable experience for your students?

June 16, 7 p.m. Teaching Students Who Receive Special Education

Like music, every student is unique. So how can you do your best for every student simultaneously? Join us for this hour to discuss how we as music educators can meet the needs of all our students. If you don't know why the title is phrased the way it is, join us to find out.

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Page 3 of 11

June 18, 7 p.m. It's All in the Details: Budget, Calendar, Organization, etc.

Not the reason anyone becomes a music teacher, but a necessary part of being an effective one. The amount of details to keep track of can be overwhelming. Let's talk about ways to spend less time on these details to create more time for making music with our students.



June 23, 7 p.m. Curriculum and Philosophy: How to Make Both Your Own

These are not the easiest intangibles to grasp as a novice teacher. This does not make them any less important. It is vital to any music educator to spend a little intentional time thinking about both. Join us for a discussion that will help you begin, or renew, your own philosophy and determine how that affects your curriculum delivery.

June 25, 7 p.m. PMEA Cares: Final Wrap-up

This forum discussion will be led by the discussions and needs of the participants of the previous webinars in the series. Basically, the topic is TBD.

Do You Need Help on Taking Interviews?

by Paul Fox

Yes, the music teaching jobs are "out there!" And, now is the time... for those potentially stressful employment screenings!

In our last *Collegiate Communiqué*, we reported that there were active and retired PMEA members who would be willing to offer free sessions on *mock interviewing*. The list has grown substantially since April:

- | | |
|------------------|-------------------|
| • Corey Bartell | • Dan Kershetsky |
| • Tina Bennett | • Byron Mikesell |
| • Rick Coulter | • Marty Ort |
| • John D'Ascenzo | • Henry Pearlberg |
| • David Deitz | • Bill Powers |
| • Paul Fox | • Eric Plum |
| • Matthew Harris | |



Practice makes perfect! Common interview questions will be asked, and then these experienced volunteers will give you a quick analysis of your strong points and possible areas for improvement.

Contact these professionals directly via email. You could set-up a phone interview. They are waiting to hear from you. (For email addresses, go to the Council TTRR website: <https://www.pmea.net/council-for-ttrr/>.)

As mentioned in past issues of *Collegiate Communiqué*, numerous websites can provide you additional recommendations on preparing for and "acing" those interviews. Start by looking at these by Paul Fox:

- **The Do's and Don'ts of Interviewing** <https://paulfox.blog/2015/10/11/the-dos-and-donts-of-interviewing/>
- **Hints for the Job Search Process** <https://paulfox.blog/2016/01/29/hints-for-the-job-search-process/>
- **Interview Questions Revisited** <https://paulfox.blog/2016/02/27/interview-questions-revisited/>
- **READY TO HIRE: Strategies to Land a Job** <https://paulfox.blog/2019/04/03/interviews/>
- **Job Interview Rubrics** <https://paulfox.blog/2019/05/14/job-interview-rubrics/>
- **Becoming a Music Educator** <https://paulfox.blog/2019/09/19/becoming-a-school-music-educator/>
- **More on Teacher Interviews** <https://paulfox.blog/2020/01/26/more-on-teacher-interviews/>
- **Questions on the Three Phases of Interviews** <https://paulfox.blog/2020/05/11/questions-for-the-3-phases-of-interviews/>

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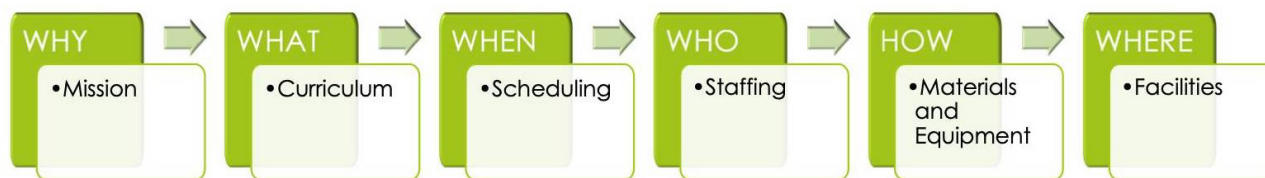
Final Lecture to His Graduate Music Education Students

by Richard Victor, for his students at the University of Buffalo Graduate School of Education Global Campus

This course, "**Supervision of Music Learning Programs**," was focused on programs as they existed before this year. Obviously, some things have changed.

What has changed and what has stayed the same? To answer that question let's take another look at this graphic from Unit 4.

Decision Making Process



All decisions should flow from the mission statement. That should not change.

As you discovered, most school district mission statements focus on ideals such as “success, life-long learning, and becoming responsible citizens in the community.” An effective music department mission statement will be in alignment with the stated district mission. It will inform the administration and the community how the study of music helps the district achieve their stated mission through the skills and knowledge children learn in music. It also explains what children would lose if the subject were not offered because no other discipline is available in the school district where children can learn those skills and knowledge as well as in music classes.

The school mission and the department mission define the WHY.

Once the WHY has been determined, then the district must determine the WHAT. WHAT learning activities need to be offered to the students in the district in order to help them achieve the desired outcomes stated in the mission? The answer to that question should help determine the curriculum for music.

The content for the music curriculum is determined partially by the district and department missions, partially by state mandated Arts Standards, partially by local school district inter-disciplinary curriculum requirements, and partially by the music department's desire to provide each child with a comprehensive and high-quality music education based on National Standards.

The outcomes from those learning activities - the WHAT - should not change.

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Page 5 of 11

In pre COVID-19 times, the next decision would be to determine how much time is needed for students to master the curriculum and succeed in their activities. How many years will each facet of that curriculum require? How many hours of instruction should be allocated in each year and WHEN should that time be scheduled in order to provide the maximum number of learning opportunities for each child?

The WHEN might stay synchronous or change to asynchronous instruction. The number of instructional hours provided to each teacher and each subject may need to be flexible. That is yet to be determined and we should prepare for all possibilities. However, keep in mind that the WHEN should not alter the WHAT.



Rich Victor

Once it is decided how many hours of instruction should be allocated annually and when those hours would be scheduled, then the district must figure out exactly how many teachers will be needed to deliver that instruction and what qualifications those teachers should possess. The "WHO" part of the process -the staffing piece of the puzzle - should still be driven by the needs of the curriculum and should not change.

It will be the HOW and WHERE parts of this process where the largest changes will occur.

Obviously, the decision WHERE teachers and students will be in the fall will impact HOW music will be taught and what equipment and materials can be used for learning activities.

Facilities in school buildings must be adapted to provide appropriate space for instructional activities to take place and to conveniently store all of the materials and equipment used in those activities while following whatever social distancing protocols and approved procedures for safely handling musical materials are adopted. The WHERE may continue to be the student's home or a combination of school and distance learning. Once again, we need to prepare for all possibilities.

The most important thing to keep in mind is that the outcomes of the K-12 music curriculum – the WHAT – should not change. Teachers need to keep "the end in mind" rather than just focusing in on their own period of time with each student. Then, following the principles of Understanding by Design, K-12 music staff must work as a team to create appropriate learning activities that are designed to help each student make progress through each grade and ultimately achieve the specific learning outcomes of the K-12 music program using the WHEN, WHO, HOW and WHERE pieces that we will have to work with.

As my friend and colleague Bob Morrison said in a recent presentation "Change the HOW not the WHAT!"

Yes, it will be challenging. The challenges caused by these changes may appear to be daunting at first, but they are not insurmountable!

Fortunately, there are some great thinkers in our profession who are already coming up with ideas to make the best of the situation for both classroom and performance teachers. Even if you are the only music teacher in your school district – you are NOT alone! Wonderful ideas for solutions to these challenges can be found in social media and through webinars.

The most important thing to know at this time is that discussions are occurring right now in every school district throughout the country. When students might return to school, and how classes might be scheduled will be determined soon. You must be proactive and become part of that decision-making process BEFORE the decisions are made! Be at the table so that decisions affecting music education in your district happen WITH you and not TO you.

The future of music education is in YOUR hands. It will be what you make it. Good luck and keep in touch!

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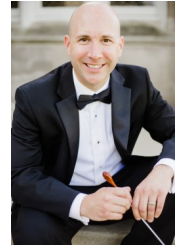
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Page 6 of 11

Going "Virtual" not "Viral!" First-Ever PMEA *Online* Summer Conference

<https://www.pmea.net/pmea-summer-conference/>

The 2020 PMEA Virtual Summer Conference will be held the week of July 20th, with all offerings being recorded for viewing at your convenience. Scott Edgar, Associate Professor of Music, Music Education Chair, and Director of Bands at Lake Forest College, will join the opening keynote session on Monday afternoon, July 20, sharing a very timely message "More Than Music: Helping Our Students Be the Best They Can Be." Ten breakout sessions will be offered throughout the week and the conference will close with a focus on "advocacy" on Friday afternoon, July 24.

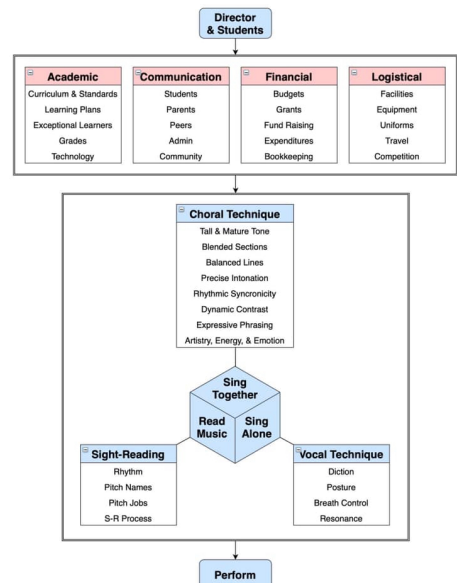
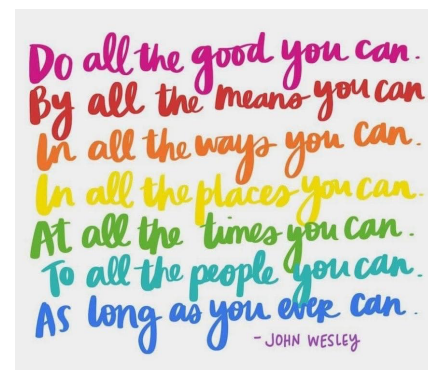
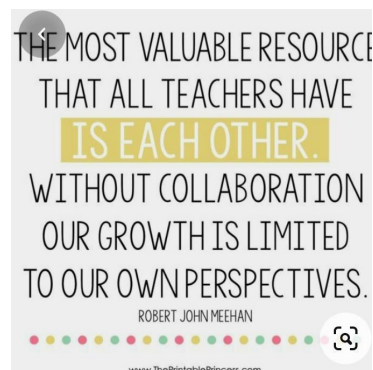
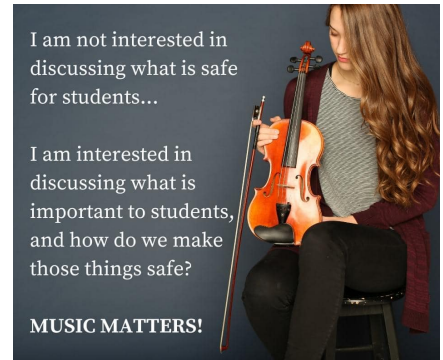
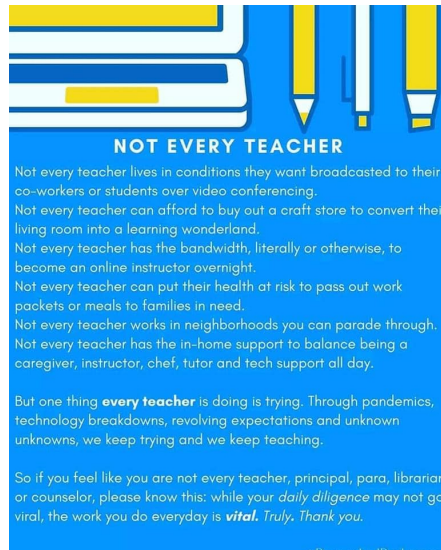
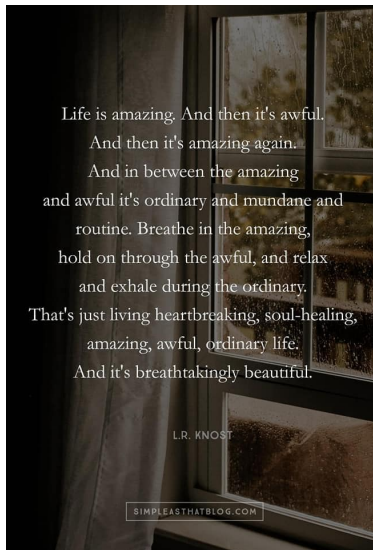


Act 48 hours will be available. Registration information along with the schedule will be available soon.

Inspiring Musings and Memes

Trolling the Internet, especially educationally enlightening sites like the Facebook groups of **Music Educators Creating Online Learning** <https://www.facebook.com/groups/mecol/> and **Music Education Advocates**

<https://www.facebook.com/groups/642620829924103/> provides thought-provoking viewpoints. (Special thanks to Scott Sheehan!)



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Page 7 of 11

PMEA Advocacy News

by Mark Despokatis, State Advocacy Chair



<https://www.pmea.net/focus-areas/advocacy/>



On Friday May 29, 2020, Governor Wolf signed into law a budget for the 2020-21 fiscal year that begins July 1st. A large piece of the budget is short-term and funds government operations through November. That was done for a variety of reasons but mainly because the state won't fully know what deficit will be in place as income has slowed with the state allowing taxes that would normally have been due April 15th to be due July 15th.

Most noteworthy to PMEA members is that the budget does fund K-12 and higher education for the entire 2020-21 school year. This is a major victory for schools as it provides school guidance on the amount of funding they will receive from the state before their local budgets are due on June 30th. Education funding in the budget is level funded at the 2019-20 budget year levels. This is another major victory and one of PMEA's legislative asks. With the current state of the economy, the commitment from the state to education is extremely noteworthy. Other states are already calling to cut billions of dollars from the education budgets. For Pennsylvania to maintain education funding in current times is extraordinary.

This does not mean our advocacy work is over. School districts will still have to make tough decisions as they determine local tax revenues and how that relates to their state and federal funding, and their reserve funds. It is important that you monitor your school district's budget situation over the next month.

PMEA's Virtual Advocacy Day: June 8, 2020

We are asking all PCMEA and PMEA members to join us on June 8th to thank members of the Pennsylvania General Assembly for putting education first and providing predictability and funding to school districts as we enter the 2020-21 budget and school years. Your voice is valuable in our goal of making music and arts education a reality for every child in Pennsylvania.



A virtual orientation meeting will be held at 9 a.m. to update members on PMEA's advocacy efforts. For more details, visit these links on the PMEA advocacy website:

- Learn about PMEA Advocacy Day <https://cqrcengage.com/pmea/ad2020?1>
- PA passed budget (5/29/20 update) <https://cqrcengage.com/pmea/2020budget>
- PMEA Legislative Recommendations – reprinted on pages 8-9
<https://cqrcengage.com/pmea/file/eplILx0Nwq2/2020%20PMEA%20Virtual%20Legislative%20recommendations.pdf>
- PA Public School Funding History
https://cqrcengage.com/pmea/file/0AuSz7kKDDy/ELC_PAPublicSchoolSchoolFunding_History.pdf
- Arts Education Requirements – also pages 10-11 (compiled by David Deitz, PDE Fine Arts Consultant)
<https://cqrcengage.com/pmea/file/9emmpNbbI71/PA%20State%20Arts%20Education%20Policy%20Flyer.pdf>
- Lending your support to arts funding – automatic messaging to your representative
<https://cqrcengage.com/pmea/app/take-action?engagementId=506749>

PMEA would like to include photos/videos showing what PA music teachers and collegiate students have done to adapt to teaching and learning in a pandemic. Your contributions are greatly appreciated:

http://r20.rs6.net/tn.jsp?f=00130xXvnyh7yUuDI7D8r95hES2sAhX5YNgKFw2fkIKQs8WejlpPm8iSulzzMJRA6yx_CxYgf_vGSFyo7-Fqnzn5QhXXKXJShZlWfBF1EfQY8gRV40F36FIqxrAwdLkJaNrFC8oNMe2siJFhqQ3VJL42kWFDMHZ&c=0ooUdp0CmIcuXitaXNOPFMOJwnShVxMmcHOtkaaqzipR4SmG2VIRuw=&ch=EieXOKstAOyg9r_iD-Aj8eJRaRQKkx62H1yiCsKliXuDo0rk28CZew==

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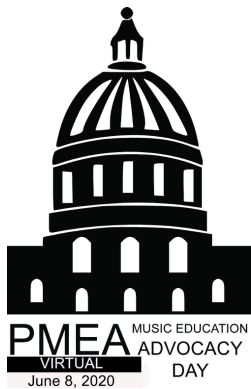
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Pennsylvania Music Educators Association (PMEA) Policy Recommendations

PMEA Represents Music Educators, Members of the Music Products Industry and Most Importantly, Students



- PMEA is a statewide nonprofit organization of over 4,000 members dedicated to promoting the musical development of all Pennsylvanians. The present membership evolved from a small group of band directors dating from 1933.
- Today, the organization includes those engaged in music instruction at all levels, from preschool through college and university, as well as those in the music products industry.

The organization promotes and supports quality music education **for all students**, through learning and performing as well as promoting and supporting music education in schools and communities through inclusion, diversity, access, and Equity - providing programs that actively engage all of our students in the art of music making. PMEA is affiliated with The National Association for Music Education, NAfME.

Through challenging times, including our current reality of educating through a pandemic, PMEA is committed to ensuring all students have access to a quality music education in the safest and most effective form. **Music and arts education is more important than ever to promote the social and emotional well-being of students.**

Fundamental Beliefs

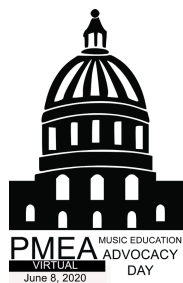
PMEA believes music and the arts effectively:

- Engage students in their creative, cultural, aesthetic, intellectual, social, physical and emotional development—indeed, in the development of their identities as students and citizens
- Develop students' skills critical to 21st century learning for success in school and life
- Develop skills integral to the economy of the Commonwealth of Pennsylvania and the United States

All pre-kindergarten through 12th grade students in Pennsylvania must be guaranteed:

- Music and arts education offered as core curricula
- Music and arts curricula based on a balanced, comprehensive and sequential pre-K-12, standards-based music and arts education
- Music and arts education taught and assessed by certified music and arts educators





PMEA Legislative Priorities

In order for PMEA's fundamental beliefs to become reality in all Pennsylvania schools, PMEA encourages the legislature, the Governor, the Pennsylvania Department of Education, and the State Board of Education to be proactive in ensuring that all school districts receive adequate and equitable funding as well as adequate policy support for the well-rounded education of every student which includes music and the arts as defined by the Every Student Succeeds Act.

1. Maintain Basic Education Subsidy Funding

In the extraordinary times we are in, we believe education is more important than ever. The knowledge students receive in school as well as social emotional learning skills gained there are crucial for students. Pennsylvania should maintain the current basic education subsidy funding to school districts so they can continue to offer vital education services, including the potential for continued online instruction, to students in the Commonwealth. Music and arts education are among the vital education areas that local education agencies should offer to all students and maintaining the state basic education subsidy at 2019-2020 levels is a way to achieve that.

2. Fair Charter School Funding

Pennsylvania should adopt a funding formula for brick and mortar, and cyber charter schools that allows these schools to maintain their original intent – a place for innovative education that can be shared with traditional public schools. PMEA calls upon members of the General Assembly and Governor Wolf to rethink the current charter funding structure to allow all charter schools and all traditional public schools to thrive through a funding formula that supports the principles of equity, adequacy, accountability, and predictability for charter school and school districts.

3. Maintain Funding for School Safety

Pennsylvania should continue to focus on school safety and allocate \$60 million to the School Safety and Security Fund. Allocating \$60 million would fund these programs at the same level as the 2018-2019 and 2019-2020 budget years. There is still a need for school safety improvements in Pennsylvania schools and by allocating a dedicated funding stream for school safety, schools will not be pressured to use other state or federal dollars and instead use that money on educational programs.

4. Increase the Allocation to the State System of Higher Education

PMEA supports an increase in funding to the Pennsylvania State System of Higher Education (PASSHE). PASSHE schools are a valuable resource to Pennsylvania. Some of the finest music teacher preparation programs are housed in these universities. It is critical to provide funding to support adequate resources to prepare the next generation of music educators.

5. Review Current Pennsylvania Standards in the Arts

The Pennsylvania Department of Education and the Pennsylvania State Board of Education should review content area standards as outlined in 22 Pa. Code, Chapter 4. A review and update of these standards is necessary to bring them in alignment with the current state of education in Pennsylvania and the nation. The Pennsylvania standards should be brought into closer alignment with the 2014 National Core Arts Standards and should include standards in media arts.

6. PDE Arts Content Advisor / Liaison

PMEA supports reinstatement of the funded Pennsylvania Department of Education (PDE) staff position that supervises the development of curriculum and standards in four content areas: *Music, Visual Art, Theatre Dance, and Media Arts*. The position was removed from the PDE Curriculum staff in the 2011-12 state budget. PDE leadership are encouraged to review key pieces of the recently passed federal education law, the Every Student Succeeds Act (ESSA) for ways to fund this position by way of federally available money. Specifically, Title IV, Section 4104 of ESSA addresses such a possibility.

Pennsylvania Arts Education in Public Schools



Arts Education, which includes visual arts, music, theater, and dance, is an essential component of the curriculum for students. It is crucial that we join together and ensure that our schools are offering adequate arts programs to the young people of our commonwealth.

--Governor Tom Wolf (2015)

How are the arts defined?

The Arts are defined as "Arts and Humanities: Study of dance, theatre, music, visual arts, language and literature, including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work." (*PA Code Title 22 Chapter 4 § 4.12. Academic Standards(a)(4)*)



Who receives public school instruction in the arts?

Elementary Education: Planned instruction aligned with academic standards in the following areas shall be provided to every student every year in the primary [up to age 8] and intermediate [up to age 11] program. Planned instruction may be provided as a separate course or other interdisciplinary activity. (*PA Code Title 22 Chapter 4 § 4.21 (7) the arts, including art, music, dance and theatre*)

Middle Level Education: Planned instruction aligned with academic standards in the following areas shall be provided to every student in the middle level program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity. (*PA Code Title 22 Chapter 4 § 4.22 (8) the arts, including art, music, dance and theatre*)

High School Education: Planned instruction aligned with academic standards in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity. (*PA Code Title 22 Chapter 4 § 4.23 (6) the arts, including art, music, dance, theatre and humanities*)



What is taught in arts courses?

Regulation: Public schools provide instruction throughout the curriculum so that students may develop knowledge and skills in the following areas: Arts and Humanities. Public education provides planned instruction to enable students to attain **academic standards** under §4.12. (*PA Code Title 22 Chapter 4 § 4.11, Purpose of Public Education (g)(6)*) Academic Standards define what a student should know and be able to do at a specified grade level. The Pennsylvania Academic Standards continue to be the foundation upon which to build a locally designed curriculum.

PA Academic Standards for Subject Area 9, Arts and Humanities (pdesas.org):

- 9.1: Production, Performance and Exhibition of Dance, Music, Theatre and Visual Art
- 9.2: Historical and Cultural Response
- 9.3: Critical Response
- 9.4: Aesthetic Response



Who provides arts instruction in public schools?

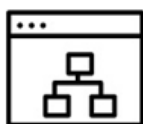
Licensure Requirements for Arts Teachers: The *PA Public School Code Article XII Section 1202* and the *PA Certification and Staffing Policy Guideline (CSPG) No. 1* require that teachers be certified in the area in which they teach. The School Code states “no teacher shall teach, in any public school, any branch which he has not been properly certified to teach.” In order for a student to receive arts education credit, arts education must be taught by an individual who holds valid PA certification appropriate to the arts discipline being taught.

Licensure Requirements for Non-Arts Teachers (Preparation Program Curriculum): The preparation program shall be designed to enable candidates to integrate general [one of which is the arts] and academic coursework, with professional and pedagogical coursework to teach, guide and assist public school students in achieving the academic standards under Chapter 4 (relating to academic standards and assessments). (*PA Code Title 22 Chapter 4 § 354.25*)



What certifications are required for arts educators?

Dance	CSPG No. 47 HEALTH & PHYSICAL EDUCATION (K-12) CSPG No. 36 COMMUNICATIONS (7-12)
Media Arts	N/A
Music	CSPG No. 55 MUSIC EDUCATION (K-12) CSPG No. 69 GRADES PK-4
Theatre	CSPG No. 42 ENGLISH (7-12) CSPG No. 36 COMMUNICATIONS (7-12) CSPG No. 69 GRADES PK-4
Visual Arts	CSPG No. 31 ART (K-12) CSPG No. 69 GRADES PK-4 CSPG No. 70 GRADES 4-8



What resources are available for educators?



[Pennsylvania Academic Standards for the Arts and Humanities \(2003\)](#)

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