



**Comprehensive Report**  
MMEA Board of Directors  
and Advisory Council Meeting  
April 22, 2017

## **Executive Director's Report – Paul Swofford**

990 report

Facebook and Conference cancellation policies

Membership Dues and TTA rate. No change for next year.

Registration fee for 2018 Guest fee I am proposing that we leave the registration rates the same but raise our guest rates to \$10.00 (Action Item)

## **Secretary/Treasurer Report – Elaine Swofford**

### **President's Report – Jeff Melsha**

Review of the 2017 MMEA In-Service Workshop/Conference

Candidates for MMEA Officers (2018-2020 Term)

Missouri Update

Federal Update

All-National Honor Ensembles Deadline May 12

Equity, Inclusion, and Music for All

80<sup>th</sup> Anniversary for MMEA

### **President-Elect Report – Brian Reeves**

1. Request in process for Concert Percussion Instruments for Salon A at the 2017 MMEA Conference
2. MMEA 2017 Application for Performance - Deadline for online submission and recordings is June 1.

## Past President/Advancing Music Education Report – Gary Brandes



The State Capitol was a busy place on March 7, MMEA Advocacy Day. We had some great meetings. We had the opportunity to discuss some current issues with many legislators and some interesting guests! It was Home School Day at the capitol so public education was under close scrutiny.

Music Educators will want to get involved with your district planning concerning Title IV and funding available in the realization of a Well-Rounded Education. To assist you can create your own needs assessment for you district using NAFME's 2015 Opportunity –to-Learn Standards. For a checklist version of these standards visit:

[www.nafme.org/standards](http://www.nafme.org/standards)



## Exhibitor Chair Report – John Patterson

## **Web Director Report – Rob Nichols**

MMEA Meeting Report  
April 22, 2017  
Rob Nichols  
Website Director

The MMEA Website continues to be a valuable resource for our members and for MMEA administration operations as well. MMEA Website Director, Rob Nichols, met with MMEA Website host Caledon Virtual on April 13, 2017 to discuss current and future development and expansion of website resources. It was determined that the next “phase” of the website will progress as follows:

1. “Punch List” – Evaluation/Update/Revision of current functionality
2. “Improvements & Enhancements” – New and/or current functionality
3. “Development” – New functionality
4. Launch of New/Updated resources

### **Website Development Timeline**

- ***Application for Performance Launch:*** April, 2017
- ***Application for Performance Closes:*** June 1, 2017
- ***Transition to gmail (mmea.net) email addresses:*** June, 2017
- ***Conference Registration Launch:*** September 15, 2017
- ***Exhibitor Application/Registration Launch:*** September 15, 2017
- ***Ongoing:*** Update and/or add administrative functionality as needed.
- ***Phase Two (2017):*** Expand the “Members Only” component of the website to include a variety of resources that reach all areas of music education.
  - ***Add:*** Exhibitor Resources/Online Application

## **Vice-President Band Report – Chris Sprague**

- I have been in touch with several of the directors from the groups that performed at the conference. They are enjoying some much needed down time after a job well done.
- The panel for the listening committee will be meeting on June 6.
- I have been in contact with several groups encouraging them to submit applications for the 2018 conference. I am also posting reminders on the MMEA Facebook page.
- I have contacted Kim Pirtle about sending an email blast to the MBA membership encouraging ensembles to apply.
- Several directors have contacted me with questions about the process. Perhaps we should offer a clinic about the application procedures.
- There are already several strong candidates for clinics for 2018.
- Please contact both your MSHSAA area representative and your music advisory committee representative and ask them to repeal the 50% rule. This rule will devastate small music programs in our state. I will be happy to supply you with some facts if you need them.

## **Vice-President Choral Report – Paula Martin**

### **Sessions for MMEA 2018:**

#### **(1 & 2)**

Walton Music has agreed to sponsor two reading sessions for choral music. Susan LaBarr and Danaya Roller will be determining how they want to structure these sessions. They will be in touch with me to firm up their ideas in the next couple of weeks.

#### **(3)**

I have asked Dr. Ryan Fisher from the University of Memphis to do a session. He is checking to see if he can reschedule another commitment. If not, Kathy Bhat is interested in presenting a session on utilizing technology in the choral classroom. She presented her session for my secondary methods class at Lindenwood University. Her session was eye opening for me and my students were very excited about the possibilities! So, either way, we are in great shape here.

#### **(4 or 4&5)**

Jo Elle and Reese Norris have two possible sessions that could be presented. I am waiting to hear back from them as to whether they wish to present one joint session or two separate sessions. I expect to hear from them this week. If their calendar can't be cleared, the backup plan is Kathy Bhat's session on technology in the choral classroom. Or, if she is replacing Dr. Fisher's session, then Dr. Nicole Aldrich from Washington University will present her proposed session that wasn't picked up for last year.

So, there are still things unconfirmed, but I have asked for firm commitments by April 30. I should be able to submit the session request forms by May 1.

## **Vice-President Orchestra Report – Michelle Davis**

We received very positive feedback about the Orchestra clinicians for MMEA this 2017. One in particular was Patricia Brumbaugh, who talked about incorporating a symphony orchestra into the string curriculum. She displayed a vast knowledge of the subject, and it was engaging and informative.

Feedback for next year for clinicians include: middle school orchestra ideas, tried and true middle school repertoire, teaching techniques for high school orchestras, and developing musicianship from the podium, (conducting).

There are many possibilities for clinics for next year's MMEA conference: Chris Keltz is interested in presenting a conducting workshop which would include rehearsal techniques for middle school and high school orchestra. Another colleague wants to present a session on using small chamber groups within the orchestra and middle school repertoire for string players. For both of these clinics, we will need room that gives us enough space for a small group of musicians to perform.

## **Vice-President Jazz Report – Ron Sikes**

During the fall I took an informal survey through social media outlets asking fellow music educators what kind of jazz clinics one would like to see at MMEA.

Matt Henry is currently the Associate Teaching Professor and Director of Percussion Studies at University of Missouri-St. Louis. He presented "Two drummers, One Groove: Ice the Cake with Percussion in Your Big Band."

Rob Babel, Director of Bands at Ft. Zumwalt North High School in O'Fallon, MO presented "Programming Your Jazz Band for Success."

Both clinics were 'standing room only.' I received positive feedback on both clinics.

Lindenwood University Jazz Orchestra, directed by Matt Hoormann and North County High School Jazz Ensemble, directed by Dobie Carroll gave outstanding performances!

Based on some feedback I've received, the membership would like to see a clinic for rhythm sections and a 'Jazz Band 101' for teachers without an extensive background in jazz. I will be searching for presenters to cover these topics.

I encourage jazz band directors to apply to perform for the MMEA 2018 convention!

Respectfully submitted,

Ron Sikes  
Director of Bands, Jefferson R-VII School District  
Fine Arts Department Chair  
Jazz Vice President, Missouri Music Educators Association  
[www.jr7music.com](http://www.jr7music.com)

## **Vice-President College/University Report – Brian Silvey**

April 2017

College/University Vice President Report

Professor Tia Fuller (Berklee College of Music) has agreed to serve as the 2018 MMEA All-Collegiate Jazz Band conductor. Information on how to participate will be sent to eligible institutions in September. In addition, I am currently in the process of securing two clinicians to present at the 2018 conference.

## **Vice-President Early Childhood/Elementary Report – Kim Warger**

- 1) Clinicians that have agreed to present at the 2018 conference:  
John Feierabend – possibly collaborating with choral VP
- 2) Have received no performance applications for elementary choirs.

## **Vice-President General Music Report – Karen Dickinson**

Roger Sams is confirmed for three sessions on Thursday, January 25, 2018. He will present "What? No Xylophones?" "Integrating Orff, Kodaly, and Dalcroze Eurhythmics with Integrity," and "Part Singing and Percussion." He is sponsored by Music is Elementary.

Mary Lynn Lightfoot is confirmed for one reading session on Friday, January 26, 2018. She will present "Superb Solutions for Young and Developing Choirs." She is sponsored by Choristers Guild. Packets will be sponsored by JW Pepper.

West Music will be an exhibitor and will sponsor the instrumentarium in Northwinds.

No audition tapes have been received at this time.

# Northwest District #1 Report – Tom Brockman

## Elected Officers

President	Tom Brockman	Smithville
President-Elect	Ann Goodwin-Clark	Cameron
Past President	Chris Heil	Kearney
Vice President of H.S. Bands	Paul Weissenborn	Mid-Buchanan
Vice-President Elect of H.S. Bands	Mallory Mahon	Maysville
Vice-President of Jazz Bands	Chad Lippincott	St. Joseph-Central
Vice-President of J.H. Bands	Blake Duren	Cameron
Vice-President Elect of J.H. Bands	Jon Bailey	Platte County
Vice-President H.S. Choir	Christie Ottinger	Bishop-LeBlond
Vice-President J.H. Choir	Darren Verbick	St. Joseph-Central
Treasurer-Band	Jamie Heil	Kearney
Treasurer-Choir	Brian von Glahn	Platte County
Secretary	Jay Jones	Platte County
Collegiate Representative	Jeff Hinton	MWSU

## District Treasurer/Financial Standings

Band-\$14,214.06

Choir-\$11,160.04

## Northwest District 2017 MMEA Performance Ensembles

- Ted Keck, South Harrison High School Symphonic Band
- Joe Voga, St. Joseph Christian JH/HS Band
- John Bell, Northwest Missouri State Wind Symphony

## 2017 District Event Dates

- All-District Choir auditions: September 16<sup>th</sup> @ Missouri Western State University
  - Clinic/Performance: October 28<sup>th</sup> @ Platte County School District
- Junior High Honor Choir: November 11<sup>th</sup> @ St. Joseph School District
- All-District Band (Jazz and Concert) auditions: November 4<sup>th</sup> @ St. Joseph Central High School
  - Jazz Band Clinic/Performance: November 18<sup>th</sup> @ Missouri Western State University
  - Concert Band Clinic/Performance: December 9<sup>th</sup> @ Platte County School District

Respectfully Submitted,

Tom Brockman-Northwest District President

April 2017



# Northeast District #2 Report – Marc Lewis

## Officers for the 2017-2018 School Year

President	Marc Lewis	Battle
President Elect	Brad Hudson	Kirksville
Past President	Tom Sweeney	Hickman
Secretary	Jenna Maule	Salisbury
Treasurer	Debbie Higbee Roberts	Hannibal
College Rep	Dr. Dori Waggoner	Central Methodist University
Mentoring Chair	Josh Myers	Fayette
MIOSM Chair	Kelsy Whitacre	Glasgow
Webmaster	Brad Heckman	Monroe City

VP's are in their corresponding category:

### High School:

**District Band Auditions** November 11, 2017

District Band Performance January 13, 2018

Clinicians: Skip Vandelicht and Dori Waggoner from CMU

VP: Jordan Perry

**District Jazz Band Auditions:** November 11, 2017 at Moberly High School

District Jazz Band performance: February 17, 2018 at Macon High School

Clinician to be announced

VP: Brad Heckman

**District Choir Auditions:** September 16, 2017

District Choir Performance: November 4, 2017

Reynard Brown for 9<sup>th</sup> and 10<sup>th</sup> graders

James Henry for 11<sup>th</sup> and 12<sup>th</sup> graders

VP: Robin Steinhaus

### District Orchestra:

District Orchestra Auditions: November 11, 2017

District Orchestra Performance January 13, 2018

Clinician: TBD

VP: Bill Strozier

**Jr. High:**

Junior High Choir April 16, 2018

VP: Rebecca Murphy

Junior High Band Auditions January 20, 2018

Junior High Band Performance February 17, 2018

VP: Jamie Baker

**Elementary:**

Choir: April 9<sup>th</sup>

Clinician is Amity Bryson

VP: Ryan Cooper and Kimberly Guilford

**Financial:**

Total in January was \$20,810. That includes all accounts. There will be changes as our last event was the Monday before last.

Changes: We split our secretary and treasurer position and changed personal as some resigned and some quit teaching music altogether. We added function to the university representative and added flexibility to the summer meeting.

District band auditions changed a ton because we are getting more and more to audition. Therefore, time has been an issue and we are attempting to fix it.

We also made an award committee to insure submission.

## **Kansas City Metro District #3 Report – Clif Thurmond**

### 2016-2018 Executive Board

President - Clif Thurmond, Lee's Summit West HS  
Pres. Elect - Brady Finch, Lee's Summit HS  
Band VP - Meara Mitchell, Staley HS  
Band VP Elect - Erica Gregory, Fort Osage HS  
Choir VP - Kim Carson, Truman HS  
Orchestra VP - Diane Markley, Park Hill South HS  
Jazz VP - Joe Hill, Raytown HS  
Jazz VP Elect – Eddie Owen, Liberty HS  
MS Honor Band VP - Michael Dragen, Heritage MS  
MS Band Contest VP - Matt Willis, Brittany Hill MS  
MS Orchestra VP - Paige Mundhenke, Brittany Hill MS  
Secretary - Amy Krinke, Lee's Summit West HS  
Treasurer - Brady Finch, Lee's Summit HS

### 2017/2018 Honor Ensemble Dates

All District Jazz Band - November 18<sup>th</sup>  
All District Band HS/MS - December 9<sup>th</sup> Clinicians include Ky Hascall and Charlie Menghini  
All District Orchestra - January 6<sup>th</sup>  
All District Choir – January 20<sup>th</sup>

The Band and Jazz Band are revamping their audition procedures to align with the orchestra. In addition, trying to create a more concrete policy on recorded auditions for MSHSAA conflicts.

At our January meeting, we had to re-elect our Jazz Band VP-Elect. It is Eddie Owen from Liberty HS.

The AD Middle School Band will be commissioning a new work for their December 9<sup>th</sup> clinic/concert. The composer and clinician will be Ky Hascall.

## **West Central District #4 Report – Adam Twenter**

Congratulations to the Grain Valley Percussion Ensemble for an outstanding performance at the MMEA Convention! Your ensemble was amazing and represented Grain Valley and the West Central District well!

Congratulations also to all of the West Central District All-State ensemble members. Each performance was outstanding!

The West Central District will again be awarding two scholarships in the amount of \$500 each to deserving musicians who will be continuing their music education at the collegiate level. We are proud to offer these scholarships for the second year in a row to our outstanding students.

Our officers are currently in the process of securing all of our clinicians for our 2017-18 events. We are exploring commissioning another work for one of our events next year, as well, after our officers meeting at MMEA. We will have our next officers meeting in June on a date to be announced.

One of our educators in the West Central, Shea Twenter, is working with the Missouri Mavericks Hockey team to coordinate a mass singing of the national anthem for the Maverick's second annual School Day Hockey game on November 14<sup>th</sup>. The goal is to have over 5000 students singing an arrangement of the national anthem at one time. It should be an awesome event to be a part of!

To keep up with everything going on in the WCMMEA, please visit [www.wcmmea.com](http://www.wcmmea.com)

## **St. Louis Suburban District #5 Report – Aaron Lehde**

TO: MMEA BOARD OF DIRECTORS and ADVISORY COUNCIL  
FR: Aaron Lehde– President – St. Louis Suburban District #5  
RE: April Report – 2017

### **EXECUTIVE BOARD – 2016-18**

President – Aaron Lehde, Ladue  
Past President – Jason Harris, Maplewood Richmond Heights  
President-Elect – Lisa McMahon, Mehlville  
HS Band VP – Chelsea Silvermintz, Lindbergh  
HS Jazz VP – Dennis McFarland, Pattonville  
MS Band VP – Michael Kanaan, Clayton  
MS Jazz VP – Jeremy McMahon, Lindbergh  
HS Orchestra VP – Alex Chang, Lindbergh  
MS Orchestra VP – Kyla Herbert, Hazelwood, Twinda Murry, Ladue  
6th Orchestra VP – Adrianna Mittler, Rockwood  
HS Choir VP – Ronda Fields, Wentzville  
MS Choir VP – Kim Carson, Ritenour and Stephanie Ruggles, Ritenour  
5-6 Vocal VP – Katy Moehlman, Orchard Farm

### **Administrative Personnel**

Middle School Festival Director - David Meador, Mehlville (retired)  
Secretary/Treasurer - Jim Waechter, Ladue (retired)

### **ST. LOUIS SUBURBAN EVENTS AND ACTIVITIES FOR 2016-17**

All information can be found online at [www.slsmea.com](http://www.slsmea.com)

Membership is asked to update their contact information at [www.slsmea.com](http://www.slsmea.com) to assure they are receiving most current information.

### **Updates:**

1. Successfully implemented and used an online scheduling system for middle school solo/ensemble festival.
2. Presented following awards:
  - a. Hall of Fame Award: Winifred Crock & Jeff Lindhorst
  - b. Outstanding Music Educator Award: Brian Reeves & Steve Patton
  - c. Merit Award: Jessica Ingraham, St. Louis Symphony Education Director

### **ACCOUNT BALANCE:**

Account Balance as of April 14, 2017:  
Checking = \$5,051.31

## Central District #6 Report – Jean Baker

Past President	Jim Stockman	<a href="mailto:jstockman@waynesville.k12.mo.us">jstockman@waynesville.k12.mo.us</a>
President	Jean Baker	<a href="mailto:jbaker@dutchmen.us">jbaker@dutchmen.us</a>
President Elect	Derek Limbeck	<a href="mailto:dlimbeck@stjschools.org">dlimbeck@stjschools.org</a>
Vice Presidents		
Band	Lori Pyatt	<a href="mailto:lpyatt@dixon.k12.mo.us">lpyatt@dixon.k12.mo.us</a>
Choral	Dustin Felan	<a href="mailto:dfelan@stjschool.org">dfelan@stjschool.org</a>
JH Choral	Jason Bartelsmeyer	<a href="mailto:jbartelsmeyer@rolla.k12.mo.us">jbartelsmeyer@rolla.k12.mo.us</a>
JH Band	Amanda Fall	<a href="mailto:afall@camdentonschools.org">afall@camdentonschools.org</a>
Elementary	Lisa Martin	<a href="mailto:lmartin@stjameschools.org">lmartin@stjameschools.org</a>
Jazz	Jeff Kile	<a href="mailto:kilej@osage.k12.mo.us">kilej@osage.k12.mo.us</a>
Secretary/Treasurer	ERIC VEILE	808 Swifts Hwy. Jefferson City, MO 65109

2017-2018 Schedule as of April 2017

Fall meeting August 21, 2017 Rolla HS Exec meeting at 6 District Meeting 6:30

CHOIR AUDITION DATE CHANGES: September 23 (Saturday instead of Monday night) place TBA  
District Band November 4 Waynesville

District Choir  
Rehearsal and all state November 7  
Rehearsal and performance November 11 Waynesville

Jr High Choir Feb 3, 2018 Waynesville  
Jr High Band/Jazz Band January 6, 2018  
Elementary Choir March 3, 2018 Waynesville

# East Central District #7 Report – Chuck Moore

## I. Officer Listing

- a. President: Chuck Moore, Sullivan High School
  - [moorec@sullivaneagles.org](mailto:moorec@sullivaneagles.org)
- b. President-elect: Doug Rice, Union High School
  - [riced@unionrxl.org](mailto:riced@unionrxl.org)
- c. Past-president: Steve Harms, Fox High School
  - [harms@fox.k12.mo.us](mailto:harms@fox.k12.mo.us)
- d. High School Band Vice-president: John Mooney, Ste. Genevieve High School
  - [jmooney@sgdragons.org](mailto:jmooney@sgdragons.org)
- e. High School Choral Vice-president: Natalie Moore, Sullivan High School
  - [mooren@sullivaneagles.org](mailto:mooren@sullivaneagles.org)
- f. High School Jazz Vice-president: Dobie Carroll, North County High School
  - [tcarroll@ncsd.k12.mo.us](mailto:tcarroll@ncsd.k12.mo.us)
- g. Jr. High Band Vice-president: Tricia Holm, Washington Middle School
  - [tricia.holm@washington.k12.mo.us](mailto:tricia.holm@washington.k12.mo.us)
- h. Jr. High Choral Vice-president: Josh Geringer, Windsor
  - [jgeringer@windsor.k12.mo.us](mailto:jgeringer@windsor.k12.mo.us)
- i. Jr. High Jazz Vice-president: Darrell Boyer
  - [boyerdarrell@desoto.k12.mo.us](mailto:boyerdarrell@desoto.k12.mo.us)
- j. Elementary Vice-president: Sheila Yoder Baer
  - [baers@union.k12.mo.us](mailto:baers@union.k12.mo.us)
- k. College/University Vice-president: Joel Vanderheyden
  - [jvanderh@jeffco.edu](mailto:jvanderh@jeffco.edu)
- l. Secretary/Treasurer: Allyn Rizzo, Farmington
  - [arizo@ncsd.k12.mo.us](mailto:arizo@ncsd.k12.mo.us)
- m. Mentoring Chair: Joe Pappas, Jefferson College
  - [jpappas@jeffco.edu](mailto:jpappas@jeffco.edu)
- n. Webmaster: Ron Sikes, Jefferson R-7
  - [Ron\\_sikes@hotmail.com](mailto:Ron_sikes@hotmail.com)

## II. District Website

- a. [www.ec7mmea.org](http://www.ec7mmea.org)
- b. Ron Sikes web master

## III. 2017-18 District Event Calendar

- a. 1st Annual East Central District Professional Development Day: August 19th 10-1 pm at Sullivan High School
- b. Fall Executive Meeting- Saturday, August 19th: 1:30-2:30 pm after PD luncheon
- c. Choir auditions: Mon, Sept. 25th, Hillsboro
- d. Middle School All district band auditions: Thursday, Oct 19th 4:00 pm- Jeff R-7
- e. HS Band & Jazz auditions: Tue, Nov. 7, at Festus
- f. All-District Band: Sat, Nov. 11th 6:30 pm
- g. District Choir rehearsal: Tue, Nov. 14th at Hillsboro HS
- h. Jazz rehearsal: Fri, Nov. 17
- i. All-District Choir: Sat, Nov. 18 at Rickman Auditorium
  - Clinician Mark Lawley 4:00 pm concert
- j. Jazz rehearsal: Fri, Dec. 8th
- k. All-District HS & JH Jazz: Sat, Dec. 9th
- l. JH Choir Festival: Sat, Feb. 17

## IV. District News

- a. Congratulations to Joe Pappas on his upcoming retirement!

## V. Treasury Report for EC District #7

VI. Beginning Balance: August 31, 2016 \$20,706.57

VII. Ending Balance: April 17, 2017 \$21,626.52

VIII. \*\*\*Account Balances by Group (see attached ledgers for exact expenditures):

IX. High School Choir: \$3,824.51

X. Outstanding Pos: Union PO16-105-9832 \$110.00 All-Dist. Reg

XI. North County \$161.50 Patches

XII. Windsor \$47.50 Patches

XIII. Middle School Choir: \$3,029.89

XIV. Outstanding Pos: None

XV. High School Band: \$8,101.35

XVI. Outstanding Pos: None

XVII. High School Jazz: \$1,657.80

XVIII. Outstanding Pos: None

XIX. Middle School Jazz: \$1,931.83

XX. Outstanding Pos: None

XXI. Middle School Band: \$2,277.88

XXII. Outstanding Pos: None

XXIII. All-State Choir: \$0.00

XXIV. Outstanding Pos: Farmington PO9741 \$60.00 All-State Auditions

XXV. Farmington PO9750 \$30.00 All-State Fees

XXVI. Kingston PO16-000-4985 \$150.00 All-State Fees

XXVII. Elementary: \$317.21

XXVIII. Outstanding Pos: None

XXIX. Miscellaneous: \$486.05

Respectfully Submitted, Allyn M. Rizo

# St. Louis Metro District #8 Report – John Miller

ST. LOUIS METRO DISTRICT #8

John W. Miller, MMEA District President

There will be some changes in the Metro District #8 Board as we come to the end of this school year. My wife and I are both retiring in May! Keith Moyer, our current President-Elect has agreed to take on the President duties beginning in May until his official term as President begins in January. Kim White, our Middle School Choir VP has resigned from the Board. Jodi Kratzer of Fort Zumwalt North Middle School has been appointed by the Board to fill this position until our next official election in January 2018. The Board also has approved a pilot program to begin a Middle School Honor Orchestra. Jenina Kenessey, our High School Orchestra VP, together with coordinator Damen Martin (Grand Center Arts Academy), have been hard at work to get this program off the ground. If the MS Orchestra is deemed a success in its first year, the general membership of the District will be asked to add MS Orchestra VP as a regularly elected member of the Board. Sadly, we have lost our High School Choral VP due to him recently losing his teaching position. The HS Choral VP position will remain officially vacant for now with Jodi Kratzer and other Metro 8 choral directors picking up the slack for next year planning.

The District is looking for volunteers to do the traditional President –Elect duties of leading the Nominating Committee and soliciting advertising for our Honor Ensemble programs.

At our March meeting we decided to present our Recognition Awards at our General Meeting at Tan-Tar-A. They are:

- Hall of Fame --- Mary Poettker
- Outstanding Educator – Marquita Reef
- Merit Award – Chris Torretta
- Merit Award – Rick Padgett

We also decided to continue to offer free auditions for SLPS middle school band and jazz band students and will continue to encourage SLPS high school students to audition by having the high school band auditions in the city at SLUH.

Our final meeting of this school year will be on Tuesday, May 16.

Respectfully submitted,

John W. Miller

Outgoing President –Metro District 8



## **South Central District #9 Report – Kathy Phillips**

The leaders (Officers) for our district 2016-18 are as follows:

President: Kathy Phillips, Republic [notedealer@sbcglobal.net](mailto:notedealer@sbcglobal.net)

President-Elect: Curtis Tipton, Parkview (Springfield) [ctipton@spsmail.org](mailto:ctipton@spsmail.org)

Part President: Raphael Thompson, Hollister [raphaelthompson@hollisterschools.com](mailto:raphaelthompson@hollisterschools.com)

Secretary: Allyson Tipton, Pleasant View (Springfield) [allysontipton@gmail.com](mailto:allysontipton@gmail.com)

Treasurer: Cathy Coonis, Retired <mailto:cdcoonis@hotmail.com>

Lauren Wilson, Seymour <mailto:imawilson07@gmail.com>

HS Band VP: Lori Hutton, Marshfield [lorihutton@mjays.us](mailto:lorihutton@mjays.us)

Jr High Band VP: Aaron Stewart Lebanon [astewart@lebanon.k12.mo.us](mailto:astewart@lebanon.k12.mo.us)

HS Jazz VP: Troy Cronkite, Glendale (Springfield) [tcronkite@spsmail.org](mailto:tcronkite@spsmail.org)

HS Choir 9/10 VP: Amy Jameson, Ozark <mailto:AmyJameson@mail.ozark.k12.mo.us>

HS Choir 11/12 VP Lauren Eggering, Spokane [eggeringl@spokane.k12.mo.us](mailto:eggeringl@spokane.k12.mo.us)

Zachary Chittenden, Marshfield <mailto:zacharychittenden@mjays.us>

Jr High Choir: Alicia Campbell, Ozark [aliciacampbell@mail.ozark.k12.mo.us](mailto:aliciacampbell@mail.ozark.k12.mo.us)

Elementary Choir: Tricia Zinecker, Republic [tricia.zinecker@republicschools.org](mailto:tricia.zinecker@republicschools.org)

Tri-M Sarah Sacco, Ava [ssacco@avabears.com](mailto:ssacco@avabears.com)

On May 17, 2017, our officers will meet at 6 PM at Neighborhood Mill to plan our year's activities. Our fall meeting is set for August 26 at Parkview High School in Springfield.

## **Southeast District #10 Report – Tom Broussard**

No Report Submitted

## **Southwest District #11 / Historian Chair Report – Marvin Manring**

Missouri Music Educators Association

Spring 2017 Historian Report

The History Room at the 79<sup>th</sup> Annual Conference enjoyed consistent traffic from members and guests alike during Thursday and Friday's display hours. Each year the room's displays get a little more streamlined, updated, and user-friendly.

Your ideas for celebrating the 80<sup>th</sup> Annual Conference and Workshop are welcome. District Presidents, you are invited to submit items pertinent to your district's history—activities, programs, etc.--for display at next year's event. Still photos of good quality from ANY past MMEA Conference would be a welcome addition to a larger multimedia display in the works for 2018.

Shhh Productions has delivered the combination CD/DVD performance packet and it will be added to the archive. All-State Honor Ensemble performances are played throughout the display hours at the History Room, and several years of performances are available for viewing each year. The MMEA archive includes either/both audio and video performances for each conference dating back to 2001.

MMEA only recognized three recipients of the 25-Year Service Award in January. Officers from each district are invited to encourage participation in this recognition program among your area's music educators. The online form awaits!

The recognition plaque for the Russell and Dorothy Chambers Exhibitor Award has been updated (to the best of our knowledge) and will be on display in the history room.

The Hall of Famous Missourians has not selected a new honoree since 2013. Should the Office of the Speaker of the Missouri House of Representatives choose to consider names for induction, I am hopeful that MMEA will continue to advocate for Claude T. Smith, through individual contact with state representatives and/or direct appeal to the Speaker's office. The file for CTS is still active in the nomination process but can always use a 'push' from any direction possible.

As always, it is an honor to serve MMEA in this capacity.

Marvin Manring, MMEA Historian

# **MO Bandmasters Association Report – Kim Pirtle**

## **49<sup>th</sup> Annual Summer Convention Highlights**

“Early-Bird” Registration is now open for the 49<sup>th</sup> Annual MBA Summer Convention! We’ve programmed clinics and concerts given by internationally renowned artists. You will have great opportunities to network and socialize with presenters and colleagues at during the convention and evening and morning meals that are included with your registration fee. Bring your family or significant others and enjoy a relaxed atmosphere. There are Lake of the Ozarks Summer activities for all ages from Sunday through Wednesday June 18 – 21 at Tan-tar-A Resort and Spa! See end of this article for full registration details.

### **Convention Clinics and Concerts**

The Missouri Bandmasters Association's goal is to pack this year's convention full of clinics and concerts to meet your professional needs. Highlights from this year's convention include:

Richard Saucedo

Colonel (Ret.) Thomas Palmatier, Retired Commander of The United States Army Band "Pershing's Own" and the 2018 Conductor of the Missouri All-State Band

Harry Watters, Internationally renowned Jazz Trombonist

Spirit of Independence Community Band, under the direction of Jane Hicklin

"Zen and the Art of Percussion Maintenance-- a hands-on repair clinic" with Bill Williams

"Claude T. Smith: Harmony from Within" Biography Clinic presented by Pam Smith Kelly

Beginning band instrumental techniques clinic

All-State Band: Musical guidance to help prepare successful auditions

Concert Band Reading Session sponsored by J.W. Pepper

Will James, Principal Percussionist St. Louis Symphony

Parkway Faculty & Friends Jazz Band

Truman Clarinet Choir under the direction of Dr. Jesse Krebs

MSHSAA Adjudicator Training

## **Young Band Director Grant Recipients**

Special thanks to the following sponsors for their generous donations to create Grants that assist young educators to attend the Summer Convention. Congratulations to the following recipients that applied for grants to assist attending the Summer Convention.

Samantha Rutledge and Doug Schaffer (Paul and Nancy Copenhaver Young Band Director Grants)

David Schatz (Joe Pappas and JPM Young Band Director Grant)

Wade Aldridge, Jacob England, Chris Higgins, and Christian Pierce (MBA Young Band Director Grants)

## **MBA Vice-President Election**

Members of MBA can login to the website and cast their vote for the next Vice-President of MBA. Online voting will be open through June 5. Paper ballots can be cast on-site at the convention. Election results will be announced on Monday, June 19 at the Membership Meeting.

The Vice-President will begin a 9 year commitment to MBA that takes them through the offices of the Board of Directors: Vice-President (1 year), President-Elect/All-State Band Coordinator (2 years), President (2 years), Past-President (2 years), Board Member (2 years).

Candidates:

Ken Hansen, Director of Bands, Blues Springs South High School

Brad Hudson, Directors of Bands, Kirksville

Full biographies are available on the website. Be sure to login to view this information and cast your vote.

## **Family and Social Activities**

MBA's Mission is "Building Better Bands". We believe that families play an important role in this mission. Bring your family and enjoy the variety of activities and events designed for families of all ages. Meet the families of colleagues and you will build life-long relationships with families that have so much in common!

## FAMILY AND SOCIAL ACTIVITIES

Annual Sunday Golf Tournament  
Kids' Fishing Derby  
Morning Social Walk/Run (new 2017)  
Spouses' Luncheon  
Babysitting available  
Swimming pools (indoor and outdoor)  
Miniature Golf  
Indoor Water Park  
Poolside Receptions (after evening concerts)

## MEALS INCLUDED WITH CONVENTION REGISTRATION

Sunday night "Dogs & Burgers"  
Tuesday night "Ozark Bar-B-Que"  
Wednesday Brunch  
Continental breakfast Monday and Tuesday

## Golf Cart Transportation at Tan-Tar-A

The Resort provides golf cart transportation around the complex for ease of access. This service is readily available and will be expanded to serve our membership

## Room Reservations & Registration Fees

Room reservations can be made now by calling Tan-Tar-A Resort (573) 348-3131. (Rooms are "run of the resort".)

Save money with the "Early-Bird" convention registration option that will open March 27. On-line and ground mail registrations will be accepted. After the deadline all registrations can be made on-site at the convention.

Visit [www.missouribandmasters.org](http://www.missouribandmasters.org) for complete details.

Early-Bird Registration (March 27 through June 5)

Active \$60

Retired \$40

First Year Teacher \$30

Collegiate \$20

Hall of Fame WAIVED

On-Site Registration

Active \$80

Retired \$60

First Year \$50

Collegiate \$40

Hall of Fame WAIVED

(Active and retired members must be current with their membership. College students and first year teachers may join MBA for free.)

## **MO Choral Directors Association Report – William Grega**

### 2017 MCDA Summer Conference

- “How Can I Keep from Singing?”
- July 19-22 ~ Capitol Plaza Jefferson City
- 6 Honor Choirs totaling nearly 700 participants
  - 4-5-6 Grade
  - 7-8 Grade
  - 9-10 Grade
  - All-State Show Choir
  - All-State Jazz Choir
  - Church and Community Honor Choir
- 350 members in attendance

### MCDA Leadership Changes

- President~Nathan Rudolph, BlueSprings (July)
- President-elect~Stephen Rew, Raymore-Peculiar (July)
- Webmaster~Mike Pierson, Columbia
- Editor of “The Reporter” ~Jake Mauk, Lee’s Summit

### Special Honor

- Reed Academy Choir, Daniel Gutierrez Conductor (Springfield)  
National ACDA Conference performance in Minneapolis

## **MO Association for Jazz Education Report – Joel Vanderheyden**

- MOAJE is in the process of completely redesigning our website, with a targeted release prior to the MMEA conference in 2018. We are looking to streamline some outdated processes and also provide new exclusive content to members.
- We are thrilled to announce that Bill McKemy and the American Jazz Museum in Kansas City have committed resources to assist our organization moving forward.
- We are very excited to announce that we worked with Brian Silvey to secure a commitment from renowned saxophonist and educator, Tia Fuller, to direct the 2018 All-Collegiate Jazz Band. We will be happy to assist Brian with the elements of the audition process as well, and look forward to having Tia work with our college students.
- We are waiting for a final confirmation to name our 2018 All-State Jazz Ensemble Director, but are very excited about who we have targeted for that position as well. It will be a stellar year for jazz at the 2018 MMEA conference!

# **MO-American String Teachers Association Report – Kirt Mosier**

Missouri Chapter of American String Teachers Association  
Report - April 22, 2017

MoASTA had an outstanding convention with 326 students auditioning for the All-State Orchestra.

Steven Rosenhaus from Ludwig Masters Music Inc. presented our MoASTA reading session.

Jeffrey Grogan was the All-State Conductor and the orchestra gave a memorable performance of Tchaikovsky's 5th Symphony.

The 2018 conductor is Roger Kalia of Los Angeles who is the assistant conductor of the Pacific Symphony as well as the Music Director of the Pacific Symphony Youth Orchestra. He is also the Co-founder and Music Director of the Lake George Music Festival.

The 2018 Orchestra has commissioned a work by Los Angeles based film composer, Chris Thomas. He is writing a piece for sampled Gamelans and symphony orchestra.

In 2016 longtime Missouri teacher Daniel Holt passed away and left MoASTA a \$10,000.00 gift to be used to award future scholarships to Missouri All State Players. The money is still held in trust while we sort out how to go about setting up the scholarships or a path to scholarships.

The money is currently being held in the Daniel T. Holt Trust but is going to be transferred soon to the Michael R. Golk Supplemental Support Trust until they release it to MoASTA. MoASTA has to have a plan of use in place before the monies will be released.

In July of 2016, Members of the MoASTA board met and revised the MSHSAA Graded Music List for strings.

In 2016, MoASTA went totally digital with google forms for students to fill out to audition for the orchestra. We also accepted credit card payments and online paypal payments for auditions. The process was much better.

MoASTA also put an automated tallying system into use for the auditions. Judges filled out google forms and the scores were automatically sorted and ranked. No human hand touched the data. Auditions ran quite smoothly.

Respectfully Submitted,

Kirt Mosier  
MoASTA President.

# Government Relations Chair Report – Paul Copenhaver

Generally speaking, if a bill has not been passed out of a committee by this date, it is likely not going to be addressed before the entire House or Senate. However, a bill may be as an amendment to another bill [*as long as the amendment is related to that bill*] that is moving through either body. **The information in this report may change almost daily!**

Check the Missouri Secretary of State and/or the Missouri General Assembly websites for a listing of all bills passed, signed by the governor, or vetoed.

This week in the House/Senate:

## **VOUCHERS [aka EDUCATIONAL SAVINGS ACCOUNTS]**

SB313 is still on the Senate's calendar for final passage, but it is in fiscal review because it has a high fiscal note. Because of the cost, passage of this bill is questionable in this year's Senate this session.

## **CHARTER SCHOOLS BILL**

The charter schools bill has passed the House, and has had a hearing in a Senate committee. It has not been voted out of this committee.

## **APPROPRIATIONS**

The Senate Appropriations Committee meets Wednesday, April 19, to discuss open items and language not yet decided by the committee. The Senate committee version of HCS/HB 2 [*the K-12 budget bill for the 2018 fiscal year*] cuts funding of the school formula back to roughly last year's core level. This leaves open a range of \$48 million from essentially no increase to full funding (*based on the reduced funding level created with enactment of SB 586 in 2016*), when the formula is addressed in conference committee. The Senate committee accepted the House position to restore pupil transportation funding to the current year level, for a total of \$105 million including \$37 million in general revenue.

## **HOUSE PASSES STUDENT TRANSFER BILL**

The House gave final approval to HCS/HB 118 on April 18 by a vote of 138-6. The bill relates to student transfers from unaccredited districts. The bill caps sending district tuition, allows receiving districts to respect class size standards and creates a process for intradistrict transfers within the unaccredited district.

The perfected version includes several House amendments:

- *HA 1 regarding appeals of transportation hardship transfer requests.*
- *HA 2 to allow school districts to cooperate with municipalities to provide pupil transportation.*
- *HA 3 to add HB 457 to allow children who attend early childhood education programs that are under contracts with districts or charter schools to be included in the average daily attendance of the district or charter school.*
- *HA 4 HB 677 to allow a school district to use a calendar based on hours of attendance rather than hours and days of attendance, if the minimum number of hours is at least 1,044 hours of actual pupil attendance.*
- *HA 5 to add HB 280 to restrict school district authority to set the opening date for the school term more than ten calendar days prior to the first Monday in September.*
- *HA 6 to add the provisions of SB 362 to provide that a student receive instruction in Braille reading and writing as part of his or her individualized education plan unless instruction in Braille is determined not appropriate for the child.*

## **WORKFORCE DEVELOPMENT**

The House gave final approval to two House Committee Bills on April 18.

- *HCB 4 includes the provisions of HB 93, HB 94 and HB 799. The bill allows high school students to take either the ACT or the ACT Work Keys test as a state reimbursed test. The bill also allows a teacher to count hours spent in a local business externship as contact hours of professional development. This bill revises options for financial assistance through the Missouri Works Training Program.*
- *HCB 5 requires each school district to offer a course on computer programming to all high school students. Students may count the course as an elective or practical arts credit. The course may be offered as an online course or through videoconferencing.*

## **DUE PROCESS**

The House General Laws Committee approved HCS/HB 555 on April 18. The bill requires school districts to contact former school district employers before offering employment to new employees. The bill also requires school districts to provide information about former employees to prospective employers concerning any violation of board regulation "related to abusive behavior toward a student".

## **Mentoring Chair Report – Steve Litwiller**

The Mentoring Program has just completed the second year of hosting the Fall Mentoring Clinic the first weekend in October. There were 42 participants and 8 clinicians. Anecdotal evidence is that the clinics in the fall and the follow up sessions in January are having a positive effect on getting young teachers off to a solid start.

We have increased sponsorship from the MAAE and from MMEA exhibitors such as Palen Music and J.W. Pepper. This has helped to cut down on the expenses for MMEA.

As far as retention is concerned, I have no definite numbers yet. I do know of two of our young teachers that have moved on to graduate school or to other employment opportunities.

The information sent out through MSHSAA and DESE is working well, especially with the superintendents of smaller school districts. Most of our first year participants are from Class 1 and 2 schools, and their administrators realize that this program is a benefit to the teacher and to the school system.

I firmly believe this program is working. MMEA took a financial chance on backing this effort to help young teachers. If any of you have visited with the educators that have gone to the clinics, made contacts with veteran teachers, and networked, you'll know that they have appreciated the support that the Missouri Music Educators Association has given them.

Respectfully submitted,

Steve Litwiller

Mentoring Chair



## **Technology Chair Report – Mike Sekelsky**

MMEA Advisory Board  
Technology Report – Mike Sekelsky  
April 22, 2017

Electronic Music Composition Competition:

- Please promote within your districts.
- The competition will be advertised in the MSM magazine.
- Details and flier available here:
  - <http://www.sekelsky.com/MMEA-electronic/>

“Appy Hour” was a huge success at the 2017 conference. Watch for details regarding the possibility of this becoming an annual event.

## **Research Chair Report – Wendy Sims**

*Missouri Journal of Research in Music Education*

The *Missouri Journal of Research in Music Education*, Number 52, will be released in May. The *MOJRME* is the oldest state-published research journal—something for MMEA to be proud of. It provides an important service to music educators, with individual and library subscribers across Missouri, throughout the U.S. and Canada and even one in Hong Kong. Thanks to the hard work of Editor Brian Silvey, Past Editor Daniel Hellman, the Editorial Committee members (Matt Frederickson, Carol McDowell, Chuck Robinson, Wendy Sims) for their ongoing contributions to this outstanding resource, which should be a significant source of pride for MMEA.

An overview of the contents of this issue will be published in the Summer 2016 *Missouri School Music Magazine*, along with submission and subscription instructions.

Authors with articles to submit should contact Brian Silvey ([silveyba@missouri.edu](mailto:silveyba@missouri.edu)).

## **SMTE Chair Report –Daniel Hellman**

### **Implementation Dates for New Certification Requirements.**

July 31, 2017

Expiration of Compendium (Old Certification Requirements)

August 1, 2017

New GPA Requirements for certification go into effect. New Certification Requirements go into effect.

### **DESE Report**

**2017 MMEA Conference Sessions.** SMTE sponsored two sessions during MMEA. The PreConference session, Student Growth in the Music Classroom was dedicated to presentation and discussion on the use of Student Learning Objectives in the music classroom. Tim Lisenhardt and Chelsea Silvermintz describes their use of SLOs and self-evaluation as a component of marching band at Lindbergh High School. Craig Smith described his use of SLOs as a part of his general music program with a focus on creating and performing through folk music instruments. Presenters describe the environment of their school district as providing a wide range of interest in using SLOs and focused on advancing student learning. Session participants indicated interest in additional sessions in the future on SLOs, assessment and teacher evaluation. The panel discussion, Music Student Teaching in Missouri: Mentoring is a Time of Change was well attended. Panel participants included Michael Dove-Marshfield, Jason Rehm-MSU/Marshfield, Jennifer Frazen-Lindenwood/Wentville, Kate Herrell-Lindenwood, Rebecca Murphy-Kirksville, Alex Patton-Lindbergh, and Wendy Sims-MU. Panel participants provided useful information and strategies and addressed both typical and evolving challenges as part of Student Teaching. There is an interest in more focused sessions in the future on the student teaching process, mentoring and related issues.

**Annual Meeting.** The meeting focused on the implementation of MoSPE across the state including continued frustration over assessment requirements, discussion on the implications of the Annual Performance Reports on Programs and the statewide collaborations advancing standards adoption and arts integration. The possibility of developing a draft position statement on the MoPTA was discussed as other state and regional chapters have developed position statements on the implications. The consensus was that this was not advisable, at least at the current time. Overall, MTEs still believe that the decision to utilize a 12-week in regards to student teaching is not desirable at the current time. There is a move by DESE and some teacher preparation programs to advance year-long student teaching; however at this point, music teacher education program are not being asked to do this.

**Missouri Preservice Teacher Assessment (MoPTA).** The MoPTA was implemented statewide in Fall 2015 and became a state certification requirement and a component of the Annual Report for Teacher Preparation Programs as of Fall 2016. This involves a series of four tasks that are completed during student and subjected to external assessment through Educational Testing Services (ETS). The tasks are data driven and require teacher candidates to use demographic information, assessment data, lesson plans, materials, student work, and teaching excerpts to respond to evidence-based questions. (Information on the MoPTA is available at <http://mega.ets.org>).

There are two versions of the MoPTA, one in which the culminating task focuses on the analysis of a video and one in which the culminating task on the analysis of three sequential sets of assessment data. DESE reports Fall 2016 for the video version at 92% and the non-video version at 95%. ETS is currently conducting a validity study to examine whether the rigor of both assessments are deemed to be equivalent.

Since the fall, ETS had made changes to MoPTA in an effort to provide more targeted information to candidates, streamline potential academic integrity problems and provide greater flexibility. The handbook has been revised. New materials including a video overview of each task has been added to the MoPTA website.

ETS also made revisions to address concerns about the process used to assure academic integrity in the MoPTA. All MoPTA are screened using software to ensure that each candidate submits original work. Correspondence related to potential academic integrity violations is only communicated to candidates. No reporting is made to DESE, unless a violation is confirmed. DESE reports that that were legal issues involved since each candidate is a customer of ETS in completing the assessment.

ETS has introduced a fee-based deadline extension in the event that a candidate misses the deadline. This allows students who miss a submission deadline the opportunity to submit no later than Saturday evening following the deadline for a fee of \$50. In the event that candidates miss a deadline, they do not need to wait until the resubmission period to submit. This provides a slightly lower resubmission fee and still allows the opportunity to resubmit in the event that candidate does not receive passing scores.

**Alternative Measure of Content Competency.** The Missouri Standards for the Preparation of Educators raised required GPA requirements to a 2.75 cumulative and 3.0 in both content area and professional education (Sections 161.092, 161.097, 161.099, 168.021 RSMo). The State Board approved a proposal from DESE to allow candidates with content area GPA between 2.75 and 2.99 eligible for initial certification if they pass the required Missouri Content Assessment at +1 Standard Error of Measurement (SEM) above the Missouri Qualifying Score. This translates to a score of 230 on the Instrumental & Vocal MoCA, based on the current SEM, reported by Pearson. This is effective for candidates completing their certification program beginning in fall 2017. In any case, this allows for option for students who fall below a 3.0 GPA in content.

**Educator Preparation Program Annual Performance Reports.** The Annual Performance Reports for Educator Preparation Programs (APR-EPP) is included in the Missouri Standards for the Preparation of Educators have now been made public. DESE describes this system of accountability as having the purposes of accrediting certification programs, facilitating continuous improvement, and informing the public about the quality of educator preparation.

A rating in one of four tiers is assigned to each certification program (e.g. vocal music education) with 15 or more completers over the past five years.. The tier ratings are based upon the number of points earned divided by the total points possible.

- Tier 1 – achieved 90 to 100% points possible
- Tier 2 – achieved 70 to 89.9% points possible
- Tier 3 – achieved 50 to 69.9% points possible
- Tier 4 – achieved 0 to 49.9% points possible

Data is provided based on four quality indicators with assigned points possible as listed below:

- Standard 1.1 – Content assessment pass rate (20 pts.)
- Standard 1.2 – Content grade point average (20 pts.)
- Standard 4.1 – Adequacy of preparation (teacher survey) (10 pts.)
- Standard 4.2 – Adequacy of preparation (principal survey) (10 pts.)

Rankings were issued to 11 instrumental programs and 9 vocal programs.

Rating based on the following indicators will be added to next year's report.

3.1. Certification Candidate's Performance Using the Missouri Educator Evaluation System

3.2 Certification Candidates Performance on the MoPTA

4.3 Adequate Preparation - First-Year Teacher Survey Response Principal Responses of Performance Based Evaluations

**Standards Revision.** On March 21, the State Board of Education has directed DESE to convene two workgroups to review the Missouri Fine Arts Standards. Section 160.154, RSMo stipulates the process that the State Board of Education is required to follow for convening work groups to periodically review and revise learning standards. This was introduced to the state board on the basis that considerable changes have taken place in theory and practice since the last standards revisions. (Music GLEs were developed in 2007.). The HB 1490 process requires the use of separate work groups for Kindergarten through Grade 5 and grades 6 - 12. The composition of the workgroups and the appointment of those workgroups is specified by this bill (See Appendix ). MMEA and the Missouri Alliance for Arts Education are working closely together to assure equitable representation by and across music subdisciplines. Notably, the organization of this work across fine arts is restrained by existing legislation. It is possible and likely that the groups once formed can utilize advisory committees to engage equitable representation of stakeholders across arts areas.

## **Other Issues**

**Arts Integration Initiative.** Over the last two years, MAEE has been actively advancing arts integration through (a) examining models in other states, (b) identifying model programs in MO, (c) holding workshops and statewide meetings, and (d) implementing a long range plan. On May 22, an Arts Teacher Educators Summit for all faculty involved in teacher preparation (across disciplines) will be held in Jefferson City to build partnerships among arts education on arts integration in teacher preparation. Wendy Sims is facilitating and organizing this summit.

**Teacher Preparation Rule.** Congress has withdrawn the federal Teacher Preparation Rule. NAFME provide comments urging Congress to withdraw the rule.

**State Budget.** The governor has announced holdbacks of over \$146 million. Two-thirds of this withholding is being projected to come from higher education.

## **Mo Teacher Ed State Policy Resources**

Missouri Standards for the Preparation of Educators (MoSPE)

<http://dese.mo.gov/sites/default/files/MoSPEStandards.pdf>

Rule 5 CSR 20-400.550 Certification Rule Passed August 12, 2014 (Music Regulations are on pages 50 - 51.)

<http://dese.mo.gov/sites/default/files/MoSPEStandards.pdf>

Missouri Advisory Board for Educator Preparation (MABEP)

<http://dese.mo.gov/educator-quality/educator-preparation/mabep>

Missouri General Education Assessment (MoGEA)

[http://www.mo.nesinc.com/TestView.aspx?f=HTML\\_FRAG/MO001\\_TestPage.html](http://www.mo.nesinc.com/TestView.aspx?f=HTML_FRAG/MO001_TestPage.html)

Missouri Educator Profile (MEP)

[http://www.mo.nesinc.com/TestView.aspx?f=HTML\\_FRAG/MO006\\_TestPage.html](http://www.mo.nesinc.com/TestView.aspx?f=HTML_FRAG/MO006_TestPage.html)

Music: Instrumental and Vocal Content Test

[http://www.mo.nesinc.com/TestView.aspx?f=HTML\\_FRAG/MO043\\_TestPage.html](http://www.mo.nesinc.com/TestView.aspx?f=HTML_FRAG/MO043_TestPage.html)

Missouri PreService Teacher Assessment (MoPTA)

<http://mega.ets.org/test-takers/mopta/build-submit-tasks>

<http://mega.ets.org/test-takers/mopta/build-submit-tasks>

<http://mega.ets.org/test-takers/mopta/build-submit-tasks>

## **Upcoming Conferences**

2017 Symposium on Music Teacher Education: Imagining Possible Futures  
Minneapolis MN  
September 7 – 9, 2017

NAfME National In-Service Conference  
Grapevine, TX  
November 12 = 15, 2017

MMEA In-Service Workshop  
January 24 - 27, 2017

NAfME Music Education Research and Teacher Education Conference  
March 22 - 24, 2018

International Society of Music Education  
Baku, Azerbaijan  
July 15 – 20, 2018

# ALF REPORT

## Advocacy Leadership Force (ALF) Report Spring 2017

### NAfME Federal Updates

**Federal Department of Education.** The NAFME Policy team has been actively working to build connections with the new administration to advance issues important to NAFME and its members. During the confirmation process for Secretary DeVos, NAFME was active but unsuccessful in getting her to respond to questions about policy positions on music education as well as broader education issues. As an association, NAFME did not take a position on the nomination, but NAFME did comment critically on the secretary's non-responsiveness to questions and her lack of detail in discussing music education. Since her confirmation, NAFME policy consultants have continued to attempt to gain clarity on policy positions.

NAfME has provided comments opposing the rescinding of Title IX transgender guidance for schools citing this as a civil rights issue with implications for music teachers and students.

**Congressional Rescinding of Regulation.** The Congressional Review Act of 1996 allows Congress to review regulations passed late in the previous administration. The power of this act is that it not only rescinds regulations but prevents any new regulation related to a statute. Congress has used this to redact two regulations with particular implications for music education, Higher Education Teacher Preparation Rules and the ESSA Accountability and State Plans. Prior to the redaction of the HEA Teacher Preparation Rule, NAFME consultants made a legislative request to the Senate in support of overturning the Teacher Preparation Regulations. (This reflects the concerns of music teacher educators voiced over the last couple of years.) NAFME's comments reflected a desire for high standards in teacher preparation but expressed concern with problems in the regulations including excessive standardization, prescriptiveness and the financial burden placed on states and higher education institutions. With respect to the ESSA Accountability regulations, NAFME took a neutral position and did not comment. This decision was based upon the recognition that ESSA advances well-roundedness but does promote test-based accountability measures that could have negative effects and that a vote through this act would have prevented ED from proposing any new regulations. The ESSA State Plans have now been rescinded, and ESSA is now operating in a reduced regulatory environment which provides some uncertainty with respect to the implementation of ESSA. With respect to the HEA, commenting had little political risk as the act is up to be renewed in the near future. NAFME remains committed

**ESSA State Plans.** ED has issued a new template for ESSA state plans. This plan requires more narrative for states, and is organized by title, not holistically as the previous template. In general, it focus only on what is specified in the law as a result of rescinding state plans regulations and the actions of the ED. Consequently, regulations such as the requirement for stakeholder input and the requirement for well-roundedness are no longer enforceable on states. Additionally, there is no information for states on what is required for state academic standards and assessments. ED will supposedly make decisions about assessment at a later date. They are not expected to comment on academic standards. It remains possible for the ED to provide guidance to states and for states to provide guidance to districts on the issues related to ESSA. Lynn Tuttle (NAfME policy advisor) has explained that the result of these circumstances is that a needs assessments are required even though a needs assessments is not required to be included in the state plan. (Yes, this is contradictory and creates additional uncertainty.) With these policy developments, using ESSA to leverage states for well-roundedness is unlikely in the short term; however, these developments do

not hinder advancing well-roundedness. Notably, eight states now have accessibility to music or arts of their annual reporting or assessment system: CT, AZ, CO, MI, MA, MN, NJ, DE. It is hoped that the states who are able to integrate the access and ability of music and the arts as part of the accountability system will be able to serve as useful models for other states.

**Federal Budget.** Another uncertainty in the implementation of ESSA is the federal budget. Without dedicated funding to ESSA in the 2017 budget, the full implementation of ESSA is in jeopardy. There are two challenges. First that an actual budget for FY 2017 is developed and secondly that the budget contains line items for ESSA. The budget presented by the Trump administration includes new challenges for implementing ESSA because it proposes redirecting funding by channeling Title I money to follow students and dedicating funding to school choice initiatives. Title IV Part A is not mentioned in the proposed budget; however NAFME remains committed to continuing lobbying efforts for fully funding ESSA. The MEAs of all 50 states have provided letters of support urging the full funding of Title IV-A. NAFME is now solidify more targeted requests to describe how these monies might enhance accessibility to specific populations (e.g. rural).

In addition to the funding issues related to ESSA, the proposed budget rescinds other federal funding that impacts music education: after school programs, reduction in Pell grants, National Endowment for the Arts, and the National Endowment for the Humanities. However, legislators on both sides of the aisle have expressed grave reservations about the budget that has been proposed.

## **State Updates**

**Standards Revision.** On March 21, the State Board of Education has directed DESE to convene two workgroups to review the Missouri Fine Arts Standards. Section 160.154, RSMo stipulates the process that the State Board of Education is required to follow for convening work groups to periodically review and revise learning standards. This was introduced to the state board on the basis that considerable changes have taken place in theory and practice since the last standards revisions. (Music GLEs were developed in 2007.). The HB 1490 process requires the use of separate work groups for Kindergarten through Grade 5 and grades 6 - 12. The composition of the workgroups and the appointment of those workgroups is specified by this bill (See Appendix ). MMEA and the Missouri Alliance for Arts Education are working closely together to assure equitable representation by and across music subdisciplines. Notably, the organization of this work across fine arts is restrained by existing legislation. It is possible and likely that the groups once formed can utilize advisory committees to engage equitable representation of stakeholders across arts areas.

**MSIP 6.** School improvement in Missouri is accomplished by two tightly aligned systems of accountability. The Missouri School Improvement Program (MSIP) satisfies four policy goals, including informing district classification decisions. The current generation of MSIP is due for review and update. Missouri education leaders and the public have indicated a desire to broaden the scope of review for districts.

DESE has six developmental groups actively working on proposing revisions for MSIP: Systems and Processes, Academic Achievement, Success Ready Graduates, Culture and Climate, Leadership and Governance. Each group is reviewing MSIP and will be making recommendations with respect to standards, indicators and metrics. The groups consist primarily of superintendents who have a vested stake in the way that school districts will be evaluated but there are a variety of stakeholders involved including teachers, administrators, charter school advocates, and legislators. The work will be processing quickly over the summer and expected to move forward as a rule change in the fall.

The Processes are significant policies for music education in Missouri. They specify a desirable standard of 50 minutes of weekly instruction for arts and music. The work on MSIP 6 began on April 10, and Daniel Hellman is participating in the Systems and Process workgroup. During the meeting, superintendents expressed strong support for keeping arts and music strong in the curriculum. During the meeting, there was a robust discussion about the way in which standards disproportionately impact different school districts. There is a desire among superintendents to develop a set of standards that more valid measures of school district quality. Overall, there is a recognition of the value of the arts and music as an important part of school districts standards. In this meeting, the discussion focused primarily on examining consensus on standards without getting down to details on the indicators. The workgroup appears open to discussion on access of art and music in relation to the indicators; however, there are concerns about staffing issues in smaller districts and differences of opinion in ensuring access versus ensuring experiences.

ESSA Update. The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. ESSA reauthorizes the Elementary and Secondary Education Act of 1965. In the fall, DESE sponsored a series Regional Meetings on Education to gather public input on what matters most in public education, conducted an online survey, and solicited public comment via phone and email. The idea behind these meetings was to enable stakeholder input for ESSA and to facilitate planning for guiding public education in Missouri. During the meetings, DESE indicated that it was time to move away from an over emphasis on narrow indicators such test scores and emphasize the preparation that students will need for success in the future. The vision provided by the department was forward looking, emphasizing changes to society and the need for education to adapt. An atmosphere of openness to public input and transparency was expressed during these meetings.

In addition to a brief presentations by DESE Commissioner Vandeven and Assistant Commission Katnik, the presentation involved small group discussion on thinking about what matters most in education, what it should look like and how it should be measured. A broad array of stakeholders took part in these meetings. In general, meeting participants indicated that what matters most in education is school climate, high quality teachers, high expectations and high levels of active student engagement. The results also revealed that participants thought that critical thinking, problem solving, and a love of learning should be important results of education and that overly narrow approaches to evaluating education should be avoided. One of the items on the follow-up survey prompted respondents to identify what elements about schools that should be reported publicly. The responses identified by over 50% of survey participants included attendance rate, average class size, description of school curricula, graduation rate, school financial indicators, staff resources, teacher education and qualifications and music and arts offerings. The input from these meetings and the survey can be viewed at <https://dese.mo.gov/quality-schools/2016-regional-meetings>. Based upon the results of these meetings, DESE has decided to evaluate and revise the Missouri School Improvement Plan (MSIP) and incorporate broader measures of success in developing the state ESSA plan. (MSIP began in 1990. These are the requirements that are used to evaluate school districts. The fifth generation was MSIP 5 which was approved in 2013. A driving force behind the development of MSIP 5 was to update school evaluation to reflect NCLB and policy goals at that time.)

During the late fall, DESE organized six workgroups to facilitate stakeholders input on the ESSA plan. During most of the year, DESE was anticipating submitting the ESSA plan by the April 3 deadline. Assistant Commissioner Chris Neale presented a draft of the DESE plan to the state board in February. It was anticipated that the DESE plan would be available for state comment February 21 through March 24. It is unclear if a draft was made public; however DESE recently announced that the plan will be submitted by the fall deadline, September 18, 2017. Formal statements from DESE have indicated a desire for alignment between the framework for the state's plan for school



improvement and accountability – the Missouri School Improvement Program 6 (MSIP 6), and the ESSA submission. “Missouri is well-positioned to lead the nation on student success through our own homegrown systems. By taking additional time to gather feedback and establish our vision for education in Missouri, we hope to create a high quality plan that meets the needs of all children.” (DESE, 2007 <https://dese.mo.gov/quality-schools/federal-programs/essa-plan>)

## Appendix A Workgroup Composition Based on HB 1490

### Educators to be nominated

Missouri resident for ≥3 years

Taught in content area ≥10 years OR ≥10 years experience in that subject area

### Workgroup members (must represent the geographic diversity of the state)

Member	Number	Qualifier	Appointed/ Selected by	Nominated by
Parents	2	Must have children currently in K-12	President pro tempore of the Senate	
Parents	2	Must have children currently in K-12	Speaker of the House	
Education professional	1		State Board	Professional teacher organizations
Education professional	1		A statewide association of Missouri school boards	
Education professional	1		State boards	Association of school administrators
Education professionals	2		President pro tempore of the Senate	
Education professionals	2		Speaker of the House	
Education professional	1		Governor	
Education professional	1		Lieutenant Governor	
Education professional	1		Commissioner of High Education	
Education professional	1		State Board	Nationally-recognized CTE student organizations operating in MO
Education professional	1		State Board	Head of state-approved baccalaureate-level teacher preparation programs
<b>Total K-5</b>	<b>16</b>			
	1	Must serve or have served as advisor to a recognized student organization	State board	Statewide organization for CTE
<b>Total 6-12</b>	<b>17</b>			

# Appendix B Resource and Process Standards

## Title 5—DEPARTMENT OF

## ELEMENTARY AND

## SECONDARY EDUCATION

### Division 20—Division of Learning Services

### Chapter 100—Office of Quality Schools

#### 5 CSR 20-100.255 Missouri School Improvement Program—5 Resource and Process Standards and Indicators

*PURPOSE: This rule implements the Resource and Process Standards for Missouri public school districts and is designed to stimulate and promote continuous improvement and innovation within each school district.*

(1) Pursuant to section 161.092, RSMo, this rule is to be effective two (2) years from the date of adoption of the proposed rule by the State Board of Education (board). The *Missouri School Improvement Program (MSIP)—5 Resource and Process Standards and Indicators*, Appendix A, included herein, is comprised of qualitative standards for school districts.

#### APPENDIX A

#### Missouri School Improvement Program

#### MSIP—5 Resource and Process Standards and Indicators

#### RESOURCE STANDARDS FOR MISSOURI PUBLIC SCHOOL DISTRICTS

**R-1—Elementary (typically self-contained)—Each elementary student receives regular instruction in English language arts, mathematics, science, social studies, comprehensive health, art, music, and physical education. In K-8 elementary schools, students will have access to a total of four (4) exploratory classes.**

1. Each elementary student will receive regular instruction in English language arts, mathematics, science, social studies, comprehensive health, and career awareness education. Instruction in each of the core areas will reflect the current version of Missouri's academic standards.
2. Each elementary student will receive instruction in art, music, and physical education for a minimum of fifty (50) minutes in each area each week (twenty-five (25) minutes in each area for half-day kindergarten classes). These classes shall be taught by teachers with appropriate certification.
3. If the district is a K-7 or K-8 elementary district, the following must also be addressed:
  - a. Beginning no later than seventh grade, regular instruction in the *United States* and *Missouri Constitutions* and American History and Institutions will be provided (as required by section 170.011, RSMo).
  - b. Students in grades 7-8 will have access to a total of four (4) exploratory classes (e.g., speech, agriculture, family and consumer sciences, industrial technology, world languages, and computer literacy). Each class is taught for a minimum of one thousand two hundred (1,200) minutes each year.
4. Elementary school students shall have a minimum of one (1) recess period of twenty (20) minutes per day, which may be incorporated into the lunch period (as required by section 167.720, RSMo).
5. The school district ensures that students in elementary schools participate in moderate physical activity for the entire school year for an average of one hundred fifty (150) minutes per week, or thirty (30) minutes per day. Students with disabilities must participate to the extent appropriate (as required by section 167.720, RSMo).

6. School districts may offer virtual instruction (e.g., intranet and Internet methods) that may take place outside of the regular school district facility (as described by section 162.1250, RSMo).
7. School districts may offer department-approved gifted education services (as described by sections 167.675, RSMo, 162.720, RSMo, and 163.031.4(7)(c), RSMo).

**R-2—Junior High/Middle School (typically departmentalized)—Each junior high/middle school student will receive regular instruction in English language arts, mathematics, science, social studies, career education, health, and physical education and will have access to art and music plus four (4) exploratory classes. Students in grades 7-8 will have regular instruction in *United States and Missouri Constitutions* and American History and Institutions.**

1. English language arts, mathematics, science, and social studies are scheduled and taught to all students for at least nine hundred (900) minutes each week in the aggregate (or one thousand eight hundred (1,800) minutes every two (2) weeks).
2. Physical education is scheduled and taught to all students for a minimum of three thousand (3,000) minutes each year and comprehensive health and safety education is scheduled and taught to all students for a minimum of one thousand five hundred (1,500) minutes each year.
3. Art and music are scheduled and taught so that all students have access to each for a minimum of one thousand five hundred (1,500) minutes each year.
4. Students in grades 7-8 will have access to a total of four (4) exploratory classes (e.g., speech, agriculture, family and consumer sciences, industrial technology, world languages, and computer literacy). Each class is taught for a minimum of one thousand five hundred (1,500) minutes each year.
5. Beginning no later than seventh grade, regular instruction in the *United States and Missouri Constitutions* and American History and Institutions will be provided (as required by section 170.011, RSMo).
6. School districts may offer virtual instruction (e.g., intranet and Internet methods) that may take place outside of the regular school district facility (as described by section 162.1250, RSMo).
7. School districts may offer department-approved gifted education services (as described by sections 167.675, RSMo, 162.720, RSMo, and 163.031.4(7)(c), RSMo).

**R-3—High School—Each high school provides all students in grades 9-12 sufficient access to content required to meet the minimum graduation credit requirements and meets the specific needs of students and communities. Content areas must include: English language arts, mathematics, science, department-approved career education (e.g., agriculture education), social studies, world languages, fine arts (art and music), physical education, health, practical arts, and personal finance, as appropriate for each high school.**

1. School districts may offer virtual instruction (e.g., intranet and Internet methods) that may take place outside of the regular school district facility (as described by section 162.1250, RSMo).
2. Students will have access to postsecondary preparation (e.g., Advanced Courses, Advanced Placement, International Baccalaureate, Technical Skills Attainment, Dual Enrollment, and Dual Credit).
3. School districts may offer department-approved gifted education services (as described by sections 167.675, RSMo, 162.720, RSMo, and 163.031.4(7)(c), RSMo).

**R-4—Class Size and Assigned Enrollments—Enrollments will be consistent with both class-size and program standards and total enrollment requirements.**

1. Student enrollment in individual classes will be consistent with the following guidelines:

<i>GRADES</i>	<i>DESIRABLE</i>	
	<i>STANDARD</i>	<i>STANDARD</i>
K-2	25	17
3-4	27	20
5-6	30	22
7-12	33	25

2. Full-time elementary art, music, and physical education shall serve no more than seven hundred fifty (750) students per week.

**Options:**

1. Student enrollment in a classroom may increase by as many as ten (10) students for any period that a paraprofessional assists the classroom teacher full time, or by as many as five (5) students when a paraprofessional assists the teacher half time. (Paraprofessionals paid for with Title I and special education funds cannot be used to increase class size. See the Consolidated Federal Programs Administrative Manual for guidelines on compliance and the use of paraprofessionals for Title I purposes).
2. Elementary school classes may enroll students from two (2) consecutive grade levels. Total enrollment in such classes shall not exceed the class-size standards listed above for the lowest grade included in the combination.
3. High schools can combine sections of a same subject in beginning and advanced levels (e.g., Spanish I and Spanish II or Spanish III and Spanish IV). Total combined enrollment in such classes shall not exceed twenty-five (25) students.
4. Enrollment in performing arts classes may exceed regular class-size limits if adequate supervision and facilities are provided.
5. High school physical education classes may enroll up to forty-five (45) students if appropriate supervision and facilities are provided.

**R-5—Library Media Staff—Certificated librarians and/or library media specialists are assigned consistent with the following ratios, based on the student enrollment at each building.**

<i>DESIRABLE</i>			
<i>STANDARD</i>		<i>STANDARD</i>	
<u>Students</u>	<u>FTE</u>	<u>Students</u>	<u>FTE</u>
1-200	.20	1-150	.20
201-400	.40	151-300	.40
401-600	.60	301-450	.60
601-800	.80	451-600	.80
801-1000	1.00	601-750	1.00
1001-1200	1.20	751-900	1.20
1201-1400	1.40	901-1050	1.40
1401-1600	1.60	1051-1200	1.60
1601-1800	1.80	1201-1350	1.80
1801-2000	2.00, etc.	1351-1500	2.00, etc.

**R-6—Guidance and Counseling Staff—Certificated counselors are assigned consistent with the following ratios, based on the student enrollment at each building.**

<i>DESIRABLE</i>			
<i>STANDARD</i>		<i>STANDARD</i>	
<u>Students</u>	<u>FTE</u>	<u>Students</u>	<u>FTE</u>
1-100	.20	1-50	.20
101-200	.40	51-100	.40
201-300	.60	101-150	.60
301-400	.80	151-200	.80
401-500	1.00	201-250	1.00
501-600	1.20	251-300	1.20
601-700	1.40	301-350	1.40
701-800	1.60	351-400	1.60
801-900	1.80	401-450	1.80
901-1000	2.00 etc.	451-500	2.00 etc.

**R-7—Superintendent—A certificated superintendent is assigned to serve full-time as the district’s chief administrative officer.**

**Options:**

1. For a period of one (1) year, any two (2) adjacent districts, that are classified “accredited,” may upon prior approval from the Department of Elementary and Secondary Education (department) share a superintendent who possesses a valid Missouri superintendent’s certificate. Any two (2) such districts which wish to share a superintendent for more than one (1) year shall obtain prior approval from the State Board of Education (board).
2. A superintendent of schools in a district which employs twenty-five (25) certificated Full Time Equivalent (FTE) or fewer must hold a valid Missouri superintendent’s certificate and may serve as the elementary or secondary principal, regardless of principal certification type.
3. Elementary districts (K-8) with over twenty-five (25) certificated FTE must employ a certificated superintendent as chief administrative officer. Elementary districts with twenty-five (25) certificated FTE or fewer may employ either a certificated superintendent or certificated elementary principal as chief administrative officer.

**R-8—Associates/Assistants to the Superintendent—Associates/assistants to the superintendent in the areas of curriculum and instruction must have, as a minimum, a master’s degree and a valid Missouri teaching certificate. All other associates/assistants to the superintendent should have appropriate training in their field.**

<u>Certificated Staff Members (FTE)</u>	<i>STANDARD</i>	<u>Assistants to Superintendent (FTE)</u>
1-100		0
101-200		1
201-300		2
301-400		3
401-500		4
501-600		5
601-700		6
701-800, etc.		7, etc.

Assistant superintendents must have a master’s degree and a valid Missouri teaching certificate if their primary responsibilities involve curriculum and instruction. Other assistant superintendents should have training in their field (e.g., Masters in Business Administration might be appropriate for an assistant superintendent of finance). Please note that there is no reference to title in this requirement. Districts may elect to call these positions associate superintendents, deputy superintendents, assistant superintendents, assistants to the superintendent, coordinators, or directors.

**R-9—Principals/Building Administrators—Certificated principals, career education directors, and assistant administrators are employed and assigned consistent with the MSIP-5 staff ratios.**

<i>STANDARD</i>		<i>DESIRABLE</i>	
<u>Students</u>	<u>FTE</u>	<u>Students</u>	<u>FTE</u>
1-400	1.00	1-300	1.00
401-600	1.50	301-450	1.50
601-800	2.00	451-600	2.00
801-1000	2.50	601-750	2.50
1001-1200	3.00	751-900	3.00
1201-1400	3.50	901-1050	3.50
1401-1600	4.00	1051-1200	4.00
1601-1800	4.50	1201-1350	4.50
1801-2000	5.00	1351-1500	5.00
2001-2200	5.50	1501-1650	5.50
2201-2400	6.00	1651-1800	6.00

**R-10—Certification and Licensure**—All personnel must hold a valid certificate or license appropriate for each assignment.

**R-11—Planning Time**—Each full-time classroom teacher, including kindergarten teachers, shall have a minimum of two hundred fifty (250) minutes of scheduled planning time each school week. It is desirable to have fifty (50) minutes of planning time each day. Planning time is calculated between the official start and close of the school day and does not include travel time, lunch time, or time before or after school. (Planning time is not required for administrators, counselors, or librarians.)

## **PROCESS STANDARDS FOR MISSOURI PUBLIC SCHOOL DISTRICTS**

### **TEACHER/LEADER**

**TL-1—The district develops and implements teacher/leader standards designed to ensure effective instructional staff for all students.**

1. The district adopts and implements an educator evaluation system that is aligned to the essential principles of effective evaluation, adopted by the state board of education, designed to ensure effective teachers and leaders.
2. The district develops and implements professional teacher standards as required by section 160.045, RSMo.
3. The district develops and implements professional leader standards.
4. Teachers and leaders apply professional judgment and use the teacher/leader standards developed by the district to inform and improve practice.

**TL-2—Professional learning drives and supports instructional practices in the district and leads to improved student learning.**

1. All staff participate in regularly scheduled, ongoing professional learning focused on student performance goals as outlined in the Comprehensive School Improvement Plan (CSIP).
2. Professional learning is an ongoing process that occurs in the context of all instructional staff positions and promotes the use of evidence-based instructional practices.
3. District leaders monitor teachers for consistent implementation of effective practices, as designed by routinely observing, monitoring, and supervising classroom instruction.
4. Effective practices are monitored for fidelity of implementation through observation and supervision of classroom practices.
5. The district regularly monitors instructional employees to determine whether professional learning is implemented in classroom instruction and demonstrates positive impact on student learning.
6. School-based collaborative teams are in place and focus on data informed decision-making, reflective practices, collaborative lesson design, examination of student work and student assessment, curriculum development, positive classroom learning environments, utilization of case studies, and action research.
7. The district has a written procedural plan for professional learning that includes the required components.
8. The district provides time and resources for the professional learning of each staff member.

### **INSTRUCTION**

**I-1—Instructional staff routinely provide effective instruction designed to meet the needs of all learners.**

1. Instructional staff routinely collaborate and use student data to provide appropriate interventions to address a range of student instructional and behavioral needs.
2. Instruction is routinely differentiated to address the needs of all students.
3. Instructional staff use evidence-based instructional practices to meet the learning needs of all students.
4. Comprehensive K-12 literacy instruction is provided. When Prekindergarten (PK) is offered by the district, comprehensive literacy instruction is provided.
5. All staff are an integral part of the instructional practices in every building.
6. All staff demonstrate effective use of available instructional time.

7. Instructional staff design and use appropriate, meaningful, and rigorous learning tasks for all students.
8. Building leaders demonstrate that supervision of instruction is a priority.
9. The district requires instructional staff to consistently utilize evidenced-based instructional practices as they were designed to be implemented and routinely monitors instructional staff for implementation of these practices.

**I-2—Instructional staff use effective assessment practices to monitor student learning and adjust instruction.**

1. Instructional staff use both formative and summative assessments to monitor student learning and adjust instruction.
2. Instructional staff regularly and systematically uses assessment results and other student work to make adjustments to curriculum, instruction, and intervention strategies to assist students in meeting state achievement standards.
3. Classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.
4. Timely, descriptive, and constructive feedback from assessments is provided to students and parents.

**I-3—The district identifies and provides effective differentiated learning and behavioral support systems for all students.**

1. A written process is in place for the early identification and implementation of differentiated learning and behavioral supports for all students.
2. Learning and behavioral supports are identified and coordinated at the classroom, building, and district level.
3. The district uses a variety of student and program data to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports.
4. The district collaborates with community partners to provide information and resources to students and parents to address barriers impacting student success, including but not limited to academic, physical, and mental health needs.
5. The district requires instructional staff to consistently implement learning and behavior supports as they were designed. District leaders routinely monitor the implementation of these practices by instructional staff through observation and supervision of classroom instruction.

**I-4—The district administers state-required tests and other assessments and uses disaggregated and longitudinal data to inform and adjust systems, curriculum, and instructional practices.**

1. The district has a written assessment plan that includes the required components.
2. The district uses a variety of data (e.g., longitudinal, demographic, diagnostic, and perceptual) to support and inform district-wide decisions.
3. The local board of education annually reviews performance data disaggregated for any subgroup of five (5) or more students per assessment in order to effectively monitor student academic achievement and persistence to graduation rates.
4. The district uses disaggregated data to adjust instruction for subgroups and has criteria for evaluating the effectiveness of these adjustments.

**I-5—The local board of education adopts and district staff implement, review, and revise a rigorous, guaranteed, and viable curriculum for all instructional courses and programs.**

1. The district has a rigorous, written curriculum that includes the required components and is aligned to the most recent version of Missouri's academic standards and the English language development standards.
2. Essential content and skills that all students should know and be able to do have been identified.
3. Adequate instructional time is available to implement the written curriculum.
4. The written, taught, and assessed curriculum are the same.
5. Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.

6. The district's written curriculum development and revision processes include K-12 vertical teams of instructional staff and administrators (including teachers of all student populations) who meet regularly to ensure articulation and vertical alignment. When Prekindergarten (PK) is offered by the district, instructional staff shall be included in the curriculum and development revision processes.

**I-6—Guidance and counseling is an essential and fully integrated part of the instructional program.**

1. A district-wide guidance and counseling program has been developed and is fully implemented in every building consistent with the Missouri Comprehensive Guidance and Counseling Program framework.
2. The K-12 guidance curriculum is in place, integrated into the regular curriculum where appropriate, and is regularly reviewed and revised as part of the district's evaluation plan.
3. All students, beginning no later than seventh grade, participate in an individual planning process designed to assist in a successful transition to college, technical school, the military, or the workforce.
4. All students have access to responsive services that assist them in addressing issues and concerns that may affect their academic, career, and personal/social needs.
5. System support and management activities are in place to ensure full implementation, evaluation, and continued improvement of the district's comprehensive guidance program.

**I-7—The district establishes a culture focused on learning, characterized by high academic and behavioral expectations for all students.**

1. A systemic process for establishing and maintaining a positive learning climate is evident in each building.
2. Responsibility for the success of all students is evident in the shared mission and vision of the district.
3. Staff, administrators, and students all share in the accountability for academic achievement by being actively engaged in learning and demonstrating appropriate standards of behavior.
4. Curricular choices and course offerings reflect an increasing and ongoing dedication toward future success of all students.
5. A well-balanced, comprehensive co-curricular and extracurricular activities program is in place and aligned to the mission and vision of the district.

**I-8—The district provides a safe and orderly environment for all students and staff.**

1. Students and staff indicate that they feel safe at school.
2. The district provides staff, teachers, parents, and students access to the district's written code of conduct, which specifies unacceptable student behavior and consequences for that behavior. The code of conduct is enforced during school, on school property, on district-provided transportation, and during school-sponsored events, regardless of whether the events occur on or off of school property.
3. Standards of conduct are consistently and equitably enforced by all staff.
4. Violence-prevention instruction, including information on preventing and responding to illegal harassment and bullying, has been provided for all students and staff.
5. Data are gathered on student violence, substance abuse, and bullying and are used to modify programs and strategies to ensure safe and orderly schools.
6. Written procedures are in place to proactively identify and prevent potential disruptions to a safe and orderly school climate.

**I-9—High quality, fully integrated career education is available to all secondary students.**

1. The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, an industry-recognized certificate or credential, or entry into the workplace with a skill set conducive toward career advancement.
2. The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.
3. Written curriculum drives classroom instruction and assessment of technical skill attainment.



4. The appropriate Career and Technical Student Organization (CTSO) is affiliated with the state and national organization and is an intra-curricular element of the program.
5. A system of data collection and evaluation provides the information necessary for program review and development so that students are prepared for postsecondary success leading to quality employment opportunities.

**I-10—Library Media Centers (LMC) are an essential and fully integrated part of the instructional program.**

1. The library media center and its resources support, enhance, and enrich the curriculum.
2. The library media staff collaborate with instructional staff to integrate LMC resources and services into the instructional program.
3. Students have access to a full range of information, digital access, and reading resources and services in the LMC.
4. The LMC program is evaluated annually.

**I-11—The district advances excellence in teaching and learning through innovative and effective uses of technology.**

1. The district has a systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technology (ICT) and digital learning resources.
2. The district provides consistent, adequate, and ongoing support of technology infrastructure, personnel, and digital resources.
3. The district provides equitable and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders.
4. The district provides access to ongoing professional learning in technology and opportunities for dedicated time to practice and share ideas.
5. The district evaluates the impact of information and communication technology on teaching and learning.
6. The district maintains technology that supports current assessment practices.

**GOVERNANCE**

**G-1—The local board of education, district leadership, and staff contribute to the success of every student by being ethical and acting with fairness and integrity.**

1. The local board of education has adopted and the district leadership enforces a professional code of ethics for all employees.
2. The local board of education has adopted and adheres to its own code of ethics.
3. District policies, procedures, and practices demonstrate respect for students, employees, and others.

**G-2—The local board of education adopts and district leadership implements a Comprehensive School Improvement Plan (CSIP) to ensure the achievement and success of all students.**

1. The local board of education and district leadership, in collaboration with the community, use qualitative data, quantitative data, and evaluation results to create a written, board-approved CSIP which drives improvement in student learning and guides the overall improvement of its educational programs and services.
2. The school district maintains a current CSIP that includes all of the required components.
3. There is a written evaluation process for the CSIP and the CSIP is regularly evaluated and updated.
4. The local board of education utilizes the CSIP to monitor progress and continuous improvement of programs and services.

**G-3—The local board of education and district leadership collect qualitative and/or quantitative data to guide and monitor the development and implementation of a shared mission and vision with systemic goals that ensure high expectations for every student.**

1. The local board of education and district leadership, with input from all stakeholders, guide the development of a district-wide, learning-focused mission and vision that are reviewed annually and revised as needed.
2. The local board of education and district leadership hold all staff accountable for continuous school improvement and increased student learning.

**G-4—The local board of education and district leadership promote the achievement and success of all students by monitoring and continuously improving all programs and services that support the mission and vision of the district.**

1. The board of education regularly reviews, no less than once every two (2) years, the goals, objectives, and effectiveness of all programs and services that support the mission and vision of the district based on data provided by district leadership.
2. The local board of education adopts and the district implements an evaluation plan that analyzes the effectiveness of all programs and services.
3. The district collects perceptual data from students and uses that information to make informed decisions about its programs and services.
4. Patrons, parents, staff, and students have opportunities to serve on committees, including those required by state or federal regulations, to study specific issues and provide feedback on district programs and services.
5. The district reviews and analyzes postsecondary success rates to make informed decisions.

**G-5—The district complies with all provisions, regulations, and administrative rules applicable to each state and/or federal program implemented.**

**G-6—The local board of education and district leadership facilitate collaboration with state and local agencies, non-profit organizations, and other community groups that promote the success, health, safety, and welfare of students.**

1. The district identifies programs that promote equitable learning opportunities and success for all students, regardless of socio-economic background, ethnicity, gender, disability, or other individual characteristics.
2. The district collaborates with community leaders to collect, describe, and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and organization.
3. The district collects and accurately communicates data about educational performance in a clear and timely way to improve policies and inform community decisions.
4. District leadership implements processes to facilitate regular collaboration with other agencies/organizations to respond to student needs in a timely manner.

**G-7—The local board of education understands the role and responsibilities of the local board and acts accordingly.**

1. Policymaking functions are carried out by the local board of education, while administrative functions are carried out by the superintendent and the staff. All formal contact between the local board of education and the staff is channeled through the superintendent.
2. The local board of education has established policies and written procedures are in place to guide district decision-making and to meet federal and/or state requirements. Policies and procedures are reviewed on a regular basis and reflect current legal requirements.
3. The local board of education meets regularly in accordance with applicable statutes, keeps accurate and complete records of its decisions, and makes the records available as required by law.
4. Members of the local board of education receive training as required by law.
5. Local board of education members participate in continued training and professional learning.

**G-8—The local board of education and district leadership manage organizational systems and resources for a safe, high-performing learning environment.**

1. The local board of education and the district leadership regularly communicate with district employees and the community regarding the district's vision and mission.
2. District staff use documented evidence (e.g., observations, walkthroughs, collaborative teams, and mentoring) to develop professional growth plans.
3. The community, through the local board of education, provides sufficient financial resources to ensure an educational program of quality.
4. The local board of education has adopted and enforces policies requiring effective fiscal management and accountability and the district leadership implements procedures to support the board's policies.
5. The local board of education and district leadership employ appropriate procedures to ensure the accurate and timely reporting of required data to state and federal agencies.
6. The local board of education and district leadership provide facilities that are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs of the district.
7. The local board of education and district leadership ensure all facilities are safe.
8. The district leadership has developed and implemented a coordinated approach to school health services.
9. The district ensures a school nutrition program is available which provides at least one (1) nutritionally balanced meal available to all students each day in accordance with Federal and State Child Nutrition Program regulations and guidelines.
10. The district ensures safe and efficient transportation to and from school is provided in compliance with Missouri statutes, regulations, and local board of education policy.

**G-9—The local board of education, district leadership, and staff collaborate with families and community members who represent diverse interests and needs to mobilize community resources that improve teaching and learning.**

1. The local board of education, district leadership, and staff systematically and frequently provide information to the public about school programs.
2. The district has procedures to involve family and community members in educational activities.
3. District leadership identifies preschool opportunities available to children and informs family and community members about the importance of early childhood education.

**G-10—The district's birth through prekindergarten population will have access to high-quality early learning experiences that will prepare them to succeed in school.**

**G-11—The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children's education.**

1. Parent education activities are provided as required by the Early Childhood Development Act (ECDA).
2. The district actively cooperates with other agencies and parent and community groups (e.g., parent teacher organizations and Title I) to provide information related to child development and/or parenting skills.
3. Formal strategies are in place to include parents/guardians in the educational process.

*AUTHORITY: sections 160.514, 160.526, and 167.131, RSMo 2000, and sections 160.518, 161.092, 162.081, and 168.081, RSMo Supp. 2012.\* Original rule filed Sept. 20, 2012, effective Jan. 22, 2015.*

*\*Original authority: 160.514, RSMo 1993; 160.518, RSMo 1993, amended 2001, 2002, 2004, 2008; 160.526, RSMo 1993, amended 1998; 161.092, RSMo 1963, amended 1973, 2002, 2003; 162.081, RSMo 1963, amended 1973, 1992, 1993, 1998, 2005; 167.131, RSMo 1963, amended 1973, 1993; and 168.081, RSMo 1963, amended 1984, 2002.*

## **NAfME-C Report – Andrew Homburg & Cristin Selle**

The NAfME-C Officer's Board has been busy since January. Recent changes and plans include:

1. Updating the Missouri NAfME-C website which will be unveiled at the President's Meeting on April 22<sup>nd</sup>
2. Hosting our first ever President's Meeting on April 22<sup>nd</sup> after the MMEA BOD meeting. This is an opportunity for chapter presidents from across the state to meeting the Officer's Board rather than only meeting at our annual business meeting in January.
3. Taylor Bryson from Missouri State has been added to the Officer's Board as the Secretary.
4. Bradley Sheeley, our VP of Programming, has contacted several clinicians for the annual In-Service Conference in January. The final clinicians will be announced once we have finalized plans.
5. The Officer's Board is looking into a fall NAfME-C event in the Kansas City area, but any further information depends on our budget and what we can do in terms of sponsorships and fundraising.

## Tri-M Chair Report – Sarah Sacco

I am very proud to report that Tri-M is alive and well in that state of Missouri. For the 2016-2017 school year we have 35 active Tri-M chapters in Missouri. That is an increase of 7 chapters from the 28 chapters we had in 2015-2016. The last time we had this many active chapters was in 2010. In 2012, we had 17 active chapters. We do have 13 schools that once had a Tri-M Chapter that their membership has lapsed. Hopefully, with our continued efforts to provide more opportunities for our Tri-M chapters, we can bring back previously active chapters and continue to increase the amount of active chapters we have in Missouri.

One of the biggest opportunities we are providing for Tri-M chapters is our annual Missouri Tri-M Summit. The 2016 Summit was held at Webster University on September 13<sup>th</sup> & 14<sup>th</sup>. We had 27 students in attendance from 4 schools. We hope to make the 2017 Summit even bigger. We are proud to be partnering with Missouri State University who will be hosting our event on September 12<sup>th</sup> & 13<sup>th</sup>, 2017. A complete schedule and registration form will be available no later than August 1<sup>st</sup>, with pre-registration due the week of August 28<sup>th</sup> (2 weeks prior to the event).

After meeting with university staff, we are currently working on contacting presenters and organizing sessions from the following list of topics:

- Sit-in and participate in a college rehearsal (wind symphony, orchestra, and choir)
- Participating in a University conducting class
- How to prepare for your Music Theory entrance exam
- Careers in Music - Instrument Repair Technician
- Careers in Music - Musical Instrument Designer (from a major distributor, such as Jupiter)
- Careers in Music - Baton Manufacturing
- Advocacy: How your Tri-M Chapter can advocate for Arts Education while in high school and beyond
- Keynote Speaker - Dr. Peter Boonschaft
  - Brad Snow is contacting Jupiter Band Instruments (who the University partners with for their school owned instruments) in an effort to make this happen as our last session.
- Preparing for your college audition
- Mixer or activity Tuesday night (put on by Nafme-C students)
- Introduction to Steel Drumming
- Introduction to Colorguard
- Preparing for your interview
- Admission to college and your music department (Panel discussion with admissions representative and music students)

The tentative schedule will begin Tuesday, September 12<sup>th</sup>, with registration at 1:00pm and the last session ending at 9:00pm that evening. We will then start back up on Wednesday, September 13<sup>th</sup>, starting at 8:00am and ending around 12:30pm. We are also exploring the possibility of the University providing dinner for the students on Tuesday, September 12<sup>th</sup>. Also, there are a few hotels within walking distance of the University that may be willing to give a discounted rate if the University informs them that they are hosting an event. Hotel Information, including any discounts we are able to find, will be included with the registration packet in August.

Although we are still deep in the planning stage, it is looking like the 2017 Missouri Tri-M Summit is going to be packed full of wonderful opportunities for our students.

## Multicultural Chair – Jazz Rucker

Harry Cecil's session was well attended and received.

- o Equitable Educational Experiences
  - Recap can be found in the latest Missouri School Music Magazine
- o Looking for presenter for next year
  - Derrick Fox

Let us think...

- o Who is successful in your program?
  - Why?
- o Who is not successful program?
  - Why?
- o Who is missing from your program?
  - Why?

## MIOSM Chair Report – Gloria Pasley

### GLORIA PASLEY ---- MIOS CHAIR

- ● Celebrate by teaching and singing any of the free [Concert for Music In Our Schools Month](#) music provided by Hal Leonard and NAFME during the entire month of March!
- ● View all of the Concert for Music In Our Schools Month performances on our Concert webpage.
- ● Create a video for local advocacy. Record your students performing and include an introduction from your principal, mayor, or another leader demonstrating their support for music education. Use the video for outreach to television and radio stations, newspapers, and legislators. (See [MIOSM and Advocacy](#) for tips for working with the media.)
- ● Download, share and promote NAFME's "[Why Music?](#)" radio public service announcements for MIOSM.
- ● Make a "Music Month" calendar, and suggest that students dress for different musical eras. Play appropriate music as students arrive in the morning and at lunchtime.
- ● Add a musical touch to the morning announcements. Try having a "mystery tune" each day, or a music trivia question, with MIOSM prizes for the winner.
- ● Present faculty members with MIOSM buttons or lapel stickers and ask that they wear them every day during March.
- ● Sponsor a poster or poetry contest. Posters and poems should support Music In Our Schools and revolve around the current year's theme. Have individuals from outside the school judge the entries.
- ● Plan an all-school sing of Concert for Music In Our Schools Month music!
- ● Have a talent show emphasizing music. Tell a story, a joke, or read poetry about music, and be sure to include traditional acts of singing, playing instruments, etc. Invite the parents, and choose a winning act from each class to perform in a winners' assembly.
- ● Collaborate with the art teacher and have students design posters, banners, and buttons featuring the MIOSM theme.
- ● Ask students to draw their favorite musical instrument, have them design an instrument of the future, or bring in homemade instruments for "show and tell".
- ● Collaborate with your school's history or social studies departments to create cross-curricular activities based on the theme of the concert or the pieces being performed.
- ● Ask students to cut pictures of music and musicians out of magazines and create a musical wall collage for your classroom(s).
- ● Have students list ways in which music is a part of their everyday lives. Have them compare lists with friends and family members.
- ● Invite teachers in your school to sing along with your students at a concert. Better yet, create a teacher chorus or instrumental ensemble to perform at an MIOSM concert.

The above lists just a few ideas from the National Association for Music Education to celebrate “Music In Our Schools” Month. I am sure that there are many more if you take a look on National Orff Schulwerk Association as well as Organization of National Kodaly Educators. Each year these ideas will change or there will be an improvisation on the main theme. You as a music educator can include your music classes, the fine arts teachers in your schools, your entire school, other schools in your district or possibly your entire district, if possible.

What I did this year and last year as well, was to try to include all the fine arts teachers in the Music In Our Schools celebration; this included the teachers of visual arts, physical education, library, band, strings and vocal. As classroom teachers are called upon frequently to perform games, presentations, scholarly materials with students, I feel that it should be necessary that the fine art teachers all collaborate, pull together and present a program(s) for administration, parents, students and the like. At Wedgwood School, there were signs placed around the school advertising Fine Arts and Music in Our Schools Night. There were notices sent home to parents/guardians/friends asking them to come as well. The students made public announcement daily to also advertise MIOS night. Here is what was presented on FINE ARTS/MUSIC IN OUR SCHOOLS Night.

**Visual Arts:** The teacher had every class work on a particular art project (according to the grade level). That artwork was displayed around the entire building so that parents could take a leisurely stroll and observe the work.

**Library:** The librarian presented new books in around the library so that parents and students could come and examine for future use.

**Physical Education:** The two teachers had particular physical projects for lower level (K-3) and upper level (4-6) to perform before parents and other guests.

**Vocal:** Our school has been focusing quite heavily on “text dependent/close reading” subject materials to improve students’ reading and comprehension ability. Three songs were chosen to give impetus to not only singing but encouraging strong reading and comprehension skills. I and another music teacher asked many DOK (depth of knowledge) level questions while the students were studying this music for performance. We also had students perform sign language with one song and Orff body percussion movements as they performed an Orff song in canon.

**Strings/Orchestra:** Third grade students were featured because as the Strings teacher stated, “These students rarely have an opportunity to perform because this is their first year and they don’t have much knowledge.” Fourth through sixth grade students also performed on violas and string basses.

**Band/Instrumental:** Fourth through sixth grade students performed on various woodwind, percussion, and brass instruments. Some students also performed solo arrangements of certain performed pieces. There was much for everyone to observe, do and perform. As is stated, “It takes a village to raise children”—that village certainly includes Fine Arts instructors as well.

# MSHSAA Report – Davine Davis



## MSHSAA Report April 22, 2017

### 1. MSHSAA District Music Festival Participation Report:

#### a) Solo/Small Ensemble Events:

Vocal	Instrumental	Piano	Strings	Total
13,594	11,522	<b>376</b>	2,157	27,649

#### b) Large Groups

Choirs	Bands	Strings	Total
73,181	68,080	13,219	154,480

### 2. MSHSAA State Music Festival Participation Report:

Day	Vocal	Instrumental	Piano	Strings	Total
Thursday	953	818	36	<b>85</b>	1,892
Friday	1,932	1,093	60	242	3,327
Saturday	<b>2,518</b>	2,081	70	386	<b>5,055</b>
Total	5,403	3,992	<b>166</b>	713	10,274

Bold Text indicates increase in participants.

### 3. Projected State Music Festivals

April 26-28, 2018

April 25-27, 2019

April 30-May 2, 2020

April 29-May 1, 2021

### 4. Status MSHSAA RFP State Music Festivals (2018-2022)

- Division of schools to 3 equal days of events
- Rotation of day coming to state



5. **MSHSAA PML** – Winds and percussion areas will go through review/update of selections on list this summer. Working with MBA and PAS to get information to them with the past 3 years of selection history.
  
6. **MSHSAA Annual Ballot Items: (51% of membership has voted as of 4/16/17)**
  - Academic Standards for Eligibility and Student Participation (Passing at this time)
  - Traditional Option
  - Non-Traditional Option 1 (Transcribed Credits)
  - Non-Traditional Option 2 (Public Schools Only)
  - Fall Sports Season – Standardized Dates (Passing at this time)
  - Moves the start of the first allowable fall sports practice from week 5 to week 6.
  - Fall sports championships will be pushed back one week
  - Impact to All-State Band and Orchestra Auditions beginning in 2018-2019 school year.
  - Classification Collection and Cycles (Passing at this time)
  - Beginning with the 2018-2019 school year classification breaks will be set every year; no longer have a 2 year cycle.
  - Information will be due March 1 via an electronic submission of student names.
  - Classifications will be based on enrollment in grades 9, 10 and 11 only. Currently use all four grade levels.

7. **Music Advisory Meeting:** May 17, 2017

## **Retired Members Chair – Buddy Hannaford**

Sixty-four members and guests registered during the 2017 MMEA Retired Members Coffee at Tan-Tar-A Friday morning in Parasol II. This was a new high for us.

We are happy with the new Retired column created captioned...“*Where Are They Now?*” feedback is positive. Contributors for the Summer issue will be Ed Frederickson and Noel Fulkerson.

Submitted by,

**Buddy Hannaford**

MMEA Retired Members Chair

## DESE Representative – Tom Tobias

MMEA Meeting at Tan tar a

April 22, 2017

Tom Tobias, Arts Education Director,  
Missouri Department of Elementary and Secondary Education.

[tom.tobias@dese.mo.gov](mailto:tom.tobias@dese.mo.gov)

To All MMEA Members,

There are two things currently going on or about to happen that you should be aware off:

1. Standards Revision
2. Higher Education Arts Educators Meeting on May 22nd

1. The first item is the revision of the Missouri Fine Arts Grade Level Expectations. As you know, arts educators in Missouri have been asking for our current arts grade level expectations to be looked at with a critical eye, and perhaps revised. It has been a priority for me.

In February, Dr. Blaine Henningsen, Assistant Commissioner of Curriculum and Assessment presented a request to the State Board of Education for permission to form two groups of arts educators and parents, 16 in K-5, and 17 in 6-12 to examine and perhaps revise the standards. A motion was made and the request was approved.

The process of nominating and appointing is explained in an addendum at the end of this report. So far, there are only three people who have been nominated and have agreed to be appointed. The Missouri Alliance for Arts Education sent a list of suggested individuals from all arts disciplines from all parts of the state to the various nominators and appointers. For now, we will have to wait till all the positions have been filled. I am hoping that all slots will be filled a month from now.

By law ( HB 1490) I am not allowed to have any role in determining who is appointed to these groups.

Once the groups assemble, it will be up to them to determine if they want to seek additional expertise and form subgroups of various arts educators to assist in the process.

Other states have gone through this process. A map that shows who is in the process of revision of standards, who has completed revision, and who has not taken any action is also an addendum to this report. As a general rule, states choose to either adapt or adopt the *National Core Arts Standards*. Our Missouri Fine Arts Standards Work Groups will make this decision.

2. The second item I want you to be aware of is a meeting of higher education arts educators that will meet in Jefferson City on May 22<sup>nd</sup>. The topic of discussion will be arts integration. You may know that arts integration has also been a priority for me. Arts integration as an approach to teaching is expanding in many states as a way to increase student engagement, achievement, and as a way to expand the role of arts educators in schools.

A fundamental concept of arts integration is that the arts specialist is essential first as a teacher of the arts and secondly as a collaborator with other subject area teachers. Arts integration can also potentially expand the role of teaching artists in schools.

The purpose of the meeting on the 22<sup>nd</sup> is to gauge the interest and commitment of higher education arts educators to continue or to expand arts integration has a part of teacher preparation programs.

**Addendum 1:** Explanation the HB1490 procedure for nominating and appointing members of standards work groups.

### **1490 Work Groups for the New Arts Standards**

#### **CCS#2 SS SCS HB 1490 -- ELEMENTARY AND SECONDARY EDUCATION STANDARDS**

This bill requires the State Board of Education to convene separate work groups on English language arts, mathematics, science, and history and governments whenever it develops, evaluates, modifies, or revises academic performance or learning standards. Work groups for kindergarten through fifth grade will consist of 16 members and 17 members for work groups for sixth through twelfth grade. The President Pro Tem of the Senate and the Speaker of the House of Representatives must each select two parents of children currently enrolled in the grades and two education professionals to serve as members. The state board must select one education professional to each work group from names submitted to it by the professional teachers' organizations of the state, a statewide coalition of school administrators, nationally-recognized career and technical education student organizations operating in Missouri, and the heads of state-approved baccalaureate-level teacher preparation programs located in Missouri. One education professional must be selected by a statewide association of Missouri school boards. The Governor, the Lieutenant Governor, and the Commissioner of Higher Education must each select one education professional. The seventeenth member, who must be a current or retired career and technical education professional who serves or has served as an advisor to career and technical education student organizations, is to be appointed by the state board from names submitted to it by a statewide organization for career and technical education. The members must be geographically diverse and cannot be required to be a member of a professional teacher organization to serve on a work group. Each work group member must have been a Missouri resident for at least three years and have taught in the work group's subject area for 10 years or have 10 years of experience in that subject area, with the exception of the parent members. A qualified person may serve on more than one work group.

## **Conference Manager Report – Dave Goodwin**

# MSM Editor Report – Sally Hook

## MISSOURI SCHOOL MUSIC ARTICLE SPECIFICATIONS

The MMEA Strategic Plan states the magazine should “provide resourceful and current best practice” for our membership. Each article submitted for inclusion in *Missouri School Music*, should be informational, educational, helpful, and inspirational to the readers. If appropriate, articles may be submitted by guest authors (with their permission). The best articles are typically those that inspire teachers in the field, not those that “preach” or “editorialize” about a pet issue. The President must approve “tribute” or “memorial” articles about MMEA members one month before the submission deadline.

- Write an article of approximately 600-1000 words.
- Use the Microsoft Word-processing program.
- All pictures, graphics, and images must be sent as JPEG, PSD, or PNG. PDF files are also accepted, but be aware that print quality is sometimes inadequate. Send pictures/images **SEPARATELY** from text.
- Submit only articles that have been proofread by at least one other person, and do not contain grammatical or spelling errors.
- **Do not format your article.** The editors will format the article as necessary for the magazine.
- Email your article as an attachment to **editor@mmea.net**
- Accompany the article submission with the “submission” form available at mmea.net. Honor all copyrights when submitting information, and give credit to others for ideas not your own. Use the APA writing style for article submissions.

## DEADLINES

Each deadline for submitting your article is firm. Meeting the submission deadline helps to ensure the magazine will be printed and delivered to the membership on time. Deadlines are listed below, as are the focus points for 2017-2018 issues. Please consider the focus of each issue when drafting articles.

ARTICLE SUBMISSION			SENT TO
<u>DEADLINE</u>	<u>VOLUME 72</u>	<u>ISSUE FOCUS</u>	<u>MEMBERSHIP</u>
August 1, 2017	fall Issue	Traditions	September 2017
November 1, 2017	winter Issue	conference theme (TBA)	December 2017
February 1, 2018	spring Issue	Making It Happen (focus on management)	March 2018
April 1, 2018	summer Issue	Taking Stock (reflecting on instructional practices)	May 2018

