

Teacher Education



Silver Lake College strives to empower students for service to others by way of a quality liberal arts education that is integrated with professional preparation, offered in an environment of mutual respect and concern for persons, and based on the principles and truths of the Franciscan Catholic tradition. Sharing the overall college vision, mission, and goals, the undergraduate and graduate Professional Education Programs at Silver Lake College build on the foundation of the liberal arts studies and provide candidates with a competency-based curriculum that is focused on meeting the **diverse educational needs of all learners in Pre-K through Grade 12 settings.**

The Initial Teacher Education Program and the Advanced Programs of Teacher Leadership, Administrative Leadership and Master of Music in Music Education share a common vision of ***Educating Professionals for All Learners***. Each program has developed a specific set of standards/competencies related to the three key areas or dimensions of ***Commitment to Others, Scholarship/Leadership and Reflective Practice*** and aligned with state, national, and professional organization standards for teachers or school administrators.

Program specific standards or competencies provide direction for the development and implementation of courses, field or practicum experiences, candidate performance and assessment, as well as the Assessment System developed for all Silver Lake College Professional Education Programs.

The three dimensions of ***Commitment to Others, Scholarship/Leadership and Reflective Practice*** provide a basis for coherence of course work, field experiences, assessment and evaluation within each of the four Silver Lake College Professional Education Programs. These common dimensions reflect ideas and practices advocated by educational leaders, as well as the mission of Silver Lake College.

Knowledge Base for Conceptual Framework's Three Common Dimensions

Scholarship/Leadership - The concepts of leadership and service are presented to the initial and advanced candidates from a practical philosophic perspective that supports professionals

who choose to serve first, and then lead as a way of expanding service to individual and institutions (Greenleaf, 1977). This view of leadership flowing from service is consistent with Judeo-Christian values, and relates to a current notion of shared instructional leadership that calls forth the substantial talents of teachers and thus links leadership with learning (Lambert, 1988).

Helpful Resources

Adler Archives
John Dewey
Multiple Intelligences
Kohlberg's Stages of Moral Development
Piaget and Theory of Cognitive Development
Vygotsky
Aristotle
Brain-based Learning
Theories of Learning
Differentiated Instruction

Commitment to Others — The concept of commitment to others is presented to the candidates as core values and actions that the candidates will develop and expand throughout their course of study and beyond. Commitment to others stems from the most essential element of the Franciscan philosophy: the promotion of truth, justice, and peace (Franciscan Committee Document, 2001).

Helpful Resources

Servant Leadership
Differentiating Instruction
Effective Teacher Characteristics
Service Learning
Culturally Effective Communication

Reflective Practice — The concept of reflective practice stems from a recognition of the need for continuous assessment of student learning, teacher performance, and school-wide programs and activities in order to improve instruction, enhance school climate, and promote learning. Assessment is viewed as an ongoing collection of data or information that enlightens the teacher, administrator, learner, parents, and community members and aims at having a positive effect upon learning (Strickland and Strickland, 1998). The reflective practices integrated into the professional programs develop the leader while improving the learning environment of students at the same time. Each program includes a reflective component, and thereby gives the candidate opportunities to examine and evaluate his/her own learning.

Helpful Resources

Wisconsin Department of Public Instruction
Marzano's Dimensions of Learning
Critical Thinking
Bloom's Taxonomy
Educational Objectives
Classroom Assessment

Standards or Competency Areas developed for each Silver Lake College Professional Education Program are listed on the chart below.

INITIAL AND ADVANCED PROGRAM STANDARDS/COMPETENCIES

Initial Teacher Education	Master of Music: Music Education	Teacher Leadership	Administrative Leadership
1. Foundation Knowledge, Skills and Dispositions	1. Foundation Knowledge, Skills and Dispositions	1. Advocacy	1. Leadership
2. Critical Thinking	2. Critical Thinking	2. Communication	2. Decision Making
3. Research	3. Research	3. Conflict Resolution	3. School Law
4. Communication/Collaboration	4. Communication/Collaboration	4. Evaluation	4. Facilities
5. Professionalism/Human Relations	5. Professionalism/Human Relations	5. Facilitation	5. Human Resources
6. Home/School/Community Relationships	6. Home/School/Community Relationships	6. Integration of Curriculum	6. Curriculum & Instruction
7. Assessment and Evaluation	7. Assessment and Evaluation	7. Problem Solving	7. Administration of Curriculum and Instruction
8. Programming	8. Programming	8. Reflection	8. Finance
9. Pedagogy/Teaching Practice	9. Pedagogy/Teaching Practice	9. Research	9. School/Community Relations
10. Management	10. Management	10. Technology	10. Research

Graduate Music Education

Advanced Professional Education Program Master of Music in Music Education: Kodaly Emphasis Program



The Master of Music in Music Education: Kodaly Emphasis Program at Silver Lake College offers experienced music educators an opportunity to develop the musical and pedagogical knowledge, skills and dispositions needed for teaching quality, child-developmental music education. It is evaluated and adjusted to embody

- current state standards and emerging national trends as stated in the National Association of Schools of Music (NASM) Standards for Graduate Music Degrees and the National Standards for the Arts,
- the articulated core areas of competency for SLC professional education programs and the standards of the SLC

Teacher Education Program, and

- program responsiveness as graduate students become master teachers in music education for diverse populations.

Master of Music in Music Education Program Within the Conceptual Framework

The Master of Music in Music Education Program supports and embodies the three key dimensions of **Commitment to Others**, **Scholarship/Leadership**, and **Reflective Practice** articulated in the SLC Conceptual Framework for Professional Educators and it endorses the knowledge base for the three dimensions summarized below.

Scholarship/Leadership- The concepts of leadership and service are presented to the Music Education candidates from a practical, philosophic perspective that supports professionals who choose to serve first, and then lead as a way of expanding service to individual and institutions (Greenleaf, 1977). This view of leadership flowing from service is consistent with Judeo-Christian values, and relates to a current notion of shared instructional leadership that calls forth the

substantial talents of teachers and thus links leadership with learning (Lambert, 1988).

Commitment to Others – The concept of commitment to others is presented to the candidates as core values and actions that the candidates will develop and expand throughout their course of study. Commitment to others stems from the most essential element of the Franciscan Philosophy: the promotion of truth, justice, and peace (Franciscan Committee document, 2001).

Reflective Practice – The concepts of reflective practice stem from the recognition of the need for continuous assessment of student learning, teacher performance, and school-wide programs and activities in order to improve instruction, school climate, and promote learning. Assessment is viewed as an ongoing collection of data or information that enlightens the teacher, administrator, learner, parents, and community members and aims at having a positive effect upon learning (Strickland and Strickland, 1998). The reflective practices integrated into the Music Education Program develop the leader while improving the learning environment at the same time. The program includes a reflective component, thereby giving each candidate opportunities to examine and evaluate his/her own learning.

Candidates preparing for the degree of Master of Music in Music Education pursue competencies related to the ten Initial Teacher Education Program Standards. These competencies address the essential knowledge, dispositions and skills needed by master music educators who assume six key teacher roles as they strive to meet the diverse needs of all learners. Competencies pertaining to the standards are aligned with Wisconsin’s Model Academic Standards for Music, and with professional content and organizational standards pertaining to the teaching of music. As noted below the ten Music Educator Standards are linked to one or more of six key music teacher roles.

	Program Standard	Teacher Role(s)
Scholarship/Leadership	1. Foundation Knowledge, Skills and Dispositions	Effective Leader Skilled Sight Singer Child-oriented Music Maker
	2. Critical Thinking	Perceptive Listener Sensitive Performer
	3. Research	Creative Music Pedagogue Child-oriented Music Maker
Commitment to Others	4. Communication/Collaboration	Effective Leader Sensitive Performer
	5. Professionalism/Human Relations	Effective Leader
	6. Home/School/Community Relations	Child-oriented Music Maker
Reflective Practice	7. Assessment and Evaluation	Creative Music Pedagogue
	8. Programming	Child-oriented Music Maker Sensitive Performer

	9. Pedagogy/Teaching Practice	Creative Music Pedagogue Child-oriented Music Maker
	10. Management	Effective Leader

Philosophical Basis for the Master of Music in Music Education Program

This advanced program is built on the basic tenets of the Kodaly philosophy of Music Education. The Kodaly philosophy and approach to Music Education were initially formulated and implemented in the 1950's in Hungary under the leadership of Zoltan Kodaly. Since then the Kodaly Emphasis in Music Education has become a worldwide phenomenon, greatly affecting the content, method, sequence and outcomes of music education in countries and nations located on every continent, including the United States (Adam, 1971).

Basic tenets of the Kodaly philosophy of Music Education include:

- Every child has a right to musical literacy as she/he has a right to reading and writing in her/his own language.
- Singing is the basic act of music making, with movement, listening and instrumental performance supporting singing.
- The folk music of a nation is the primary source of musical repertoire, as it is the child's "musical mother-tongue".
- Music instruction must be systematic, child developmentally appropriate, creative, and organized in an explicit sequence from simple to more difficult, from experience to concept, and from concept to practical applications. Such instruction, if appropriately applied, can effectively bring the power and beauty of music to the pre-nate, the infant and toddler, the pre-schooler, the elementary and secondary student, and the adult (Organization of American Kodaly Educators, 2000).

Structure of the SLC Master of Music in Music Education Program

In addition to being built on the basic tenets of the Kodaly Philosophy and the standards of the Silver Lake College Teacher Education Program, the Master of Music in Music Education Program is guided by the norms for Graduate Music Education Programs set by the National Association of Schools of Music (NASM) of which Silver Lake College is an active member. These norms provide parameters for course credit and content within the program. Likewise, a 1994 extensive project undertaken by the Music Educators National Conference (MENC) which set benchmark competencies in nine clearly delineated areas of music education for students in Grades K-12 has become a vital ingredient in the program's ongoing and dynamic assessment process. These benchmarks are available in the publication entitled National Standards for the Arts (NASM, 2001-2002; MENC, 1994).

Responsiveness of SLC Master of Music in Music Education Program

A distinctive mark of the SLC Graduate Music Program is its flexibility or responsiveness to meeting candidates' needs and adjusting procedures accordingly whenever possible. Examples of this flexibility or responsiveness include:

- openness to the values of other teaching/learning approaches in music education without diluting the basic Kodaly approach,
- respect for teaching styles of every student balanced with clear and concise suggestions for alternate approaches, and
- consistent, ongoing research and professional involvements with leaders and members of educational and medical organizations representing prenatal, early childhood, elementary, secondary, college and university levels, to faculty of other institutions, and students of every age.

Outcomes of the SLC Master of Music in Music Education Program

The Graduate Music Degree Program focuses on the attainment of knowledge, skills and dispositions related to the undergraduate Teacher Education Program standards and, as a graduate program, aims at their development to an advanced or "master" level. The outcomes for the Master of Music in Music Education Program include the following:

Effective Leaders

The concept of leadership presented to the Master of Music Education candidates is based on the practical, philosophic perspective that professionals choose to serve first, and then lead as a way of expanding service to individuals and institutions (Greenleaf, 1977). To be a truly effectual leader, the music educator must consider the moral and spiritual dimensions of leadership (Jaccard, 2202; Kodály, 1974).

Creative Music Pedagogues

In order to implement the Kodaly Concept of Music Education at all levels, the music educator must have more than an understanding of the philosophy and pedagogical sequence inherent in the Kodaly Concept. They must bring a creative artistic dimension to the entire teaching process (Choksy, 1974), (Clayton, 2002) (MENC, 1994, 2002), (NASM, 2001 – 2002).

Perceptive Listeners

Well-developed listening skills are needed for the promotion of effective communication regarding musical styles, classification of genres and music making per se. Perceptive listeners are open to new avenues in the teaching and learning process of music education (Eösze, 1962; Holland, 1988).

Sensitive Performers

The artistry of a music educator is integral to developing the aesthetic dimension of those they teach. The music educator is sensitive to the development of musicianship in diverse learners, particularly in the area of singing (Vikar, 1985).

Skilled Sight Singers

The whole Kodaly concept is predicated on the use of the voice in experiencing music. Because of this, singing is the vehicle whereby musical concepts are learned and expressed. The music educators must be able to "see what they hear and hear what they see" (Kodály, 1974).

Child-oriented Music Makers

Music educators are knowledgeable of the various stages of human development which shape their perception and planning of music curricula. Music making is a lifelong

activity and therefore any music education curriculum must consider comprehensive musicianship training from the pre-nate to the adult (Ádám, 1944), (MENC, 1994).

References for Knowledge Base of Master of Music in Music Education: Kodaly Emphasis Program

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Graduate Education

Educating Professionals for All Learners

Scholarship/Leadership Commitment to Others Reflective Practice

The Silver Lake College Graduate Education Programs of **Administrative Leadership** and **Teacher Leadership** offer Master of Arts degrees, provide professional development for teachers and administrators and meet the requirements for four school administration licensures in the state of Wisconsin -- #51 K-12 Principal, #80 Director of Special Education and Pupil Services, #10 Director of Instruction, #08 School Business Administrator.

Each component of the Graduate Education competency-based programs supports and builds upon the SLC Teacher Education Program core dimensions of **scholarship/leadership**, **commitment to others** and **reflective practice**.

Scholarship/Leadership- The concepts of leadership and service are presented to the Administrative Leadership and Teacher Leadership students from a practical philosophic perspective that supports professionals who choose to serve first, and then lead as a way of expanding service to individual and institutions (Greenleaf, 1977). This view of leadership flowing from service is consistent with Judeo-Christian values, and relates to a current notion of shared instructional leadership that calls forth the substantial talents of teachers and administrators and thus links leadership with learning (Lambert, 1988).

Commitment to Others – The concept of commitment to others is presented to the Administrative Leadership and Teacher Leadership students as core values and actions that the students will develop and expand throughout their course of study. Commitment to others stems from the most essential element of the Franciscan Philosophy: the promotion of truth, justice, and peace (Franciscan Committee document, 2001).

Reflective Practice – The concepts of reflective practice stem from the recognition of the need for continuous assessment of student learning, teacher performance, and school-wide programs and activities in order to improve instruction, school climate, and promote learning. Assessment is viewed as an ongoing collection of data or information that enlightens the teacher, administrator, learner, parents, and community members and aims at having a positive effect upon learning (Strickland and Strickland, 1998). The reflective practices integrated into the Teacher Leadership and Administrative Leadership programs develop the leader while improving the learning environment at the same time. Each area of study and course in all Graduate Education Programs includes a reflective component. Thereby each student is able to examine and evaluate his/her own learning. The highly pragmatic philosophy of SLC Graduate Education programs encourages students to include application, evaluation as next steps to their professional settings.

Administrative Leadership

Administrative Leadership Program

Conceptual Framework

Educating Professionals for All Learners
Scholarship/Leadership Commitment to Others
Reflective Practice

Program Focus

Developing Professionals Who Are
Visionary Leaders Resourceful Managers
Reflective Educators



Program Focus: The Advanced Program of **Administrative Leadership** shares the vision of **Educating Professionals for All Learners**. Through its competency-based curriculum, the Program is designed to help potential school administrators develop as **Visionary Leaders, Resourceful Managers, and Reflective Educators**.

Program Expectation: The Administrative Leadership Program expectation for both itself and for enrolled candidates is that all will work to achieve the high degree of excellence that should be the hallmark of a truly reflective educator.

The goals of the Advanced Program of **Administrative Leadership** guide candidates in acquiring knowledge, skills, and dispositions needed for effective leadership in the 21st century by

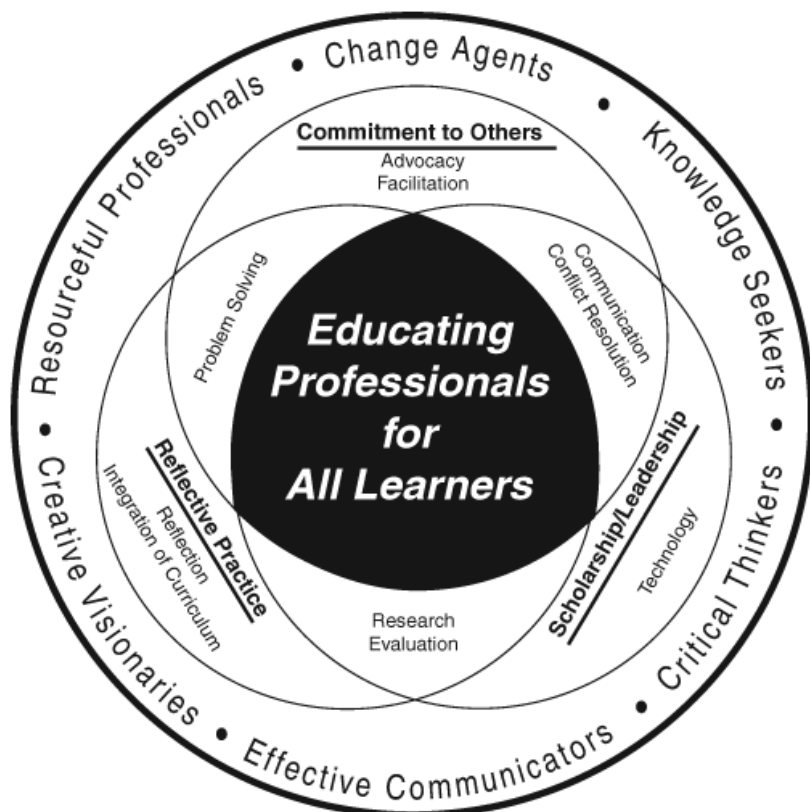
1. embracing effective forms of leadership
2. understanding how to create organizations which are responsive to individual needs and cultural diversity
3. acquiring and applying new knowledge and using appropriate technologies in the service of human beings.

Candidates in the Advanced Program of **Administrative Leadership** pursue ten core competencies. These competencies address the essential knowledge, skills, and dispositions needed by master educators who assume administrative roles related to

the dimensions of **Commitment to Others**, **Scholarship/Leadership** and **Reflective Practice** as they strive to meet the diverse needs of learners. Competencies are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards and the Wisconsin Administrator Standards. As noted below the ten core competencies of the **Administrative Leadership** program are linked to two or three key administrator roles.

Conceptual Framework Dimension	Program Competency	Administrator Role(s)
Scholarship/Leadership	Research	Reflective Educator Visionary Leader
	Leadership	Reflective Educator Visionary Leader Resourceful Manager
	Decision Making	Reflective Educator Visionary Leader Resourceful Manager
Commitment to Others	Human Resources	Visionary Leader Resourceful Manager
	School Law	Reflective Educator Resourceful Manager
	School Community Relations	Reflective Educator Visionary Leader Resourceful Manager
	Facilities	Visionary Leader Resourceful Manager
	Finance	Visionary Leader Resourceful Manager
Reflective Practice	Curriculum & Instruction	Reflective Educator Visionary Leader Resourceful Manager
	Administration of Curriculum & Instruction	Reflective Educator Visionary Leader Resourceful Manager
	All Licensure Competencies	Reflective Educator Visionary Leader Resourceful Manager

Teacher Leadership



The competency-based **Teacher Leadership** program is designed for experienced classroom teachers who wish to develop knowledge, skills, and dispositions that will allow them to take a more active professional leadership role. The underlying premise is that classroom teachers must be on the front line of creating the vision for the future that will lead to significant and lasting school improvement. The **Teacher Leadership** Program is designed to *Educate Professionals for All Learners* by helping Teacher Leaders develop as **Creative Visionaries, Critical Thinkers, Knowledge Seekers, Change Agents, Resourceful Professionals, and Effective Communicators**. Through its competency-based curriculum, the Program is designed to help potential school

administrators develop as **Visionary Leaders, Resourceful Managers, and Reflective Educators**.

The **Teacher Leadership** goals consist in helping candidates obtain a better understanding and knowledge of

1. teaching as a profession and of the teacher's role within that profession that includes awareness of the political, social, and economic context of education, including the demands placed on the school by society and the resources affecting school operation.
2. the dynamics of the school environment
3. knowledge of the process of institutional change and the role of effective leadership in that process.

Candidates in the Advanced Program of **Teacher Leadership** pursue ten core competencies. These competencies address the essential knowledge, skills, and dispositions needed by master educators who assume six designated teacher roles related to the dimensions of **Commitment to Others, Scholarship/Leadership** and **Reflective Practice** as they strive to meet the diverse needs of learners. Competencies are aligned with the National Policy Board for Professional

Teaching Standards, the Wisconsin Teacher Standards, and with professional content and organizational standards. As noted below the ten core competencies of the **Teacher Leadership** program are linked to two or more key teacher roles.

Conceptual Framework Dimension	Program Competency	Teacher Role(s)
Scholarship/Leadership	Research	Change Agent Critical Thinker Creative Visionary
	Communication	Effective Communicator Change Agent
	Technology	Resourceful Professional Knowledge Seeker Change Agent
Commitment to Others	Advocacy	Resourceful Professional Change Agent Effective Communicator
	Facilitation	Resourceful Professional Change Agent
	Problem Solving	Change Agent Critical Thinker Creative Visionary
	Conflict Resolution	Critical Thinker Resourceful Professional
Reflective Practice	Reflection	Knowledge Seeker Critical Thinker Creative Visionary Resourceful Professional
	Integration of Curriculum	Resourceful Professional Change Agent Effective Communicator
	Evaluation	Critical Thinker Change Agent