Florida Music Educators' Association
Music Education and the Creative Mind
2009-2011

Mission – The mission of the Florida Music Educators Association is to promote quality, comprehensive music education for all Florida students as a part of their complete education.

The FMEA Board of Directors and Committee Chairs have identified areas of significant focus for the 2009-2011 biennium.

Vision and Action for Creative Success

Growth

A.6. Develop strategies that focus attention on all students, including diverse populations and the "other 80%" of secondary students.

Mentorship

B.1 Continue to develop a comprehensive mentor program for new teachers, new teachers to Florida, and experienced teachers in need of improving expertise and changing focus or levels.

B.1.3 Identify early career teachers and offer assistance.

B.3 Develop a program to encourage diverse segments of Florida students to seek music education as a career.

Leadership

C.1 Develop a comprehensive vision for FMEA and the component associations that preserves the strengths of our existing programs and embraces the changing educational environment.

C.3 Encourage leadership training, development and participation from diverse segments of Florida.

Advocacy

D.1 Advocate for district and state policies, legislation, and State Board Rules that support equal access to music instruction for all students.

D.2 Advocate for regularly scheduled general music instruction taught by certified music educators in all elementary schools in the state.

Florida Music Educators' Association Strategic Plan 2009-2011

Teaching and Learning in Music

The FMEA will focus on the improvement of music teaching and learning with direction toward preparing students to be successful - musically, academically and creatively.

Rationale: FMEA's continuing challenge is to promote comprehensive, balanced and sequential music instruction for all students based upon the National Standards and the Florida "Sunshine State Standards" for Music Education. Successful implementation of these standards is dependent on strong curriculum, instruction and assessment models. The FMEA plays an important role in identifying, and at times, developing these models as well as providing professional development related to curriculum, instruction and assessment. Teaching and learning models must address music diversity in order to ensure equal access for all Florida students. Music learned in school must be relevant to the music experiences students have outside the school. Culture, socioeconomic status, special needs nor geography should preclude anyone from having a rich education that includes music.

Strategies

A.1 Devise ways to promote the use of the Florida "Sunshine State Standards" and cross-curricular applications.

Action:

- A.1.1 Promote and develop outreach workshops for districts of need, and conferences that focus on the Sunshine State Standards.
- A.1.2 Identify and promote curriculum models with cross curricular applications.
- A.1.3 Identify and promote models for music education through cutting edge state of the art technology.

A.2 Provide professional development in support of the curriculum, instruction, and assessment initiatives.

Action:

- A.2.1 Design a program that develops teachers as researchers, i.e., engaging music teachers in research consumption, understanding and interpretation.
- A.2.2 Support the ongoing development and review of the standards and course descriptions.
- A.2.3 Support a scaffolded professional development model including, but not limited to, the FMEA conference in January, regional seminars, summer institute, and music demonstration school partnerships.
- A.2.4 Identify models of best practices in music instruction (Nat'l Board Certification)
- A.2.5 Research and offer curriculum mapping models with embedded assessments.
- A.2.6 Create links on the FMEA web site to address curricular interest areas (e.g., Bulletin Board for Questions and Answers.)
- A.2.7 Include focus sessions at conference in areas of critical need: e.g. technology, diversity, world music, ESOL, ESE, etc.
- A.2.8 Develop FMEA publications, brochures, and materials that address specific needs (e.g. compile collection of previously published articles from the Florida Music Director and post on the website.)

A.3 Develop elementary and secondary assessment models that validate student success and learning in music.

A.3.1 Support the Task Force on Assessment's activities
A.3.2 Support and conduct relevant research.
A.3.3 Develop and disseminate *Research Perspectives*.
A.3.4 Develop agenda of common research topics to support the betterment of music education.
A.3.5 Support research on model schools (e.g., "What and Who caused them to become Model Schools?"--"How do they remain model schools".)

A.4 Develop and disseminate information on music programs and schedules that are models of excellence for school districts and teachers.

A.4.1 Design and present an annual Summer Institute that promotes quality, comprehensive, relevant music education for all students.
A.4.2 Support the Florida Department of Education's Music Demonstration School Project through a recognition program.
A.4.3 Publicize descriptions of Demonstration Schools in the Florida Music Director, on the web site, newspapers etc.
A.4.4 Schedule a session at the annual clinic/conference by teachers and principals of selected Demonstration Schools.
A.4.5 Write and publish interviews with teachers and administrators of Florida Demonstration Schools.
A.4.6 Provide models of instruction for all levels that include: model schedules, sequential curriculum implemented by certified instructional personnel.
A.4.7 Support small rural counties or counties without music supervisors by sharing models of excellence.
A.4.8 Define mentoring process within components.

A.5 Develop strategies that focus attention on students of exceptional student populations (e.g., ESE, ESOL, world music.)

A.5.1 Promote focus sessions for special learners at the annual Clinic/Conference.
A.5.2 Develop active collaboration between classroom and university resources to promote special education at all levels.

A.6 Develop strategies that focus attention on all students, including diverse populations and the "other 80%" of secondary students.

A.6.1 Promote focus sessions for world music and diverse ensembles at the annual Clinic/Conference.
A.6.2 Develop active collaboration between classroom and university resources to present the Summer Institute

A.7 Promote quality, diverse music ensembles (e.g., guitar, world drumming, keyboard) and musical offerings in the total music program.

A.7.1 Promote workshops on diverse ensembles at the annual Clinic/Conference.
A.7.2 Collaborate with FSMA to analyze data regarding current ensembles in school programs.
A.7.3 Develop strategies to address commercial music and music industry topics in music classrooms.

Music Teacher Recruitment and Retention

The FMEA will insure quality music instruction for all students by identifying strong potential educators and supporting teachers in the profession.

Rationale: In the state of Florida, music positions go unfilled because there are no qualified applicants or they are filled by teachers who do not have a degree in music education. Reports indicate that 30 to 50 percent of new teachers who work in urban settings leave the field in their first three years of service. More experienced teachers are retiring earlier. To assure continued quality music instruction, FMEA must work within its own programs and activities and in collaboration with others to recruit more teachers to music education, nurture new teachers, and continue to support and energize veteran teachers.

Strategies

B.1 Continue to develop a comprehensive mentor program for new teachers, new teachers to Florida, and experienced teachers in need of improving expertise and changing focus or levels.

- B.1.1 Identify and provide professional development training for mentors.
- B.1.2 Coordinate mentor resources with component organizations to identify and assist teachers through the organization of seminars at the state conference, summer conferences, and district meetings for teachers.
- B.1.3 Identify early career teachers and offer assistance.
- B.1.4 Identify alternative certified teachers and offer assistance.

B.2 Support awards program that recognizes teachers, administrators, and arts advocates including state and community leaders who support music education.

- B.2.1 Conduct an annual review of recognition awards to be presented at the FMEA Clinic/Conference.
- B.2.2 Determine award recipients through a nomination process that involves component organizations.

B.3 Develop a program to encourage diverse segments of Florida students to seek music education as a career.

- B.3.1 Support TRI-M/FCMENC collaborations and involvement in FMEA activities.
- B.3.2 Encourage high school music students to enter a music education career.
- B.3.3 Provide presentations to CMENC chapters, school districts, and college music education classes.
- B.3.4 Create summer leadership opportunities for Tri-M students.
- B.3.5 Develop active collaborations between classroom and university resources to promote world class teacher preparation supported by current research and technology.

B.4 Create opportunities that promote life-long learning in music, as well as a resource directory for retirees that includes services that retirees can provide on a local or state level.

- B.4.1 Identify retirees to assist with mentoring.

Leadership

The FMEA will improve its effectiveness by developing and nurturing responsive, effective, world class, expert teachers able to provide unifying and visionary leadership for the membership.

Rationale: Leadership development is vital to the future of the FMEA. Efforts must be placed on continuing to identify and train future leaders. Leadership training will focus on skills needed at the campus, district and state levels. As our student and teacher populations become more diverse, leaders must develop unifying visions that preserve the strengths of our existing programs while expanding programs to meet these diverse needs.

C.1 Develop a comprehensive vision for FMEA and the component associations that preserves the strengths of our existing programs and embraces the changing educational environment.

- C.1.1 Support the work of the Future Directions Committee
- C.1.2. Base the content of the Summer Institute on the findings of the Future Directions Committee.

C.2 Support and refine a comprehensive program to develop leaders in the field of music education.

- **C.2.1 Create a leadership training program that includes three levels of knowledge and skills (e.g., Level I, Basic; Level II, Intermediate, Level III, Advanced – Advanced will include extensive advocacy training.)**
- C.2.2 Continue to support leadership development through component organizations.
- C.2.3 Continue to support a statewide network of TRI-M that may include: chapter access through the FMEA website and a mini-conference of state TRI-M chapters.
- C.2.4 Survey retired FMEA members about their interest in leadership opportunities in both district and statewide activities.
- C.2.5 Support collaboration among colleges universities and FMEA in the implementation of leadership training programs.

C.3. Encourage leadership training, development, and participation from diverse segments of Florida.

Advocacy and Alliances

The FMEA will nurture cooperative relationships with other organizations, agencies and professions whose ambitions and goals are shared by FMEA.

Rationale: FMEA must maintain our partnerships with other arts and education associations, universities, industry, the arts and entertainment communities, and decision makers. We must continue to lead the way by nurturing alliances with organizations with which we share common interests. FMEA will lead these alliances by setting directions, brokering resources, and establishing criteria for success. Educational reform has made it imperative to work collaboratively to advocate effectively for time and access to a quality, sequential arts education for all students.

D.1 Advocate for district and state policies, legislation, and State Board Rules that support equal access to music instruction for all students.

Action

D.1.1 Develop an FMEA legislative platform annually.

D.1.2 Encourage scheduling that offers opportunities for all students to participate in music.

D.1.3 Conduct research and distribute results of the status of secondary school music instruction to all participants, administrators and legislators.

D.1.4 Develop "talking points" document each year specific to legislation

D.1.5 Develop and distribute advocacy strategies to be used by constituents through print media (e.g., in the *Florida Music Director, web site, and other print media*.)

D.1.6 Design plans to encourage FMEA members to communicate with legislators.

D.2 Advocate for regularly scheduled general music instruction taught by certified music educators in all elementary schools in the state.

D.2.1 Conduct research and distribute results of the status of elementary school music instruction to all participants, administrators, and legislators.

D.3 Maintain and enhance collaborations with other fine arts and education organizations.

D.3.1 Coordinate activities with the Florida School Music Association.

D.3.2 Promote collaboration between music and other subject areas' teacher organizations.

D.3.3 Collaborate with the Arts for a Complete Education/Florida Alliance for Arts Education (ACE/FAAE.)

D.3.4 Increase communication with the Florida Association of School Administrators, the Florida Association of School Boards and the Florida Association of District School Superintendents.

D.3.5 Create a defined relationship for interacting and communicating with community music organizations, including community music organizations, retirement communities, etc.

D.4 Develop and expand collaborations with the music industry and other related industries.

- D.4.1 Provide opportunities for industry sponsored clinicians to interact with schools and FMEA.
- D.4.2 Support and nurture the Florida Music Industry Council Partnerships.
- D.4.3 Collaborate with music industry on advocacy issues.

D.5 Develop relationships with media in an effort to promote music education and music education activities.

- D.5.1 Communicate with the public about FMEA activities; e.g. awards, All-state
- D.5.2 Develop press release of school success stories where arts have transformed schools and increased student achievement.