

## MUS ED RIBTS MAP

University of Rhode Island Music Department \*\*\* Rhode Island Beginning Teacher Standards and Music Education Assessment & Curriculum Map

Success in meeting the RIBTS is assessed in a variety of ways (self-evaluations, rubrics, checklists, comments) and by a variety of individuals (students teachers themselves, peers, cooperating teachers, university supervisors, other music faculty).		ENTRY: Admission to School of Education Teacher Certification Program [MUS 280-Mid-Level Portfolio]							MIDDLE: Readiness for Student Teaching [Individual Meeting with Coordinator of Music Education]					EXIT: Student Teaching [MUS 480-Graduate Portfolio]						
		MUS 280, 235, 311, 312	MUS 235, 311, 312	MUS 235, 339, 340								Follows EDC 312	EDC 250	MUS 235, 339, 340	MUS 238, 339, 340	MUS 484	MUS 484	MUS 480	MUS 484	MUS 484
		Philosophy of Music Education	Article Review/Workshop Review	Music Teaching Lesson Plan	PRAXIS I: PPST Reading (172), Writing (171), Math (171) OR SAT (1100)	Grade Point Average Overall	Grade Point Average in Music Content Area	Interview	Grade Point Average Overall	Grade Point Average in Music Content Area	PRAXIS II: Principles of Learning and Teaching Test	Individual Music Students or Single Ensemble/Class	Field Experience Activities	Music Teaching Self Evaluation	Implemented Music Teaching Unit Plan	Video or audio of Music Teaching Implementing Music Learning Assessment Tool--Project Connecting Home to School	Student Teacher Self Evaluations	University Supervisor Evaluations		
Supporting Evidence →		PHIL	ARTICLE	PLAN	GEN KNOW	GPA	GPA-M	INTER	GPA	GPA-M	PLT	CASE	FIELD	SELF	UNIT	VIDEO	ASSESS HOME	SELF	SUPER	
<b>RIBTS1</b>	<b>RIBTS 1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live. Teachers . . .</b>																			
R1.1	1.1 reflect a variety of academic, social, and cultural experiences in their teaching	PHIL	ARTICLE	PLAN	PPST	GPA		INTER	GPA						UNIT			SELF	SUPER	
R1.2	1.2 use a broad knowledge base to create interdisciplinary learning experiences		ARTICLE	PLAN	PPST	GPA		INTER	GPA						UNIT			SELF	SUPER	
R1.3	1.3 exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students.	PHIL	ARTICLE	PLAN	PPST	GPA		INTER	GPA						UNIT			SELF	SUPER	
<b>RIBTS2</b>	<b>RIBTS 2. Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach. Teachers . . .</b>																			
R2.1	2.1 know their discipline and understand how knowledge in their discipline is created, organized, and linked to other disciplines.	PHIL	ARTICLE	PLAN			GPA-M	INTER		GPA-M	PLT		FIELD	SELF	UNIT	VIDEO		SELF	SUPER	
R2.2	2.2 Design instruction that addresses the core skills, concepts, and ideas of the disciplines to help students meet the goals of the Rhode Island Common Core of Learning.			PLAN				INTER			PLT		FIELD	SELF	UNIT	VIDEO		SELF	SUPER	
R2.3	2.3 select instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.			PLAN				INTER			PLT		FIELD	SELF	UNIT	VIDEO		SELF	SUPER	
R2.4	2.4 incorporate appropriate technological resources to support student exploration of the disciplines.			PLAN			GPA-M	INTER			PLT		FIELD	SELF	UNIT	VIDEO		SELF	SUPER	
R2.5	2.5 use a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help students develop conceptual understanding.			PLAN				INTER			PLT		FIELD	SELF	UNIT	VIDEO		SELF	SUPER	
R2.6	2.6 represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts.			PLAN				INTER			PLT		FIELD	SELF	UNIT	VIDEO		SELF	SUPER	
R2.7	2.7 generate multiple paths to knowledge and encourage students to see, question, and interpret concepts from a variety of perspectives.			PLAN				INTER			PLT		FIELD	SELF	UNIT	VIDEO		SELF	SUPER	

	Supporting Evidence →	PHIL	ARTICLE	PLAN	GEN KNOW	GPA	GPA-M	INTER	GPA	GPA-M	PLT	CASE	FIELD	SELF	UNIT	VIDEO	ASSESS HOME	SELF	SUPER
<b>RIBTS3</b>	<b>RIBTS 3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.</b>																		
R3.1	3.1 understand how students learn—how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning.		ARTICLE	PLAN				INTER			PLT		FIELD		UNIT	VIDEO		SELF	SUPER
R3.2	3.2 design instruction that meets the current cognitive, social, and personal needs of their students.			PLAN				INTER			PLT		FIELD		UNIT	VIDEO		SELF	SUPER
R3.3	3.3 create lessons and activities that meet the variety of developmental levels of students within a class.			PLAN				INTER			PLT		FIELD		UNIT	VIDEO		SELF	SUPER
<b>RIBTS4</b>	<b>RIBTS 4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.</b>																		
R4.1	4.1 design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning.	PHIL						INTER			PLT		FIELD			VIDEO		SELF	SUPER
R4.2	4.2 use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences.	PHIL		PLAN				INTER			PLT		FIELD		UNIT	VIDEO		SELF	SUPER
R4.3	4.3 seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students.	PHIL						INTER			PLT		FIELD			VIDEO		SELF	SUPER
R4.4	4.4 make appropriate accommodations (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have identified learning differences or needs in an Individual Educational Plan (IEP).	PHIL						INTER			PLT		FIELD			VIDEO		SELF	SUPER
<b>RIBTS5</b>	<b>RIBTS 5. Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. Teachers . . .</b>																		
R5.1	5.1 design lessons that extend beyond factual recall and challenge students to develop higher-level cognitive skills.			PLAN				INTER			PLT		FIELD		UNIT	VIDEO		SELF	SUPER
R5.2	5.2 pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives.			PLAN				INTER			PLT		FIELD		UNIT	VIDEO		SELF	SUPER
R5.3	5.3 make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem.			PLAN				INTER			PLT		FIELD		UNIT	VIDEO		SELF	SUPER
R5.4	5.4 engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence.			PLAN				INTER			PLT		FIELD		UNIT	VIDEO		SELF	SUPER
R5.5	5.5 use tasks that engage students in exploration, discovery, and hands-on activities.			PLAN				INTER			PLT		FIELD		UNIT	VIDEO		SELF	SUPER
<b>RIBTS6</b>	<b>RIBTS 6. Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Teachers . . .</b>																		
R6.1	6.1 use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained.			PLAN				INTER			PLT		FIELD	SELF	UNIT	VIDEO		SELF	SUPER
R6.2	6.2 establish a safe and secure learning environment.							INTER			PLT		FIELD	SELF		VIDEO		SELF	SUPER
R6.3	6.3 organize and allocate the resources of materials and physical space to support active engagement of students.			PLAN				INTER			PLT		FIELD	SELF	UNIT	VIDEO		SELF	SUPER
R6.4	6.4 provide and structure the time necessary to explore important concepts and ideas.			PLAN				INTER			PLT		FIELD	SELF	UNIT	VIDEO		SELF	SUPER
R6.5	6.5 help students establish a classroom environment characterized by mutual respect and intellectual risk-taking.			PLAN				INTER			PLT		FIELD	SELF	UNIT	VIDEO		SELF	SUPER

	Supporting Evidence →	PHIL	ARTICLE	PLAN	GEN KNOW	GPA	GPA-M	INTER	GPA	GPA-M	PLT	CASE	FIELD	SELF	UNIT	VIDEO	ASSESS HOME	SELF	SUPER
	R6.6	6.6 create learning groups in which students learn to work collaboratively and independently.							INTER			PLT		FIELD	SELF		VIDEO		SELF
R6.7	6.7 communicate clear expectations for achievement that allow students to take responsibility for their own learning.			PLAN				INTER			PLT		FIELD	SELF	UNIT	VIDEO		SELF	SUPER
<b>RIBTS7</b>	<b><i>RIBTS 7. Teachers foster collaborative relationships with colleagues and families to support students' learning.</i></b>																		
R7.1	7.1 work collaboratively with their colleagues (e.g., other grade-level, content, special education, ESL teachers) to create a learning community that benefits all students.							INTER			PLT							SELF	SUPER
R7.2	7.2 develop relationships with parents/guardians to support student learning.							INTER			PLT						HOME	SELF	SUPER
R7.3	7.3 understand the role of community agencies in supporting schools	PHIL						INTER			PLT						HOME	SELF	SUPER
R7.4	7.4 understand state, district and school initiatives (e.g. School Accountability for Learning and Teaching (SALT), Statewide Student Performance Assessments) to effect educational improvement.							INTER			PLT							SELF	SUPER
<b>RIBTS8</b>	<b><i>RIBTS 8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.</i></b>																		
R8.1	8.1 use a variety of communication strategies (e.g., restating ideas, questioning, offering counter examples) to engage students in learning.				PPST	GPA	GPA-M	INTER	GPA	GPA-M	PLT		FIELD	SELF		VIDEO		SELF	SUPER
R8.2	8.2 use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning.				PPST	GPA	GPA-M	INTER	GPA	GPA-M	PLT		FIELD	SELF		VIDEO		SELF	SUPER
R8.3	8.3 use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom.				PPST	GPA	GPA-M	INTER	GPA	GPA-M	PLT		FIELD	SELF		VIDEO		SELF	SUPER
R8.4	8.4 emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others, and group interaction.				PPST	GPA	GPA-M	INTER	GPA	GPA-M	PLT		FIELD	SELF		VIDEO		SELF	SUPER
<b>RIBTS9</b>	<b><i>RIBTS 9. Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.</i></b>																		
R9.1	9.1 gather information about their students (e.g., experiences, interests, learning styles, and prior knowledge) from parents/guardians, colleagues and the students themselves.										PLT		FIELD	SELF		VIDEO	ASSESS	SELF	SUPER
R9.2	9.2 use a variety of assessment strategies and instruments (e.g., observation, portfolio, teacher made tests, self assessments) that are aligned with instructional content and methodology.			PLAN							PLT		FIELD	SELF	UNIT	VIDEO	ASSESS	SELF	SUPER
R9.3	9.3 encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning.										PLT		FIELD	SELF		VIDEO	ASSESS	SELF	SUPER
R9.4	9.4 maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues.										PLT		FIELD	SELF		VIDEO	ASSESS	SELF	SUPER
R9.5	9.5 use information from their assessment of students to reflect on their own teaching and to modify their instruction.										PLT		FIELD	SELF		VIDEO	ASSESS	SELF	SUPER
<b>RIBTS10</b>	<b><i>RIBTS 10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.</i></b>																		
R10.1	10.1 solicit feedback from students, families, and colleagues to evaluate their own teaching.							INTER						SELF		VIDEO		SELF	SUPER
R10.2	10.2 read ideas presented in professional publications and discuss current issues in education.	PHIL	ARTICLE					INTER						SELF	UNIT	VIDEO		SELF	SUPER
R10.3	10.3 explore new instructional approaches and strategies, including technological, in the classroom.							INTER						SELF	UNIT	VIDEO		SELF	SUPER

Supporting Evidence →		PHIL	ARTICLE	PLAN	GEN KNOW	GPA	GPA-M	INTER	GPA	GPA-M	PLT	CASE	FIELD	SELF	UNIT	VIDEO	ASSESS HOME	SELF	SUPER
R10.4	10.4 take responsibility for their own professional growth by participating in workshops, courses, or other educational activities that support their plans for continued development as teachers.							INTER						SELF		VIDEO		SELF	SUPER
<b>RIBTS11</b>	<b>RIBTS 11: Teachers maintain professional standards guided by legal and ethical principles.</b>																		
R11.1	11.1 maintain standards that require them to act in the best interests and needs of students.							INTER			PLT		FIELD				HOME	SELF	SUPER
R11.2	11.2 follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families.							INTER			PLT		FIELD				HOME	SELF	SUPER
R11.3	11.3 follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students' and teachers' rights and students' and teachers' responsibilities.							INTER			PLT		FIELD					SELF	SUPER
R11.4	11.4 interact with students, colleagues, parents, and others in a professional manner that is fair and equitable.							INTER			PLT		FIELD				HOME	SELF	SUPER
R11.5	11.5 are guided by codes of professional conduct adopted by their professional organizations.	PHIL						INTER			PLT		FIELD					SELF	SUPER



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University of Rhode Island *** Department of Music Music Competencies and Music Education				
<b>Bachelor of Music Competency 1. Performance</b>				
BM.1.1. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.				
BM.1.2. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.				
BM.1.3. The ability to read at sight with fluency.				
BM.1.4 Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation, including rehearsal and conducting skills as appropriate to the particular music concentration.				
BM.1.5. Keyboard competency and experiences in secondary performance areas.				
BM.1.6. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences that are varied both in size and nature.				
<b>Bachelor of Music Competency 2. Aural Skills and Analysis</b>				
BM.2.1. An understanding of the common elements and organizational patterns of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.				
BM.2.2. Sufficient understanding of musical forms, processes, and structures to use this knowledge in compositional, performance, scholarly, pedagogical, and historical contexts, according to the requisites of their specializations.				
BM.2.3. The ability to place music in historical, cultural, and stylistic contexts.				

<b>Bachelor of Music Competency 3. Composition and Improvisation</b>				
BM.3.1. Rudimentary capacity to create derivative or original music both extemporaneously and in written form.				
BM.3.2. The ability to compose, improvise, or both at a basic level in one or more musical languages, for example, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulating the common elements in non-traditional ways.				
<b>Bachelor of Music Competency 4. History and Repertory</b>				
BM.4.1 A basic knowledge of music history through the present time.				
BM.4.2 An Acquaintance with repertoires beyond the area of specialization through exposure to a large and varied body of music by attending and studying recitals, concerts, opera and musical theatre productions, and other performances.				
<b>Bachelor of Music Competency 5. Technology</b>				
BM.5.1 A basic overview understanding of how technology serves the field of music as a whole.				
BM.5.2. Working knowledge of the technological developments applicable to their area of specialization.				
<b>Bachelor of Music Competency 6. Synthesis</b>				
BM.6.1. Professional, entry-level competence in the area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently and a coherent set of artistic/intellectual goals, which are evident in the student's work.				
BM.6.2. The ability to work independently on a variety of musical problems by building one's musicianship to an advanced level and combining individual capabilities in performance; aural, verbal and visual analysis; composition and improvisation; and history and repertory.				

BM.6.3. The competency to form and defend value judgments about music, including the ability to communicate musical ideas, concepts, and requirements to professionals and lay persons.				
BM.6.4. Acquirement of tools to work with a comprehensive repertory, including music from various cultures of the world and music of their own time.				
BM.6.5. Acquirement of teaching skills, particularly as related to one's major area of study.				
BM.6.6. The ability to understand basic interrelationships and interdependencies among the various professions and activities that constitute the music enterprise, and to use the entrepreneurial skills necessary to assist in the development and advancement of their careers.				
<b>Bachelor of Music Education Competency 1. Desirable Attributes</b>				
BME.1.1. Personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional.				
BME.1.2. The ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.				
BME.1.3. The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.				
BME.1.4. The ability to articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.				

BME.1.5. The ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds.				
BME.1.6. The ability to evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students.				
BME.1.7. The ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.				
<b>Bachelor of Music Education Competency 2. Music Competencies.</b>				
BME2.1. <b>Conducting.</b> Being a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations through knowledge of score reading and the integration of analysis, style, performance practices, instrumentation, and baton techniques.				
BME2.2. <b>Arranging.</b> Competency to arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.				
BME2.3. <b>Functional Performance.</b> Functional performance abilities in keyboard, the voice, and instruments appropriate to the student's teaching specialization.				
BME2.4. <b>Analysis/History/Literature.</b> The ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities, and to relate their understanding of musical styles, the literature of diverse cultural sources, and the music of various historical periods to their students.				
<b>Bachelor of Music Education Competency 2.5. For future vocal/choral or general music teachers.</b>				
BME2.5.1. Sufficient vocal and pedagogical skill to teach effective use of the voice.				

BME2.5.2. Successful experience in solo vocal performance and choral ensemble.				
BME2.5.3. Performance ability sufficient to use at least one instrument as a teaching				
BME2.5.4. Successful experience in teaching beginning vocal techniques				
<b><i>Bachelor of Music Education Competency 2.6. For future instrumental music teachers.</i></b>				
BME2.6.1. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.				
BME2.6.2. Successful experiences in solo instrumental performance, as well as in both small and large instrumental ensembles.				
BME2.6.3. Successful experiences in teaching beginning instrumental students				
<b><i>Bachelor of Music Education Competency 3. Teaching Competencies.</i></b>				
BME3.1. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization, including demonstration of skill in effective classroom and rehearsal management.				
BME3.2. An understanding of child growth and development and an understanding of principles of learning as they relate to music.				
BME3.3. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.				
BME3.4. Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.				

BME3.5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.				
BME3.6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.				