

**Music Teacher Preparation in California:  
Standards of Quality and Effectiveness for  
Subject Matter Programs**

**A Handbook for  
Teacher Educators  
&  
Program Reviewers**





# **Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs**

**Created and Recommended by the  
Music Subject Matter Advisory Panel**



**Adopted and Implemented by the  
California Commission on Teacher Credentialing  
State of California  
1900 Capitol Avenue  
Sacramento, California 95814  
2004**

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# California Commission on Teacher Credentialing

Arnold Schwarzenegger, Governor  
State of California

2004

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## California Commission on Teacher Credentialing 2003-04

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## **Part 1: Introduction to Music Teaching Standards**

### **Standards and Credentials for Teachers of Music: A Foreword by the California Commission on Teacher Credentialing**

One of the purposes of education is to enable students to learn the important subjects of the school curriculum to further their professional goals and to function effectively in work, society and family life. Each year in California, thousands of students enroll in music classes with teachers who are certified by the Commission on Teacher Credentialing to teach those classes in public schools. The extent to which students learn to engage creatively in music and respond critically to music depends substantially on the preparation of their teachers in music and the teaching of music.

The Commission is the agency of California government that licenses teachers and other professionals who serve in the public schools. As the policy-making body that establishes and maintains standards for the education profession in the state, the Commission is concerned with the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of the education profession and the general public, one of the Commission's most important responsibilities is to establish and implement strong, effective standards of quality for the preparation and assessment of credential candidates.

California teacher candidates are required to demonstrate competence in the subject matter they will be authorized to teach. Candidates for the Single Subject Teaching Credential have two options available for satisfying this requirement. They can either complete a Commission-approved subject matter preparation program or they can pass the appropriate Commission-adopted subject matter examination(s) (Education Code Sections 44280 and 44310). Because they satisfy the same requirement, these two options are to be as aligned and congruent as possible.

The substance and relevance of the single subject matter program standards and the validity of examination specifications (subject matter requirements) is not permanent, however. The periodic reconsideration of subject matter program standards and the need for periodic validity studies are related directly to one of the Commission's fundamental missions to provide a strong assurance that teaching credentials issued by the Commission are awarded to individuals who have the knowledge, skills, and abilities that are needed in order to succeed in public school teaching positions in California. Best professional practice related to the program standards and the legal defensibility of the examination specifications require that the standards and specifications be periodically reviewed and rewritten, as job requirements and expectations change over time (Ed Code 44225i,j, 44257, 44288).

In the early 1990s, CCTC developed and adopted (a) standards for single subject matter preparation programs and, at the same time, (b) specifications for the single subject matter examinations. This work was based on the advice of subject matter advisory panels and data from validity studies and resulted in program standards and examination specifications (defining the subject matter competence requirement) that were valid and closely aligned with each other. Those standards and specifications were adopted by the Commission in 1992 and are still in use today. They are now being replaced by the newly adopted (2002) subject matter requirements and single subject matter standards.

Establishing high standards for teachers is based, in part, on three major pieces of legislation. In 1988, 1992 and 1998 the Legislature and the governor enacted legislation sponsored by the

Commission that strengthened the professional role of the Commission and enhanced its authority to establish rigorous standards for the preparation and assessment of prospective teachers. These reform laws were Senate Bills 148 (1988), 1422 (1992) Bergeson, and 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). As a result, the Commission has taken on new responsibilities for establishing high and acceptable levels of quality in teacher preparation and of competence among beginning teachers. To implement these three statutes, CCTC has developed new standards, subject matter requirements and other policies collaboratively with representatives of post-secondary institutions, teachers and administrators in public schools, and statewide leaders involved in public education.

The State Board of Education adopted academic content standards and/or frameworks for California K-12 students. These standards have direct implications for the subject matter competence requirement of prospective teachers. Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) addresses the need to require the Commission to ensure that subject matter program standards and examinations are aligned with the K-12 student content adopted by the State Board of Education.

The Commission appointed four panels in 2003 (art, languages other than English, music and physical education) to begin the second of three phases to meet the SB 2042 mandate for single subject matter programs. The third phase (agriculture, business, health, home economics, and industrial and technology education) brings all 13 subject matter areas for credentials into alignment with K-12 student content standards by 2005. The first phase of single subject matter (English, mathematics, science and social science) panels (2001, 2002) spent considerable time to ensure that the new subject matter standards were grounded in, and aligned with, the academic content standards for California K-12 students. The second phase of panels followed the same process for alignment.

### **Standards of Program Quality and Effectiveness**

Over the past 15 years CCTC has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. In initiating these reforms, the Commission adopted the following principles regarding the governance of educator preparation programs. The Commission asked the Single Subject Panels to apply these general principles to the creation of standards for single subject matter programs.

- 1) *The status of teacher preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.*
- 2) *There are many ways in which a teacher preparation program could be excellent.*
- 3) *The curriculum of teacher education plays a central role in a program's quality.*
- 4) *Teacher education programs should prepare candidates to teach the public school curriculum effectively.*
- 5) *In California's public schools, the student population is so diverse that the preparation of educators to teach culturally diverse students cannot be the exclusive responsibility of professional preparation programs in schools of education.*
- 6) *The curriculum of a teacher education program should be based on an explicit statement of purpose and philosophy. An excellent program also includes student services and policies such as advisement services and admission policies.*

- 7) *The Commission is concerned about the high level of attrition among beginning teachers, and has successfully sponsored legislation to improve the conditions in which new teachers work.*
- 8) *The assessment of each student's attainments in a teacher education program is a significant responsibility of the institution that offers the program.*
- 9) *The Commission's standards of program quality allow quality to assume different forms in different environments.*
- 10) *The Commission's standards of program quality are roughly equivalent in breadth and importance.*
- 11) *Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.*

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing standards of program quality and effectiveness. While assuring the public that educator preparation is excellent, the Commission respects the considered judgments of educational institutions and professional educators and holds educators accountable for excellence. The premises and principles outlined above reflect the Commission's approach to fulfilling its responsibilities under the law.

### **Standards for Professional Teacher Preparation Programs**

The effectiveness of the music curriculum in California schools does not depend entirely on the content knowledge of music teachers. Another critical factor is the teachers' ability to *teach* music. To address the *pedagogical* knowledge and effectiveness of music teachers, the Commission in September 1998 launched an extensive standards and assessment reform that led to the development of new teacher preparation standards. In January 2004, CCTC authorized an extensive field review of the draft music standards. During spring 2004, the standards were amended, based on field review findings and direction from the Commission, and finally adopted by the Commission in May 2004.

The advisory panel that developed the standards was charged with developing the following three policy documents for review and consideration by the Commission:

- New standards of quality and effectiveness for professional teacher preparation programs.
- Teaching Performance Expectations that would serve as the basis for evaluating the competence of teacher candidates on teaching performance assessments embedded in preparation programs.
- New standards of quality and effectiveness for professional teacher induction programs.

These standards implement the structural changes in the teacher credentialing system that were called for in Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). Three significant changes enacted in this reform legislation are:

- alignment of all teacher preparation standards with the state-adopted academic content standards and performance levels for students and the California Standards for the Teaching Profession (CSTP);
- inclusion of a teaching performance assessment in preparation programs; and
- a required induction period of support and formative assessment for all first and second year teachers.

In addition to these structural and thematic shifts in the Commission's credentialing system and standards, SB 2042 replaced the Professional Clear Credential course requirements in health, mainstreaming and technology with a requirement that essential preparation in these three areas be addressed in preparation and induction standards. Follow-up legislation in 1999, AB 1059 (Duchenev, Chapter 711, Statutes of 1999) required that new standards for preparation and induction programs include preparation for all teachers to teach English learners in mainstream classrooms. The subject matter standards in this handbook have been designed to complement the SB 2042 standards for programs of pedagogical preparation.

### **Subject Matter Preparation Programs for Prospective Teachers**

In California, subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. Post-secondary institutions govern academic programs that lead to the award of degrees, including baccalaureate degrees in music. The Commission sets standards for academic programs that lead to the issuance of credentials, including the Single Subject Teaching Credential in Music. An applicant for a teaching credential must have earned a Bachelor's degree from an accredited institution, but the degree may be in a subject other than the one to appear on the credential. Similarly, degree programs for undergraduate students in music may or may not fulfill the Commission's standards for subject matter preparation. Completing an approved subject matter program that satisfies the standards enables a candidate to qualify for the Single Subject Credential in Music.

### **Subject Matter Advisory Panels**

The California Commission On Teacher Credentialing asked the Music Subject Matter Advisory Panel to create new standards of program quality and effectiveness that could be used to review and approve subject matter preparation programs. The Commission requested the development of standards that would emphasize the knowledge, skills and perspectives that teachers must have in order to teach music effectively in the public schools.

In January 2003 CCTC's executive director appointed subject matter panels in art, languages other than English, music, and physical education to advise Commission staff on the development of new subject matter program standards and examinations in these subject areas. Each panel consists of:

- Classroom teachers of the subject area,
- Subject area specialists in school districts, county offices of education, and postsecondary institutions,
- Professors in the subject area teaching in subject matter preparation programs,
- Teacher educators,
- Members of relevant professional organizations,
- Members of other relevant committees and advisory panels, and
- A liaison from the California Department of Education.

Fifteen panel members were appointed to the Art Panel; 24 members appointed to the Languages Other than English Panel; 18 appointed to the Music Panel; and 15 appointed to the Physical Education Panel. The panels began their work in March 2003 with a written "charge" describing their responsibilities in developing the Subject Matter Requirements (SMRs). The SMRs are the

subject-specific knowledge, skills, and abilities, which specify the content required in Commission-approved subject matter preparation programs for teacher candidates. The SMRs were approved by the Commission at its January 2004, meeting.

### **Essential Documents for Panel Use**

From their first meeting in March 2003, the subject matter panels used a number of documents as primary resources for their work. The documents listed below were essential for the panels' use in developing the draft program standards that were adopted by the Commission.

- The academic content standards for K-12 students and/or frameworks that have been approved by the California State Board of Education (1998-2002)
- The Commission-approved (1992) Standards of Quality and Effectiveness for Subject Matter Programs in Art, Languages Other Than English, Music and Physical Education and Handbooks for Teacher Educators and Program Reviewers in each of the four academic areas (1992)
- The Standards of Program Quality and Effectiveness for the Subject Matter Requirements for the Multiple Subject Teaching Credential (Sept. 2001)
- The Standards for Quality and Effectiveness for Professional Teacher Preparation Programs (Sept. 2001)
- The National Standards for art, languages other than English, music and physical education
- The panels also reviewed several other publications and research articles. Several panel members brought state and national studies and publications for each panels' use.

The State Board of Education adopted K-12 student academic content standards and/or frameworks were the central documents used by the panels. In 2002 the first phase of panels also identified six standards in the 1992 documents that were common to all of the academic standards. The panels went on to identify several new areas relevant for standards from the SB 2042 reform. This process resulted in the development and approval of ten "Standards Common to All" that were developed and apply to all thirteen single subject areas. In 2010 the ten Standards Common to All were revised and replaced with two new Standards Common to All.

The *Subject Matter Requirements for the Multiple Subject Teaching Credential* was also an important document used by the panels. In some cases the multiple subject standards language and the organization of the standards were incorporated by the panels. The standards of the national professional organizations also served as a guide and provided a comprehensive perspective for panel members.

### **Field Review Survey**

Early in 2004 the draft Single Subject Matter Standards were mailed to all deans of education, directors of teacher education, and single subject coordinators at all Commission-accredited four-year institutions in California, learned societies and professional organizations, funded subject matter projects, teacher organizations, school districts, and county offices of education. Over 100

selected K-12 public school teachers and college/university professors were sent the draft standards. The standards were also placed on the Commission’s web site with instructions on how to download the standards, complete the field review survey, and return survey responses to the Commission.

There were several hundred standard review surveys returned to the Commission by February 2004. The numbers of responses were evenly distributed among the four single subject areas. Over 80% of all responses fell in the “Essential” or “Important” categories. Fewer than 5% of all responses were scored as “Not Important” and less than 15% were scored as “Somewhat Important.”

A majority of responses to the Phase 2 (single subject) standards field review were from higher education faculty at colleges and universities in California. More than half of these responses were received from faculty in academic departments. A majority of the responses were from faculty in the California State University (CSU) system. Responses were also received from the University of California campuses and from the private and independent colleges and universities. All four CSU campuses that presently include a dance concentration in their physical education programs provided substantial review of the four proposed dance concentration standards.

Consultant staff tallied all responses and listed all comments on a master survey form for each subject matter area. The Single Subject Matter Panels made revisions in the language of certain standards, based on the 2004 field review, and the revised standards were recommended to CCTC for adoption at its meeting in June 2004. At that meeting the Commission also approved technical assistance meetings for 2004/05 and an implementation plan for the new standards.

### **The Music Teaching Credential**

The Single Subject Teaching Credential in music authorizes an individual to teach music in departmentalized classrooms. The holders of this credential may teach at any grade level, but the great majority of music classes occur in grades seven through twelve. The Commission asked the Music Teacher Preparation and Assessment Advisory Panel to recommend new policies to ensure that future teachers of music are prepared to instruct the subjects that are most commonly taught in music classes. In 2003 when the advisory panel was established, over half of all music classes in California public schools were band, chorus or instrumental music for students in grades seven through twelve. The other classes taught by music teachers in 2003-04 were more specialized courses in:

Orchestra	Approximately 6% of all music classes
General/exploratory music	9%
Jazz Band	4%
Music Appreciation/history/literature	3%
Chamber/madrigal/vocal ensemble	2%

Other music courses taught comprise the remaining percentage (e.g., stage band, vocal jazz/jazz choir, swing/show choir). The requirements and other policies in this document are designed to prepare teachers for comprehensive classes in music, as well as the more specialized courses listed above.

### **Alignment of Program Standards and Performance Assessments**

The Teacher Preparation and Licensing Act of 1970 (Ryan Act) established the requirement that candidates for teaching credentials verify their knowledge of the subjects they intend to teach. Candidates for teaching credentials may satisfy the subject matter requirement by completing approved subject matter programs or passing subject matter examinations that have been adopted by the Commission. In 1998 Senate Bill 2042 required that subject matter programs and examinations for prospective teachers be aligned with K-12 student standards and frameworks.

To achieve this alignment and congruence in music, the Commission asked the Music Subject Matter Advisory Panel to develop subject matter requirements that would be consistent in scope and content with the K-12 standards and frameworks. Following extensive research and review, the Commission adopted a detailed set of *Subject Matter Requirements for Prospective Teachers of Music*, which follow the standards in this handbook (Part 2). College and university faculty and administrators are urged to examine these requirements as a source of information about content that is essential to include in subject matter preparation programs.

The Commission worked to align the subject matter requirements with the program standards in each subject area. Each subject matter advisory panel was asked to develop standards and subject matter requirements that are as congruent with each other as possible, to maximize the equivalence between credentials that are earned by completing programs and ones that are earned by passing examinations. Standards and examinations were developed from the same set of subject matter requirements.

### **New Subject Matter Assessments**

The Commission has used a variety of assessments to satisfy the examination option for various subject areas. In the early 1990s, the Commission developed and adopted (a) standards for subject matter preparation programs and, at the same time, (b) specifications for the subject matter examinations. The validity of the subject matter competence requirement (i.e., program standards and examination specifications) is not permanent, however. The need for periodic validity studies of the subject matter requirement is directly related to one of the Commission's most fundamental missions: to provide a strong assurance that teaching credentials are awarded to individuals who have learned the most important knowledge, skills, and abilities that are actually needed in order to succeed in California public school teaching positions.

In the 1990s, the State Board of Education adopted K-12 student content standards and frameworks in art, languages other than English, music and physical education. Beginning in early 2003, the Commission began the process of developing assessments that were aligned with these K-12 requirements. In the spring of 2002, the Commission contracted with National Evaluation Systems, Inc. (NES®) to implement a new examination program called the California Subject Examinations for Teachers (CSET). In the four subject areas, multiple-choice and constructed-response items were drafted based on the subject matter requirements, and reviewed and revised as needed by both the Bias Review Committee and the appropriate subject matter advisory panel.

The CSET for art, languages other than English, music, and physical education were first administered in fall of 2004, replacing the SSAT and Praxis II examinations as the new subject matter examinations in these areas.

## **Overview of the Music Standards Handbook**

The introduction to the handbook concludes with a statement by the Music Advisory Panel regarding music teaching and teacher preparation in California. Part 2 of the handbook includes the sixteen standards as well as the “Subject Matter Requirements for Prospective Teachers of Music.” Part 3 provides information about implementation of the new standards in California colleges and universities.

## **Contributions of the Music Advisory Panel**

The California Commission on Teacher Credentialing is indebted to the Music Teacher Subject Matter Advisory Panel for the successful creation of *Standards of Program Quality and Effectiveness for the Subject Matter Preparation of Prospective Teachers of Music*. CCTC believes strongly that the standards in this handbook will improve the teaching and learning of music in California's public schools.

## **Request for Assistance from Handbook Users**

The Commission periodically reviews its policies, in part on the basis of responses from colleges, universities, school districts, county offices, professional organizations and individual professionals. The Commission welcomes all comments and questions about the standards and other policies in this handbook, which should be addressed to:

California Commission on Teacher Credentialing  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, California 95814-4213



## **Music Teaching and Teacher Preparation: An Introduction by the Music Advisory Panel**

In 2001, the State Board of Education adopted academic content standards for pre-kindergarten through grade twelve students in the disciplines of dance, music, theatre, and visual arts. The Visual and Performing Arts Content Standards explicitly state what students should know and be able to do in music. In the process of implementing these music content standards, educational leaders see straightforward implications for the scope of subject matter competence that must be demonstrated by prospective teachers of music.

The Commission asked the Music Subject Matter Advisory Panel to examine current documents, teaching standards, and other resources to create new subject matter requirements for music that would align with the state academic content standards for music, reflecting the five organizing component strands common to all arts (artistic perception, creative expression, cultural/historical context, aesthetic valuing, and connections/relationships/applications.) The Commission entrusted the panel to compose a set of content and skill subject matter requirements (SMRs) emphasizing the knowledge, skills and perspectives that teachers must have in order to teach music effectively in the public schools. The members selected for the panel consisted of general, choral and instrumental music specialists, university professors, school district arts education coordinators, and the Department of Education music consultant. As drafted by this experienced team of music educators, the subject matter requirements represent a common core of required knowledge and skills for music educators.

Through a rigorous and meaningful subject matter preparation program, prospective teachers of music will be equipped with the required education needed to teach a curriculum that includes the full range of knowledge and skills found in the *California Content Standards for the Visual and Performing Arts*. In addition, those who are to teach music in California schools should be conversant with the principles espoused in the *Visual and Performing Arts Framework* and *Arts Content Standards* developed by the California Department of Education and adopted by the State Board of Education. They should also be acquainted with curricular resources available from a variety of professional education associations in general, choral and instrumental music.

Teacher candidates must be prepared to demonstrate competence in all of the areas pertinent to teaching music in elementary and secondary schools for general music classes, performance ensembles, and courses in musical composition and improvisation. They must also demonstrate comprehensive knowledge of music theory, music history, and literature in addition to knowledge of the principles of music education, current modes of learning, new technologies, and new thought and research in the field. Each teacher candidate should be able to improvise competently within a primary performance area, demonstrate expressive conducting techniques, compose and arrange music for various ensembles, and also demonstrate proficiency in keyboard and voice.

Each teacher should know and understand the multicultural aspects of music from around the globe. For that reason, the music SMRs reflect the need to study, analyze and perform the music of diverse cultures, particularly those that are part of our culturally pluralistic society. Specifically, teachers should develop skills in employing a repertoire of music that distinctly represents the musical forms and expression found in other cultures and is appropriate for elementary and secondary students.

Well-qualified teachers understand and model the knowledge, attitudes, and skills they want their students to acquire. They demonstrate willingness to work with students of all ability levels and use a variety of methods to motivate students of differing skills and interests to build musical

understanding through listening, performing, analyzing and creating. They recognize the contribution music makes to other disciplines, and they see the interrelatedness between music and other curricular areas.

In their consideration of the content and skills a prospective teacher must possess, the Music Subject Matter Panel included methods, techniques and teaching strategies for learning music within Domain 6: Music Methodology and Repertoire. The training and preparation of an accomplished musician must include an in-depth understanding of effective ways of learning music, evaluating appropriate literature, demonstrating proper technique for instrumental and vocal music, utilizing technology-based instructional strategies, evaluating musical performances, and incorporating proper rehearsal techniques.

These methods, strategies and techniques specific to music are certainly appropriate and necessary content area requirements. The Commission emphasizes that the Music Subject Matter Standards do *not* require prospective music teachers to be proficient in areas which traditionally are acquired for professional preparation courses in a credential program. These include proficiency at lesson and unit planning, preparing student assessment tasks, and knowledge of the foundations and philosophical underpinnings for the discipline of teaching, which traditionally are acquired in education classes subsequent to satisfying the subject matter requirements for music.

The members of the Commission expect that these rigorous subject matter standards for music will continue the dialogue on teaching excellence occasioned by the adoption of the *Visual and Performing Arts Content Standards and Framework*, as well as the mandates of SB 2042 and No Child Left Behind to staff each core curriculum classroom with a highly-qualified teacher. Members of the public, and the profession alike, should continue to thoughtfully examine what a beginning teacher must know and do to teach music effectively. In the process of aligning essential teacher policy to the vision conveyed by these music subject matter standards, California's decision-makers can creatively consider how instruction in pre-kindergarten through twelfth grade classrooms and music teacher preparation programs can be enhanced to advance this worthy objective.

## **Part 2: Standards of Program Quality in Music**

### **Definitions of Key Terms**

California state law authorizes the California Commission on Teacher Credentialing to set standards and requirements for preparation programs (Ed Code 44225a, i, j, 44310, 44311).

### **Preconditions**

A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. The Commission determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's standards. Preconditions for the approval of subject matter programs in music are on following pages.

### **Standards**

Standards are statements of program quality adopted by the Commission on Teacher Credentialing to describe acceptable levels of quality in programs of subject matter study offered by regionally-accredited colleges and universities that award baccalaureate degrees. Each standard is elaborated by Program Guidance for that standard. Programs must meet all of the applicable standards for both initial and continuing approval of a subject matter program by the Commission. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information provided by the program sponsor related to the standard.

### **Program Guidance**

Program guidance is provided for each standard to help institutions in developing programs that meet the standards, and are also used by program review panels in judging the quality of a program in relation to a given standard. Within the overall scope of a standard, Program Guidance identifies what the Commission believes are the important dimensions of program quality with respect to each standard. In determining whether a program fulfills a given standard, the review panel considers the information provided by the program in response to each statement of that standard. When the review panel finds that a program has met each standard, the program is then recommended to the Commission for approval.

## **Preconditions for the Approval of Subject Matter Programs in Music**

To be approved by the Commission, a Subject Matter Program in Music must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Music shall include (a) a minimum of 30 semester units (or 45 quarter units) of core coursework in music subjects and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3 below.
- (2) The core of the program shall include coursework in (or directly related to) subjects that are commonly taught in departmentalized classes of music and related subjects in the public schools, including general music, music theory, music history, ensemble performance, and applied instrumental or vocal music.
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall be designed to supplement the core of the program.

**In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.**

**Institutions may determine whether the standards are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must all meet the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.**

# **Standards of Program Quality and Effectiveness**

## **Category I: Standards Common to All Single Subject Matter Programs**

### **Standard 1: Program Design**

Subject matter programs are based on an explicit statement expressing the purpose, design, and expected outcomes of the program. The program curriculum builds on the K-12 State-adopted academic content standards, with student outcomes and assessments aligned to the subject matter requirements. The program provides prospective teachers with conceptual knowledge of the subject matter, develops academic literacy and discipline-based fluency, addresses issues of equity and diversity, and exposes prospective teachers to a variety of learning experiences appropriate for the discipline.

### **Standard 2: Program Resources and Support**

The program sponsor allocates resources to support effective program coordination, which includes advising students, facilitating collaboration among stakeholders, and overseeing program review. Ongoing review processes use assessments of the prospective teachers and a variety of data such as input from stakeholders and other appropriate measurements for review and evaluation of the subject matter program.

## **Category II: Program Standards for Music**

### **Standard 3: Artistic Perception: Aural Musicianship, Written Theory and Analysis**

Prospective teachers in the program possess highly developed aural musicianship and aural analysis skills and have acquired knowledge of written music theory and analysis.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program develops aural musicianship skills, including the ability to transcribe musical excerpts (including rhythm, melodic and harmonic dictation) and error detection in musical performances.
- Prospective teachers in the program analyze and describe form, style and expressive elements in Western and non-Western music.
- The program prepares prospective teachers to read and notate music at an advanced level, including full instrumental and choral scores.
- The program prepares prospective teachers to understand techniques of orchestration and to have facility in transposition.
- The program prepares prospective teachers to analyze and identify musical forms and styles, compositional devices, harmonic progressions and cadences.

#### **Standard 4: Creative Expression: Instrumental and Vocal Proficiency, Keyboard Skills, Sight Singing, Sight Reading, Conducting, Composing and Arranging and Improvising**

Prospective teachers in the program perform expressively and skillfully on a primary instrument or voice and demonstrate basic proficiency in keyboard skills. Prospective teachers also demonstrate understanding of and skill in conducting techniques. Prospective teachers are able to sight sing, sight read, improvise, compose and arrange music.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- Prospective teachers in the program perform on a primary instrument or with voice using appropriate expression and excellent musicianship and technical skill.
- The program prepares prospective teachers to demonstrate functional proficiency on keyboard.
- The program prepares prospective teachers to demonstrate basic proficiency in sight singing and sight reading.
- The program prepares prospective teachers to understand and demonstrate expressively and skillfully a thorough knowledge of conducting techniques, including analysis, interpretation and identification of potential performance issues in a musical score.
- Prospective teachers in the program understand and apply compositional techniques and textures.
- Prospective teachers in the program understand and demonstrate the ability to arrange music for voices and various acoustic or digital/electronic instruments.
- Prospective teachers in the program are able to harmonize melodies and create melodic and rhythmic compositions given specific parameters.
- Prospective teachers in the program are able to improvise in an appropriate style on a primary instrument or voice and are able to improvise an accompaniment in an appropriate style on keyboard.

## **Standard 5: Historical and Cultural Foundations**

Prospective teachers in the program demonstrate wide knowledge of Western and selected non-Western music and apply this knowledge to analyze musical works.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- Prospective teachers in the program identify and describe stylistic differences of music from various cultures and historical periods.
- Prospective teachers in the program analyze musical works from various cultures and historical periods in terms of context, elements of music and unique features.
- Prospective teachers in the program understand the roles of musicians and composers in diverse cultures and historical periods and how music has reflected social functions, changing ideas and cultural values.
- Prospective teachers in the program demonstrate general knowledge of instrument from a variety of cultures and historical periods.
- Prospective teachers in the program identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.



## **Standard 6: Aesthetic Valuing**

The subject matter program develops an understanding of aesthetic valuing in music. Prospective candidates have both broad and deep conceptual knowledge of the subject matter. They are able to respond to, analyze and critique performances and works of music, including their own.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program provides prospective teachers with a variety of appropriate strategies for assessing their own musical performance.
- The program provides prospective teachers with knowledge to evaluate the quality of musical performances, compositions and arrangements through the study of exemplary models.
- The program provides prospective teachers with strategies for analyzing and explaining how people use, give meaning to and respond to music of their own culture.
- The program provides prospective teachers with strategies for comparing and contrasting the expressive characteristics in music of various cultures.

## **Standard 7: Connections, Relations and Applications**

The program develops an understanding of music connections, relationships and applications. Candidates understand the connections and relationships between music and the other arts as well as between music and other academic disciplines. The program develops familiarity with the broad range of career and lifelong learning opportunities available in the field of music, the media and the entertainment industries.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program develops the ability of prospective teachers to recognize and describe ways of integrating arts disciplines and to lead students toward higher level thinking skills and research practice.
- The program develops understandings of how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- The program provides prospective teachers with the ability to identify similarities and differences in the meanings of common terms used in various arts and other subject areas.
- The program develops prospective teachers' abilities to develop and explain ways in which the principles and subject matter of music and other disciplines are interrelated.
- The program develops an awareness of career options and avocations in music and how music functions in the media and entertainment industries.
- The program develops an awareness of and an ability to apply current research to support inclusion of music in the school curriculum.
- The program develops prospective teachers' understanding of opportunities for personal career development through professional organizations and continuing education.

## **Standard 8: Music Teaching and Learning**

The study and application of music teaching and learning techniques as related to general music classes, instrumental and choral performance are an integral component of each prospective teacher's program of study. The program develops the prospective teacher's familiarity with a broad range of repertoire and literature and the criteria to evaluate those materials for specific educational purposes. Prospective teachers also develop various strategies for planning and assessing music learning in general music and performance classes. Prospective teachers develop familiarity with the broad range of technology, acoustic principles and copyright law.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program provides students with the fundamental knowledge of various learning approaches (e.g., Orff Schulwerk, Dalcroze, Kodaly, Suzuki, and Gordon), including techniques for teaching students to respond to, read and interpret music. Additionally, they are able to show the rhythm and expressive nuances of music through movement.
- Prospective teachers will demonstrate functional knowledge and skills in voice, keyboard, woodwinds, brass, strings, guitar and percussion.
- Prospective teachers will demonstrate knowledge of basic instrumental and choral teaching techniques and ensemble rehearsal techniques (including performing, conducting, composing and improvising).
- Prospective teachers will demonstrate knowledge of appropriate uses of peer instruction, collaborative learning groups, lectures, demonstrations, and discussions of musical performances in music learning.
- Prospective teachers will demonstrate knowledge of specialized music evaluation tools, including portfolio, video recording, audio recording, adjudication forms and rubrics.
- Prospective teachers will identify strategies for sequencing music activities and understand how music activities relate to student content standards.
- Prospective teachers understand the uses of technology as a tool in creating, listening to and studying music (e.g., CD-ROM, DVD, computers, Internet, synthesizers, MIDI, digital and electronic technologies).
- Prospective teachers acquire an understanding of the developmental stages of learning in relation to music instruction.
- Prospective teachers develop an understanding of strategies for facilitating equity, access, accommodation and adaptation in the learning of music.

- Prospective teachers know and apply criteria and background knowledge for selection of appropriate music repertoire and literature from diverse cultures and historical periods taking into account sequential factors, developmental levels, and community and school settings.
- Prospective teachers demonstrate familiarity with historical and contemporary works from various musical traditions and diverse cultures.
- Prospective teachers know and apply criteria for selection of music repertoire and literature to make connections and relationships with other curricular subjects.
- Prospective teachers know copyright laws and legal consequences as they apply to a school music program.

## **Subject Matter Requirements for Prospective Teachers of Music**

### **Part I: Content Domains for Subject Matter Understanding and Skill in Music**

#### **Domain 1. Artistic Perception**

Candidates demonstrate an advanced understanding of the facets of artistic perception contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They possess highly developed aural musicianship and aural analysis skills and have acquired advanced knowledge of written music theory and analysis.

#### **1.1 Aural Musicianship**

- a. Recognize errors in solo and ensemble performances (e.g., melodic, rhythmic, harmonic, intonation, dynamic, interpretational).
- b. Transcribe aurally presented musical excerpts into melodic, harmonic, and rhythmic notation.
- c. Analyze and describe the form, style, and expressive elements of a musical example.
- d. Recognize and describe cultural elements from diverse historical periods, genres, and styles of Western and non-Western music.
- e. Analyze and describe the use of musical elements in a given work (e.g., melody, harmony, rhythm, texture) that make it unique, interesting, and expressive.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 1: 1.2, Grade 2: 1.3–1.4, Grade 3: 1.3 and 1.6, Grade 4: 1.4 and 1.6, Grade 5: 1.4–1.6, Grade 6: 1.3 and 1.5–1.6, Grade 7: 1.3 and 1.5–1.6, Grade 8: 1.3 and 1.5–1.7, Grades 9 through 12–Proficient: 1.2 and 1.4–1.6, and Grades 9 through 12–Advanced: 1.2 and 1.4–1.6. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

#### **1.2 Written Theory and Analysis of Western Music**

- a. Demonstrate the ability to read and notate music (e.g., use of notation in various clefs; key and time signatures; scales and melodic elements; intervals, triads, and chords; figured bass; rhythm, meter, and tempo; dynamic and expressive symbols; music terminology).
- b. Demonstrate the ability to read a full instrumental and/or choral score and describe how the elements of music (e.g., doublings, melody and accompaniment, transpositions, orchestration) are used.

- c. Analyze and identify the form, style, compositional devices, harmonic progressions, and cadences in a score excerpt.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 1: 1.1–1.2, Grade 2: 1.1–1.4, Grade 3: 1.1–1.2 and 1.6, Grade 4: 1.1–1.4 and 1.6, Grade 5: 1.1–1.3 and 1.6, Grade 6: 1.1–1.2 and 1.5–1.6, Grade 7: 1.1–1.2 and 1.5–1.6, Grade 8: 1.1–1.2 and 1.5–1.6, Grades 9 through 12–Proficient: 1.1 and 1.6, and Grades 9 through 12–Advanced: 1.1 and 1.5–1.6. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard I.)

## **Domain 2. Creative Expression**

Candidates demonstrate an advanced understanding of the facets of creative expression contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They perform expressively and skillfully on a primary instrument or with voice. To meet the needs of the general music classroom and ensemble rehearsals, they also play the keyboard proficiently. Candidates have a thorough knowledge of conducting techniques, and they demonstrate that they can conduct choral and instrumental ensembles expressively and skillfully. They are also skilled at sight-singing, sight-reading, composing, arranging, and improvising music for classroom and performance situations.

### **2.1 Instrumental and Vocal Proficiency**

- a. Demonstrate competence on a primary instrument or with voice by performing individually and in ensembles with appropriate expression and good musicianship skills (e.g., technical accuracy, tone quality, intonation, articulation).
- b. Demonstrate sight-singing and sight-reading skills.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 2.1–2.3, Grade 1: 2.1–2.3, Grade 2: 2.1–2.3, Grade 3: 2.1–2.3, Grade 4: 1.2–1.3 and 2.1–2.2, Grade 5: 1.1–1.3 and 2.1–2.2, Grade 6: 1.1–1.2, 1.4, and 2.1–2.3, Grade 7: 1.1–1.2, 1.4, and 2.1–2.3, Grade 8: 1.1–1.2, 1.4, and 2.1–2.3, Grades 9 through 12–Proficient: 1.3 and 2.1–2.5, and Grades 9 through 12–Advanced: 1.3 and 2.1–2.5. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

### **2.2 Functional Keyboard Skills**

- a. Demonstrate functional keyboard proficiency.
- b. Demonstrate sight-reading proficiency.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 1: 2.3, Grade 4: 1.2–1.3 and 2.2, Grade 5: 1.1–1.3 and 2.2, Grade 6: 1.1–1.2, 1.4, and 2.3, Grade 7: 1.1–1.2, 1.4, and 2.3, Grade 8: 1.1–1.2, 1.4, and 2.3, Grades 9 through 12–Proficient: 1.3 and 2.4, and Grades 9 through 12–Advanced: 1.3 and 2.4. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

### **2.3 Conducting**

- a. Understand and demonstrate basic conducting patterns.
- b. Understand and demonstrate cuing techniques.
- c. Understand and demonstrate techniques for conducting expressively.
- d. Interpret and analyze a choral or instrumental score (e.g., identifying potential performance issues).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 6: 2.1 and 2.3, Grade 7: 2.1 and 2.3, Grade 8: 2.1 and 2.3, Grades 9 through 12–Proficient: 1.1, 1.4, 2.1, and 2.3–2.5, and Grades 9 through 12–Advanced: 1.1, 2.1, and 2.3–2.5. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

## **2.4 Composing and Arranging**

- a. Recognize and understand compositional techniques and textures (e.g., counterpoint, ostinato, melody and countermelody, tone row).
- b. Understand and demonstrate how to arrange music (e.g., scoring techniques, transpositions, ranges) for voices and/or various acoustic or digital/electronic instruments.
- c. Understand and demonstrate how to harmonize a given melody.
- d. Understand and demonstrate, given specific parameters, how to create a melodic and/or rhythmic composition.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 2.4, Grade 3: 2.4, Grade 4: 2.3, Grade 5: 2.3, Grade 6: 2.4–2.5, Grade 7: 2.4–2.5, Grade 8: 2.4–2.5, Grades 9 through 12–Proficient: 2.6–2.8, and Grades 9 through 12–Advanced: 2.6–2.7.)

## **2.5 Improvising**

- a. Understand and demonstrate how to create melodic and rhythmic improvisations.
- b. Understand and demonstrate techniques for improvising an accompaniment on keyboard.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 1: 2.4, Grade 2: 2.4, Grade 4: 2.3, Grade 5: 2.3, Grade 6: 2.6, Grade 7: 2.6–2.7, Grade 8: 2.6–2.7, Grades 9 through 12–Proficient: 2.9–2.10, and Grades 9 through 12–Advanced: 2.8. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

## **Domain 3. Historical and Cultural Foundations**

Candidates demonstrate an advanced understanding of the historical and cultural foundations of music contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They demonstrate wide knowledge of music from around the world, the history of Western music, and the history of music in the United States and California. They use this knowledge when analyzing musical works for various purposes.

### **3.1 Music History and Cultural Context**

- a. Identify and describe stylistic differences (e.g., genres, media, social functions) in music from various cultures and historical periods.
- b. Analyze musical works from various cultures and historical periods in terms of their form or genre, organizational principles, historical and cultural context, use of the elements of music, use of expressive devices, and any unique features they possess.
- c. Understand the roles of musicians and composers in diverse cultures and historical periods.
- d. Identify the influences of diverse cultural and ethnic groups on music in California and the United States.
- e. Demonstrate knowledge of instruments from a variety of cultures and historical periods.
- f. Explain how music from various cultures and historical periods reflects social functions, changing ideas, and cultural values.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 3.1–3.4 and 4.2, Grade 1: 3.1–3.4, Grade 2: 3.1–3.3, Grade 3: 3.1–3.4, Grade 4: 1.5 and 3.1–3.5, Grade 5: 3.1–3.5, Grade 6: 1.5 and 3.1–3.5, Grade 7: 1.5 and 3.1–3.6, Grade 8: 1.5, 3.1–3.6, and 4.3–4.4, Grades 9 through 12–Proficient: 1.6, 3.1–3.3, and 4.3–4.4, and Grades 9 through 12–Advanced: 1.6, 3.1–3.3, 3.5–3.8, and 4.2–4.3. National Board for Professional Teaching Standards [NBPTS] Music Standards: Standard II.)

### **Domain 4. Aesthetic Valuing**

Candidates demonstrate an advanced understanding of aesthetic valuing in music as contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They are able to respond to, analyze, and critique performances and works of music, including their own.

#### **4.1 Critical Evaluation**

- a. Know and apply criteria for evaluating the quality and effectiveness of musical performances, compositions, and arrangements.
- b. Evaluate a performance, composition, arrangement, or improvisation by comparing it with an exemplary model.
- c. Know and apply criteria for evaluating and assessing the quality and effectiveness of one's own musical performance.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 2: 4.1, Grade 3: 4.1 and 4.3, Grade 4: 4.1, Grade 5: 4.2, Grade 6: 3.5 and 4.1–4.3, Grade 7: 4.1–4.3, Grade 8: 4.1–4.4, Grades 9 through 12–Proficient: 4.1–4.4, and Grades 9 through 12–Advanced: 4.1–4.3.)



## **Domain 5. Connections, Relationships, and Applications**

Candidates demonstrate an advanced understanding of music connections, relationships, and applications contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They understand the connections and relationships between music and the other arts as well as between music and other academic disciplines. Candidates are also familiar with the broad range of career and lifelong learning opportunities available in the field of music as well as the ways in which music functions in the media and entertainment industries.

### **5.1 Connections and Relationships**

- a. Recognize and describe ways of integrating arts disciplines.
- b. Understand how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- c. Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.
- d. Identify and explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated (e.g., acoustics).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 5.1, Grade 2: 5.1, Grade 3: 5.1, Grade 4: 5.1–5.3, Grade 6: 5.1, Grade 7: 5.1, Grade 8: 5.1, Grades 9 through 12–Proficient: 5.1, and Grades 9 through 12–Advanced: 5.1–5.2.)

### **5.2 Career Applications and Functions of Music**

- a. Identify a variety of careers and avocations in the field of music.

- b. Explain ways in which music functions in the media and entertainment industries (e.g., radio, television, Internet, advertising, film, video, theatre).
- c. Know and apply current research to support the inclusion of music in the school curriculum.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 5.2, Grade 2: 5.2, Grade 3: 5.2, Grade 5: 5.1–5.2, Grade 6: 5.2, Grade 7: 5.2–5.3, Grade 8: 5.2–5.3, Grades 9 through 12–Advanced: 4.1 and 5.2–5.3, and Grades 9 through 12–Proficient: 5.2–5.3.)

## **Domain 6. Music Methodology and Repertoire**

Candidates demonstrate an advanced understanding of music methodology and repertoire for listening and performance that reflects the content in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They have in-depth knowledge of methodology of general music as well as instrumental and choral performance ensembles. Candidates are familiar with a broad range of repertoire, and they apply criteria to evaluate pieces of music for specific purposes. Candidates are familiar with the broad range of technology used in creating, listening to, and studying music. They are also knowledgeable about strategies for sequencing music activities and about specialized music evaluation tools.

### **6.1 Music Methodology**

- a. Demonstrate knowledge of techniques for developing aural perception skills and for developing the ability to read and interpret music.
- b. Demonstrate basic knowledge of various music learning approaches and methodologies (e.g., Orff Schulwerk, Kodály, Dalcroze, Suzuki, and Gordon Music Learning Theory).
- c. Demonstrate knowledge of basic instrumental techniques.
- d. Demonstrate knowledge of basic vocal/choral techniques.
- e. Demonstrate basic knowledge of solfège methodologies.
- f. Demonstrate functional knowledge and skills in voice, keyboard, woodwinds, brass, strings, guitar, and percussion.
- g. Demonstrate knowledge of ensemble rehearsal techniques.
- h. Demonstrate knowledge of the effects of peer instruction, collaborative learning groups, lectures, demonstrations, and discussions of musical performances on music learning.
- i. Identify strategies for sequencing music activities and understand how music activities relate to student content standards.
- j. Demonstrate knowledge of specialized music evaluation tools such as pencil-and-paper critiques, videotaping, audiotaping, portfolios, adjudication forms, and rubrics.

- k. Demonstrate an understanding of the developmental stages of learning (i.e., knowledge of the cognitive, physical, and social development of students) in relation to music.
- l. Recognize uses of technology as a tool in creating, listening to, and studying music (e.g., CD-ROM, DVD, computers, Internet, synthesizers, MIDI, other digital/electronic technology).
- m. Understand strategies for facilitating equity, access, accommodation, and adaptation in learning music.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: All grade levels: Standards 1–5. National Board for Professional Teaching Standards [NBPTS] Music Standards: Standard III.)

## **6.2 Repertoire and Literature for Listening, Performance, and Study**

- a. Know and apply criteria and background knowledge for selection of appropriate music repertoire and literature from diverse cultures and historical periods for various developmental levels and applications in school and community settings.
- b. Demonstrate familiarity with historical and contemporary works from various musical traditions and diverse cultures.
- c. Demonstrate familiarity with sequential, developmental, and cultural factors used in selecting music literature for performance.
- d. Know and apply criteria for selection of music repertoire and literature to make connections and enhance relationships with other curricular areas.
- e. Know copyright laws and legal consequences as they apply to the school music program.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 4: 2.1–2.2, Grade 5: 2.1–2.2, Grade 6: 2.1 and 2.3, Grade 7: 2.1 and 2.3, Grade 8: 2.1 and 2.3, Grades 9 through 12–Proficient: 2.1, 2.4, and 3.4–3.5, and Grades 9 through 12–Advanced: 2.1, 2.4, and 3.4. National Board for Professional Teaching Standards [NBPTS] Music Standards: Standard IV.)

## **Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Music**

Candidates for Single Subject Teaching Credentials in music are accomplished musicians with excellent musicianship skills and a thorough understanding of musical content knowledge. They demonstrate functional keyboarding skills and perform proficiently on a primary instrument or with voice, and they are able to demonstrate these skills effectively in the classroom to inspire and instruct their students. They apply their comprehensive knowledge of music theory, music history, and cultural context to analyze musical works. They use this information to conduct and produce technically accurate and musically expressive instrumental and choral performances. Using their knowledge of aesthetics, they develop and apply criteria for critiquing performances and compositions.

As prospective music teachers, candidates are knowledgeable about various methodologies for providing developmentally appropriate sequential instruction in general music and performance classes. Candidates have a thorough knowledge of the California State Content Standards for music, and they incorporate these standards into instruction. They know how to incorporate technology into instruction, and they connect instruction in music with other arts and academic disciplines. They are also familiar with a wide range of repertoire for listening and performance, and they incorporate into instruction pieces of music from a wide range of historical periods, styles, and cultures. They know techniques for developing singing skills and techniques for playing a variety of instruments and can transfer this information to their students. Candidates are also well versed in a variety of techniques for planning and assessing learning in general music and performance classes, and they are able to adapt instruction to meet the needs of all students in their classes. Being familiar with various careers available in the field of music, they are able to inform students about and encourage students to investigate opportunities for pursuing a career in music.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: All grade levels: Standards 1–5. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards III and IV. National Board for Professional Teaching Standards [NBPTS] Music Standards: Standard II.)

## **Part 3: Implementation of Program Quality Standards for the Subject Matter Preparation of Music Teachers**

The 2004 Program Quality Standards for Subject Matter Preparation in Music are part of a broad shift in the policies of the Commission on Teacher Credentialing related to the preparation of professional teachers and other educators in California colleges and universities resulting from the mandate of Senate Bill 2042. The Commission initiated this policy change to insure high quality in educator preparation and to combine flexibility with accountability for institutions that offer programs for prospective teachers. The success of this reform effort depends on the effective implementation of program quality standards for each credential.

### **Review and Improvement of Subject Matter Standards**

The Commission will adhere to its cycle of review and reconsideration of the *Standards of Quality and Effectiveness for Subject Matter Programs in Music* and in other subjects. The standards will be reviewed and reconsidered in relation to changes in academic disciplines, school curricula, and the backgrounds and needs of California students (K-12). Reviews of program standards will be based on the advice of subject matter teachers, professors and curriculum specialists. Prior to each review, the Commission will invite interested individuals and organizations to participate in the review process.

### **Adoption and Implementation of Standards by the Commission**

Program sponsors have at least two years to transition from current to new standards of quality and effectiveness for Single Subject Matter Programs. Each sponsor is being asked to select from among seven submission deadlines during the period October 2004 through March 2006. The form for requesting a submission date is included in this section. In the absence of a timely request for a submission date, the review may take longer. All program documents will be reviewed by statewide teams of peer reviewers selected from among qualified K-12 and IHE professional educators. It should be noted that each program of Single Subject Matter Preparation for the Single Subject Credentials must be submitted for review by the statewide panel. No new programs written to the old standards will be reviewed after the adoption of the new standards in June 2004.

Information about transition timelines for candidates, sunset dates for currently approved programs, and preconditions will be provided by the Commission through Coded Correspondence and additional program transition documents as it becomes available. Program sponsors should check the Commission website ([www.ctc.ca.gov](http://www.ctc.ca.gov)) frequently for updates.

### **Technical Assistance Meetings for Colleges and Universities**

During the 2004-05 school year, the Commission will sponsor meetings to provide assistance to institutions related to their subject matter programs in music. The agenda for each workshop included:

- Explanation of the implementation plan adopted by the Commission.
- Description of the steps in program review and approval.

- Review of program standards, factors to consider preconditions and examples presented by Subject Matter Advisory Panel members and others with experience in implementing Standards of Program Quality.
- Opportunities to discuss subject-specific questions in small groups.

Information disseminated at those meetings is available upon request to those who were unable to attend.

### **Implementation Timeline: Impact on Candidates for Music Credentials**

Based on the Commission's implementation plan, candidates for Single Subject Credentials in Music who do not plan to pass the subject matter examinations adopted by the Commission should enroll in subject matter programs that fulfill the “new” standards either (1) once a new program commences at their institution, or (2) before July 1, 2006, whichever occurs first. After a new program begins at an institution, no students should enroll for the first time in an “old” program (i.e. one approved under “old” standards). Regardless of the date when new programs are implemented, no students should enter old programs after July 1, 2006. If students do enter old programs after this date, they should be informed in writing that the program will expire on June 30, 2010.

Candidates who enrolled in programs approved on the basis of 1994 standards (“old” programs) may complete those programs provided that (1) they entered the old programs either before new programs were available at their institutions, or before July 1, 2006, and (2) they complete the old programs before July 1, 2010. Candidates who do not comply with these timelines may qualify for Single Subject Teaching Credentials by passing the subject matter examinations that have been adopted for that purpose by the Commission.

## **Implementation Plan Adopted by the Commission**

**July 1, 2004**

- (1) By July 1, 2006, existing (“old”) programs based on current guidelines should be superseded by new programs with full approval.
  - (a) Once a new program receives full approval, all students not previously enrolled in the old program (i.e., all “new” students) should enroll in the new program.
  - (b) After July 1, 2006, no “new” students should enroll in an “old” program, even if a new program in the subject is not available at that institution.
  - (c) Students who enrolled in an old program prior to July 1, 2006, may continue to complete the old program until July 1, 2010.

## **Timeline for Implementing the Music Standards**

- May 2004** The Commission on Teacher Credentialing adopts the Standards of Program Quality and Effectiveness that are in this handbook. The Commission adopts the implementation plan outlined in this handbook. No new subject matter programs in music will be reviewed in relation to the Commission's "old" standards.
- August 2004** The Commission conducts statewide technical assistance meetings for developing new subject matter programs to meet the new standards.
- October 2004** The Commission selects, orients and trains a Program Review Panel in music. Qualified subject matter experts are prepared to review programs in relation to the standards beginning in 2004-06.
- October 2004** Review and approval of programs under the new standards begins.
- 2003-05** Institutions may submit programs for review on or after October 1, 2004, after requesting and being assigned a submission date by Commission staff. Once a "new" program is approved, all students who were not previously enrolled in the "old" program (i.e., all new students) should enroll in the new program. Students may complete an old program if they enrolled in it either (1) prior to the commencement of the new program at their campus, or (2) prior to July 1, 2006, whichever occurs first.
- July 1, 2006** "Old" programs that are based on 1994 standards must be superseded by new programs with full approval (see pages 42-43). After July 1, 2006, no new students should enroll in an old program, even if a new program in music is not yet available at the institution.
- 2006-10** The Commission will continue to review program proposals based on the standards and preconditions in this handbook. Institutions which submit program proposals without an assigned submission date will be reviewed at the earliest date of an opening in the submission schedule.
- July 1, 2010** The final date for candidates to complete subject matter preparation programs approved under the 1994 standards. To qualify for a credential based on an "old" program, students must have completed that program prior to either (1) the implementation of a new program with full or interim approval at their institution, or (2) July 1 2010, whichever occurs first.



## Implementation Timeline Diagram

### June 2004

Adopt the music standards and preconditions in this handbook, including the implementation plan.

### July 2004 to March 2005

Disseminate the standards, timeline and implementation plan throughout the state. Hold regional technical assistance meetings to offer information, answer questions, and assist colleges and universities in developing new programs.

### October 2004

Colleges and universities may begin to present program documents for review by the Commission's staff and Program Review Panels.

### July 1, 2006

"Old" subject matter programs in music should be superseded by new approved programs.

### July 1, 2010

Final date for candidates to qualify for Single Subject Credentials in Music on the basis of "old" programs of subject matter preparation.

## **Review and Approval of Music Subject Matter Programs**

A regionally accredited institution of post-secondary education that would like to offer (or continue to offer) a Program of Subject Matter Preparation for the Single Subject Credential in Music may present a program proposal that responds to the standards and preconditions in this handbook. The submission of programs for review and approval is voluntary for colleges and universities.

If an institution would like to offer two or more distinct programs of subject matter preparation in music, a separate proposal may be forwarded to the Commission for each program. For example, one program in music might emphasize studies in voice, while a second program at the same institution could have an emphasis in instrumentation. However, the Commission encourages institutions to coordinate its single subject programs that are within the same subject matter discipline.

The Commission is prepared to review subject matter program proposals beginning on October 1, 2004. Prior to that date, the Commission's professional staff is able to consult with institutional representatives on meeting the new standards and preparing program documents.

### **Selection, Composition and Training of Program Review Panels**

Review panel members are selected because of their expertise in music and their knowledge of music curriculum and instruction in the public schools of California. Reviewers are selected from institutions of higher education, school districts, county offices of education, organizations of subject matter experts, and statewide professional organizations. Because the process is a peer review, the Commission strongly encourages institutions seeking program approval to designate a subject matter faculty member to serve as a reviewer. Members are selected according to the Commission's adopted policies that govern the selection of panels. Members of the Commission's former Single Subject Waiver Panels and Subject Matter Advisory Panels may be selected to serve on Program Review Panels.

The Commission staff conducts a training and calibration session that all reviewers must attend. Training includes:

- The purpose and function of subject matter preparation programs.
- The Commission's legal responsibilities in program review and approval.
- The role of the review panel in making program determinations.
- The role of the Commission's professional staff in assisting the panel.
- A thorough analysis and discussion of each standard and rationale.
- Alternative ways in which the standard could be met.
- An overview of review panel procedures.
- Simulated practice and calibration in reviewing programs.
- Responsive feedback for program revision.

### **Steps in the Review of Programs**

The Commission is committed to conducting a program review process that is objective, authoritative and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process. Commission staff is available to consult with during program document development.

Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff because the preconditions are based on Commission policies and do not involve issues of program quality. Preconditions are reviewed upon the institution's formal submission of a document. Once the status of the preconditions is established, the program document is referred to the expert review panel.

Review of Program Quality Standards. Unlike the preconditions, the standards address issues of program quality and effectiveness, so each institution's response to the standards is reviewed by a small Program Review Panel of subject matter experts. If the Program Review Panel determines that a proposed program fulfills the standards, the Commission's staff recommends the program for approval by the Commission during a public meeting no more than eight weeks after the panel's decision.

If the Program Review Panel determines that the program does not meet the standards, the document is returned to the institution with an explanation of the panel's findings. Specific reasons for the panel's decision are communicated to the institution. If the panel has substantive concerns about one or more aspects of program quality, representatives of the institution can obtain information and assistance from the Commission's staff.

The Commission would like the program review process to be as helpful as possible to colleges and universities. Because a large number of institutions prepare teachers in California, representatives of an institution should first consult with the Commission's professional staff regarding programs that are in preparation or under review. The staff responds to all inquiries expeditiously and knowledgeably. Representatives of colleges and universities should contact members of a Program Review Panel only when they are authorized to do so by the Commission's staff. This restriction must be observed to ensure that membership on a panel is manageable for the reviewers. If an institution finds that needed information is not sufficiently available, please inform the designated staff consultant. If the problem is not corrected in a timely way, please contact the executive director of the Commission. After changes have been made in the program, the proposal may be re-submitted to the Commission's staff for reconsideration by the panel.

If the Program Review Panel determines that minor or technical changes should be made in a program, the responsibility for reviewing the resubmitted document rests with the Commission's professional staff, which presents the *revised* program to the Commission for approval without further review by the panel.

Appeal of an Adverse Decision. An institution that would like to appeal a decision of the staff (regarding preconditions) or the Program Review Panel (regarding standards) may do so by submitting the appeal to the executive director of the Commission. The institution should include the following information in the appeal:

- The original program document and the stated reasons of the Commission's staff or the review panel for not recommending approval of the program.
- A specific response by the institution to the initial denial, including a copy of the resubmitted document (if it has been resubmitted).
- A rationale for the appeal by the institution.

The CCTC executive director may deny the appeal, or appoint an independent review panel, or present the appeal directly to the Commission for consideration.



## Submission Guidelines for Single Subject Matter Program Documents

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting documents for approval of Single Subject Matter Programs. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

### Transmittal Instructions

Sponsoring agencies are required to submit **one printed bound paper copy** of their proposal(s), to the following address:

California Commission on Teacher Credentialing  
Professional Services Division: Single Subject Matter Programs  
1900 Capitol Avenue  
Sacramento, CA 95814

In addition, **one electronic copy of the proposal text** (including supporting evidence where possible) should be submitted in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process will involve secure web-based editing. To facilitate this process, please leave no spaces in the name of your document, and be sure that the name of the file ends in ".doc" (example: CTCdocument.doc).

### Submittal Deadlines

There are seven opportunities during which to submit proposals for review and approval. The submittal deadlines are:

<b>October 4, 2004</b>	<b>August 2, 2005</b>
<b>January 5, 2005</b>	<b>November 2, 2005</b>
<b>March 2, 2005</b>	<b>March 1, 2006*</b>
<b>June 1, 2005</b>	

\*Any programs submitted after March 2006 will be reviewed according to the availability of the review panel.

### Organization of Required Documents

Sponsoring agencies should include as the cover page of each copy of the program application the "Sponsoring Organization Transmittal Cover Sheet." A copy of the Transmittal Cover Sheet is located at the end of this section of the handbook for use by program sponsors. The proposal application documents should begin with Transmittal Cover Sheet that includes the original signatures of the program contacts and chief executive officer.

The program contact identified on the Transmittal Cover Sheet will be the individual who is informed electronically and by mail as changes occur, and to whom the review feedback will be sent. Program sponsors are strongly urged to consult the CTC web site, [www.ctc.ca.gov](http://www.ctc.ca.gov), for updates relating to the implementation of new single subject matter standards and programs.

Each proposal must be organized in the following order:

- Transmittal Cover Sheet
- Table of Contents
- Responses to Preconditions, including course lists, units and catalog descriptions
- A matrix identifying which courses meet which subject matter requirements
- One to two pages of narrative response to each Standard

**The response to the standards must:**

- be tabbed/labeled to help guide the reviewers,
- have numbered pages,
- provide supporting evidence that is cross-referenced or electronically linked in the responses, and
- include appendices that are tabbed and labelled for easy access by reviewers.

**Responding to the Standards Common to All**

The Commission adopted two standards that relate to program design and structure for programs in *all* single subject disciplines.

Standard 1	Program Design
Standard 2	Program Resources and Support

These two standards are referred to as “standards common to all” because they are the same in all subject areas. An institution’s program document should include a subject-specific reply to both standards.

**Responses to the Program Standards**

Program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program. The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

The written text should be organized in the same order as the standards. Responses should not merely reiterate the standard. They should describe how the standard will be met in the coursework content, requirements, and processes and by providing evidence from course syllabi or other course materials to support the explanation. ***Responses that do not completely address each standard will be considered incomplete and returned for revision.***

Lines of suitable evidence will vary with each standard. Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Course or module outlines or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments

- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.
- Current catalog descriptions.

### **Packaging A Submission for Shipment to the Commission**

Please do **not**:

- Use foam peanuts as packaging material
- Overstuff the binders. Use two binders if necessary.
- Overstuff the boxes in which the binders are packed, as these may break open in shipment.

**Submission Request Form  
For Single Subject Matter Preparation Program  
Response to Standards**

PROGRAM SPONSOR

\_\_\_\_\_  
(Name of Institution and Department)

Please fill out the requested information below to help us plan for providing technical assistance in a timely manner.

Contact Person: \_\_\_\_\_ Title: \_\_\_\_\_

Department: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

Please indicate the subject area for which you are submitting a program proposal document:

Art \_\_\_\_\_ Languages Other Than English \_\_\_\_\_

Music \_\_\_\_\_ Physical Education \_\_\_\_\_

**Please indicate when you intend to submit program documents responding to the new Single Subject Matter Preparation Standards: \_\_\_\_\_**

**Please mail or fax this form to:**

Commission on Teacher Credentialing  
1900 Capitol Ave.  
Sacramento, CA 95814  
Fax (916) 324-8927

**THIS FORM HAS TWO PAGES**



**Single Subject Matter Program Sponsor - Transmittal Cover Sheet**  
**(Page 1 of 2)**

• **Sponsoring Organization:**

**Name** \_\_\_\_\_

• **Submission Type(s) Place a check mark in the appropriate box.**

Art Subject Matter Preparation	
Languages Other Than English Subject Matter Preparation	
Music Subject Matter Preparation	
Physical Education Subject Matter Preparation	

• **Program Contacts:**

1. Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

**Single Subject Program Sponsor - Transmittal Cover Sheet  
(Page 2 of 2)**

Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

**E-mail** \_\_\_\_\_

**Chief Executive Officer** (*President or Provost; Superintendent*):

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

***I Hereby Signify My Approval to Transmit This Program Document to the California Commission on Teacher Credentialing:***

**CEO Signature** \_\_\_\_\_

**Title** \_\_\_\_\_

**Date** \_\_\_\_\_

**Appendix A**  
**Assembly Bill No. 537**  
**(Education Code Chapter 587, Statutes of 1999)**

CHAPTER 587

An act to amend Sections 200, 220, 66251, and 66270 of, to add Section 241 to, and to amend and renumber Sections 221 and 66271 of, the Education Code, relating to discrimination.

[Approved by Governor October 2, 1999. Filed with Secretary of State October 10, 1999.]

LEGISLATIVE COUNSEL'S DIGEST

AB 537, Kuehl. Discrimination.

(1) Existing law provides that it is the policy of the State of California to afford all persons in public schools and postsecondary institutions, regardless of their sex, ethnic group identification, race, national origin, religion, or mental or physical disability, equal rights and opportunities in the educational institutions of the state.

Existing law makes it a crime for a person, whether or not acting under color of law, to willfully injure, intimidate, interfere with, oppress, or threaten any other person, by force or threat of force, in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics.

This bill would also provide that it is the policy of the state to afford all persons in public school and postsecondary institutions equal rights and opportunities in the educational institutions of the state, regardless of any basis referred to in the aforementioned paragraph.

(2) Existing law prohibits a person from being subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

This bill would also prohibit a person from being subjected to discrimination on the basis of any basis referred to in paragraph (1) in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

(3) This bill would state that it does not require the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution and would prohibit this bill from being deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution.

To the extent that this bill would impose new duties on school districts and community college districts, it would impose a state-mandated local program.

(4) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates that do not exceed \$1,000,000 statewide and other procedures for claims whose statewide costs exceed \$1,000,000.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

*The people of the State of California do enact as follows:*

SECTION 1. This bill shall be known, and may be cited, as the California Student Safety and Violence Prevention Act of 2000.

SEC. 2. (a) The Legislature finds and declares all of the following:

(1) Under the California Constitution, all students of public schools have the inalienable right to attend campuses that are safe, secure, and peaceful. Violence is the number one cause of death for young people in California and has become a public health problem of epidemic proportion. One of the Legislature's highest priorities must be to prevent our children from the plague of violence.

(2) The fastest growing, violent crime in California is hate crime, and it is incumbent upon us to ensure that all students attending public school in California are protected from potentially violent discrimination. Educators see how violence affects youth every day; they know first hand that youth cannot learn if they are concerned about their safety. This legislation is designed to protect the institution of learning as well as our students.

(3) Not only do we need to address the issue of school violence but also we must strive to reverse the increase in teen suicide. The number of teens who attempt suicide, as well as the number who actually kill themselves, has risen substantially in recent years. Teen suicides in the United States have doubled in number since 1960 and every year over a quarter of a million adolescents in the United States attempt suicide. Sadly, approximately 4,000 of these attempts every year are completed. Suicide is the third leading cause of death for youths 15 through 24 years of age. To combat this problem we must seriously examine these grim statistics and take immediate action to ensure all students are offered equal protection from discrimination under California law.

SEC. 3. Section 200 of the Education Code is amended to read:

200. It is the policy of the State of California to afford all persons in public schools, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts which are contrary to that policy and to provide remedies therefor.

SEC. 4. Section 220 of the Education Code is amended to read:

220. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

SEC. 5. Section 221 of the Education Code is renumbered to read:

220.5. This article shall not apply to an educational institution which is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 6. Section 241 is added to the Education Code, to read:

241. Nothing in the California Student Safety and Violence Prevention Act of 2000 requires the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution; the California Student Safety and Violence Prevention Act of 2000 shall not be deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution.

SEC. 7. Section 66251 of the Education Code is amended to read:

66251. It is the policy of the State of California to afford all persons, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the postsecondary institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

SEC. 8. Section 66270 of the Education Code is amended to read:

66270. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by any postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

SEC. 9. Section 66271 of the Education Code is renumbered to read:

66270.5. This chapter shall not apply to an educational institution that is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 10. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars (\$1,000,000), reimbursement shall be made from the State Mandates Claims Fund.

