

Stark-Fox Family Fund Scholarships: **PMEA Council TTRR Continuing Education Award**

In memory of BJ Stark and Barbara Dooley Fox, supporters of music education

1. Amount (minimum of \$5000) and number of scholarships may vary from year-to-year
2. Nonrenewable (selection of a different candidate each year)
3. Paid directly to candidate as reimbursement for college tuition, dorm/apartment rent, meals on campus, textbook expenses, and/or the purchase of a new instrument (must provide receipts for the candidate's proof of payment)
4. Criteria for selection
 - A. Submission college transcript that reflects:
 - i. Full-time enrollment and admission as a full-time undergraduate or graduate **music education major** in PA college/university/conservatory
 - ii. Completion of four semesters or 48 credits, minimum of 24 music department credits
 - iii. Cumulative 3.5 GPA or higher.
 - B. Letter of recommendation from one music education and/or performance professor. This letter must verify that the applicant is and has been a member in good standing of PCMEA for at least one year.
 - C. Demonstration of performance skills (recorded video) or submission of composition(s)
 - D. Presentation of music educator artifacts
 - a. An extended lesson plan designed to be delivered over a minimum of three consecutive class periods to the same group of students. (Provide a separate lesson for each class period)
 - b. Resumé that includes:
 - i. Work experience
 - ii. Evidence of leadership and teaching experiences. When possible, describe how the experience required skills relative to a career in music education
 - iii. Participation in at least one PMEA-sponsored professional development program e.g.,
 - a. PMEA Annual Conference,
 - b. PMEA Summer Conference,
 - c. PMEA Webinar, or
 - d. PMEA Regional Workshop
 - c. An essay that provides a vision of your role as a future music educator

Pre-Qualification Documentation (PMEA Staff Review)

Pre-qualified by PMEA Staff Evaluators.		
Failure to include or meet any of the criteria (NO) eliminates the application.		
YES	NO	
		1. Applicant has not previously received this award.
College Transcript		
		2. Applicant is admitted as a full-time undergraduate or graduate music education major in PA college/university/conservatory.
		2. Applicant has completed four semesters or 48 credits, minimum of 24 music department credits.
		3. Resume' shows a cumulative GPA of 3.5 or higher.
Letter(s) of Recommendation		
		4. Letter(s) of recommendation verifies that the applicant is and has been a member in good standing of PCMEA for at least one year.
Performance Skills/Composition		
		5. Recorded video of performance skills or submission of composition(s) has been provided.
Music Educator Artifacts		
Resumé (to be cross-referenced with PMEA records)		
		6. A resumé has been provided
		7. Resumé cites participation in at least one PMEA-sponsored professional development program, e.g.: a. PMEA Annual Conference, b. PMEA Summer Conference, c. PMEA Webinar, or d. PMEA Regional Workshop
Lesson Plan		
		8. An extended lesson plan has been provided
Vision Statement		
		9. A vision statement has been provided

Review by PMEA Committee

C. Demonstration of performance skills (recorded video) or submission of composition(s)

	6	4	2	0
Demonstration of Performance Skills	Performance demonstrates EXCEPTIONAL technical/musical attributes appropriate for student modeling	Performance demonstrates APPROPRIATE technical/music attributes appropriate for student modeling	Performance demonstrates INCONSISTENT technical or musical attributes for student modeling	Performance demonstrates INSUFFICIENT technical or musical attributes for student modeling

OR

	6	4	2	0
Original composition	Composition exhibits understanding of structural technique/ interpretive detail and use of music composition technologies	Composition exhibits understanding of structural technique/ interpretive detail	Composition exhibits understanding of structural technique OR interpretive detail	Composition does not exhibit understanding of structural technique OR interpretive details

D. Presentation of music educator artifacts

- a. An extended lesson plan designed to be delivered over a minimum of three consecutive class periods to the same group of students. (Provide a separate lesson for each class period)

	3	2	1	0
Provides a minimum of three consecutive lesson plans	More than 3 plans provided that are for consecutive class periods for the same group of students.	3 plans provided that are for consecutive class periods for the same group of students.	3 or 2 plans, but the plans provided are not consecutive or not for the same group of students.	1 plan provided for 1 class period and only 1 group of students.
	6	4	2	0
Lesson plans demonstrate understanding of instructional delivery	Lesson plan(s) includes: a. use of a purposeful lesson design template b. sequential, scaffolded structure of activities c. inclusion of assessment for understanding and reteaching	Lesson plan(s) includes: a. sequential, scaffolded structure of activities b. inclusion of assessment for understanding and reteaching	Lesson plan(s) includes: b. a list of activities b. a template or an assessment plan	Lesson plan(s) includes insufficient or disconnected planning components

b. Résumé

	3	2	1	0
Work Experience	Resumé cites work experience appropriate for a high school and/or college student; some mention of leadership or advancement is mentioned	Resumé cites work experience appropriate for a high school and/or college student	Resumé cites minimal work experience	Resumé cites no work experience
Evidence of leadership (preferably relative to a career in music education).	Resumé cites leadership that requires skills relative to teaching and a career in music education.	Resumé cites leadership that requires skills relative to a career in teaching.	Resumé cites leadership that does not require skills relative to teaching or a career in music education.	Resumé does not cite leadership.
Evidence of teaching experiences (preferably relative to a career in music education). <i>Evidence could be referenced as part of a work experience.</i>	Resumé cites teaching experiences that require skills relative to a career in music education.	Resumé cites teaching experiences that require skills relative to a career in teaching.	Resumé cites teaching experiences that minimally require skills relative to teaching or a career in music education.	Resumé does not cite teaching experiences.

c. Vision of the candidate's role as a future music educator

	3	2	1	0
Vision of candidate's role as a future music educator	Essay exhibits a CLEAR VISION for the candidate as a music educator based on well-defined goals for personal growth as an educator and aspirations for student achievement.	Essay exhibits an EXPECTATION to become a quality music educator based on perceived success in high school and in the current collegiate music education program.	Essay exhibits an INTENT to acquire a music education job upon completion of the college's program of study.	Candidate cites other employment opportunities in case music teaching "doesn't work out."
Connection of vision to all other artifacts provided	Candidate's artifacts align with the vision and project a quality music educator/leader.	Candidate's artifacts align with the vision and project a well-prepared music educator.	Candidate's vision is inconsistent with the artifacts and project a minimally prepared or non-ambitious music educator.	Candidate's vision and artifacts are not connected.

Total possible points:

6	Demonstration of performance skills (recorded video) or submission of composition(s)
9	Extended lesson plan
9	Resumé
6	Vision of the candidate's role as a future music educator
30	Total