

# **The Florida Music Educators' Association Strategic Plan 2015-2017**

## **Music Education: Diversity in Music Education**

### **Mission**

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

**The FMEA Board of Directors have identified areas of significant focus for the years 2015-2017.**

### **A. Learning and Teaching in Music**

The FMEA will focus on the development of strategies to promote sustained learning in music and to create models of teacher effectiveness in music education to prepare students with the skills necessary to achieve in music, academics, and society in order to foster the value of lifelong learning and participation in music.

### **Rationale**

The Florida Music Educators Association is dedicated to focusing on sustaining learning that is student centered. The Florida Music Educators' Association's continuing challenge is to promote comprehensive, balanced, and sequential music education for all students based on Florida State Standards for music. Successful implementation of these standards is dependent on effective curriculum, instruction, and assessment models. The FMEA plays an important role in identifying, and developing these models as well as providing professional development for music educators. Teaching and learning models must address a diverse population in order to ensure equal access for all Florida students. All students should be given the opportunity to have a meaningful musical experience regardless of race, culture, special needs, gender, socioeconomic status, or geographical location. FMEA will continue to sustain all efforts in the promotion of lifelong learning and participation in music for all.

### **Strategies**

A.1 FMEA will provide professional development in support of current trends in education through curriculum, instruction, and assessment initiatives with a focus on sustaining learning. This professional development model may include, but is not limited to, the FMEA Professional Development Conference in January, regional seminars, webinars, summer institute, and music demonstration/model school partnerships. Topics will include, but are not limited to: diversity in music education, health and wellness, diverse learners, lifelong participation in music, implementation of Florida State Standards, revised Course Descriptions, English speakers of other languages, world music, and technology.

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A.1.1 Work toward changing attitudes from teacher centered to student centered learning through webinars, articles, and varied professional development.

A.1.2 Identify and promote schools and teachers that demonstrate best practices in music instruction: including scheduling models, innovative programs, sequential curriculum, and model teaching. Include the teachers who have “exciting” programs. Feature these programs as demonstration groups for professional development.

A.1.3 Include focus sessions at the annual professional development conference in areas of critical need: diversity in music education, health and wellness, diverse learners, and lifelong participation in music.

A.1.4 Continue to develop and support valid assessment models that validate student success and learning in music.

A.1.5 Further develop the annual Summer Institute that promotes quality, and comprehensive music education for all students.

A.1.6 Provide a support system to aid music teachers in the access and interpretation of quality research.

A.1.7 Design and present summer professional development opportunities (such as the Multicultural Network and Emerging Leaders seminars), that promotes a quality comprehensive music education.

A.1.8 Support a scaffold professional development model including, but not limited to, the FMEA Professional Development Conference in January, and regional seminars.

A.1.9 Develop FMEA publications, brochures, and materials that address specific needs.

A.2 Further develop meaningful collaborations between the Florida Music Supervision Association and university teacher training programs to promote world-class teacher preparation supported by current educational trends, research, and technology.

A.2.1 Facilitate conversation between the Florida Music Supervision Association and the Florida College Music Educators Association.

A.3 Develop learning and teaching strategies that focus attention on all students.

A.3.1 Further develop a collaborative relationship between K-12 and college/university educators to promote a seamless accord of the music education process.

A.3.2 Promote outstanding examples of diverse music ensembles and musical offerings in the promotion of a total and well-rounded music program for all at the annual Professional Development Conference.

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A.3.3 Promote strategies that focus attention on students of diverse learners at all educational levels.

A.3.4 Expand the dissemination of *Research Perspectives in Music Education*.

**B. Music Educator Recruitment and Sustainability**

The FMEA will engage prospective and current music educators in order to stimulate involvement and sustainability in music education.

**Rationale**

To ensure the future of quality music instruction for all students, FMEA must work within certified programs/activities and in collaboration with other organizations in the recruitment of competent individuals to music education. FMEA must continue to nurture these new educators during their primary years and also continue to support the professional development and vitality of veteran music educators.

**Strategies**

B.1 Develop a program to encourage the diverse population of Florida students to pursue music education as a career.

B.1.1 Support meaningful collaborative activities with and between Tri-M, CNAfME, and FMEA.

B.1.2 Establish a Leadership Conference for NAFME collegiate in conjunction with Tri-M students with a goal to link students interested in music education as a career.

B.2 Continue to develop a comprehensive mentor program for new teachers, new teachers to Florida, and experienced teachers in need of improving expertise and changing focus or levels.

B.2.1 Identify early career and new-to-Florida music educators in order to provide support.

B.2.2 Coordinate mentor resources with component organizations to identify and assist teachers through the organization of seminars at the state conference, summer conferences, and district meetings.

B.2.3 Support round table discussions for mentors and mentees.

B.2.4 Develop the feasibility of an FMEA grant program to help fund substitutes for teachers in need of mentoring by submitting an application for approval.

B.3 Provide support for music educators who do not have music supervisors or collaborative

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professional relationships in their area of the state.

B.3.1 Identify and connect with educators to determine the professional needs of teachers and students.

B.3.2 Support district and/or area gatherings for teachers to encourage networking and to form work/support groups.

B.3.3 Create a scholarship program to provide for underserved county members' participation in the FMEA Professional Development Conference.

B.4 Support awards programs that recognize teachers, administrators, and arts advocates (including state and community leaders) who support music education. Conduct an annual review of recognition awards to be presented at the FMEA Professional Development Conference.

### **C. Leadership**

The FMEA will improve the institutional effectiveness of the organization by identifying and empowering individuals capable of providing unifying and visionary leadership for the membership.

#### **Rationale**

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

#### **Strategies**

C.1 Promote and continue to develop and expand the Emerging Leaders program.

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

C.2.1 Provide a Summer Institute for leaders that combine traditional pedagogy and new trends in music education.

C.3 Encourage student participation in nationally sponsored honors ensembles.

C.4 Support music educators who do not have music supervisors or collaborative professional relationships in their area of the state.

### **D. Advocacy**

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The FMEA will advocate for quality, comprehensive music education in all Florida schools.

## **Rationale**

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

## **Strategies**

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

D.1.1 Develop an FMEA legislative platform annually through cooperative work of the Advocacy Committee, the Executive Director, and Capitol Hill Group

D.1.2 Design plans to encourage FMEA members to communicate with legislators and record visits and comments through the use of Engage (formerly CapWhiz) and online legislative visit database.

D.1.3 Develop on going talking points document each year specific to legislation and school administrators.

D.1.4 Promote the use of the Department of Education fine arts report.

D.1.5 Distribute advocacy information to members including Corporate and Academic Partners (FCAP) through eblasts and marketing materials.

D.1.6 Create marketing materials by developing an Advocacy Brand (e.g., Opt in for Music Education)

D.2 Maintain and enhance collaborations with other fine arts and education organizations.

D.2.1 Research and study legislative platforms offered by other subject areas and promote collaborative conversation.

D.2.2 Continue to communication with the Florida Association of School Administrators, the Florida Association of School Boards, and the Florida Association of District School Superintendents.

D.2.3 Enlist the assistance of component boards, including FMSA to identify strong and passionate district advocacy contacts.

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D.3 Develop advocacy materials to promote music education and music education activities.

D.3.1 Communicate with the public through social media about FMEA activities and accomplishments (e.g., awards, All-state events)

D.3.2 Develop numerous press releases of school success stories where arts have transformed schools and increased student achievement (share your story).

D.3.3 Create and post information to be placed in concert programs.

D.3.4 Create Power-points that can be used to play prior to concerts, including data information.

D.4. Develop leaders through activities involving members including emerging leaders and collegiate members.

D.5. Create a recognition system through the Awards Committee to recognize outstanding advocates such as "Advocate of the Year".

D.6. Provide Professional Development on Government Relations and Advocacy related to music education (Summer Institute, Emerging Leaders, Component Conferences).

**E. Association Vitality**

The FMEA will serve the needs of constituencies through aligned vision, sound fiscal practices, systems, structures, and resources within the association.

**Rationale:**

FMEA must continue to serve the needs of our constituents in the declaration of a strong, vibrant and fiscally sound association.

**Strategies**

E.1 Build and maintain relationships that enable FMEA, component organizations, and individual members to accomplish differentiated goals within a unified structure through implementation of the strategic plan.

E.2 Further develop and expand collaborations with the music industry, academic institutions, and other related industries through the FMEA Corporate and Academic Partners (FCAP) program.

E.2.1 Continue to develop relationships with FCAP and further develop marketing materials.

E.3 Further develop ways to increase membership in the association.

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E.4 Identify and develop state leaders to become officers in FMEA and component organizations.

E.5 Develop a think-tank of key members to brainstorm future directions of music education in Florida.

E.6 Review financial contracts, liabilities, value of assets, and long-term growth, in order to determine options for the Association's future.