

The Florida Music Education Association Strategic Plan Status Report 2019-2021

Conference Theme:

Celebrating Musical Excellence: Past, Present, & Future

Mission Statement

The mission of The Florida Music Education Association is to promote quality, comprehensive music education in all Florida schools.

The FMEA Board of Directors have identified the following areas of significant focus for the years 2019-2021:

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 to foster the value of lifelong learning and participation in music.

Rationale

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.

A.1 FMEA will provide professional development in support of current trends in education through curriculum, instruction, and assessment initiatives. 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.

A.1.1 Work toward changing attitudes from teacher centered to student centered learning

with a *focus on conceptual 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. 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 such as diversity in music education, health and wellness, diverse learners, and lifelong participation in music.

A.1.4 Continue to develop and support valid and viable assessment models that validate student success and learning in music. Different districts assess differently and across different platforms.

A.1.5 Further develop the annual Summer Institute to promote 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), which promote quality, and 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.1.10 Expand the dissemination of *Research Perspectives in Music Education*.

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

A.3 Develop and promote learning and teaching strategies that focus attention on diversity of learners:

A.3.1 Further develop and promote collaborative relationship between K-12 and college/university educators.

A.3.2 Promote outstanding examples of diverse music offerings that support a well-rounded music program, particularly at the Professional Development conference.

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 structured 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.

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, FL NAfME Collegiate, and FMEA.

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 to component groups, district, district school communication.

B.2.2 Coordinate mentor resources *and music supervisors for collaboration* 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 Develop an FMEA grant program for *all components and committees* to help fund teachers in need of mentoring by submitting an application for approval.

B.3 Provide support *and advocacy* for music educators who do not have music supervisors or collaborative 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 *across the diversity of school settings*.

B.3.2 Support district and/or area gatherings for teachers to encourage networking *across the state in all school settings*.

B.3.3 Create and expand social media for professional learning communities.

B.3.4 *Continue to support* 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 awards 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.

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 innovative trends in music education with leadership strategies.

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

C.4 Encourage development of student leaders through an increase focus on Tri-M and collegiate chapters including Student Leadership sessions, the Student Conference Experience, and advocacy opportunities at state and national levels.

D. Advocacy

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.

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 Encourage and support FMEA members to communicate with legislators and other policy makers. Record visits and comments through the use of online legislative visit database.

D.1.2 Develop an annual-talking points document specific to legislation and school administrators.

D.1.3 Promote the use of the Department of Education fine arts report. Explore collaborative visual arts education research to use more effectively.

D.1.4 Distribute advocacy information to Corporate and Academic Partners (FCAP) through e-blasts and marketing materials.

D.1.5 Create legislative language that rewards schools for high quality sequential music programs.

D.1.6 Develop ways to encourage FMEA parents to connect with FMEA for advocacy information and support.

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 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.

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

D.3.1 Develop frequent and regular social media communication regarding FMEA activities and accomplishments. Attempts should be made to target parents and pre-college students.

D.3.2 Create and post consistently on the FMEA website updated information which could be placed in school concert programs.

D.3.3 Create multi-media advocacy presentations that can be play prior to school concerts, including data information. Such presentations could include an FMEA channel on YouTube, parent testimonials, and recordings of recognized outstanding teachers.

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.

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.3 Develop additional communications and brand to increase membership in the association.

E.4 Identify and develop state leaders and opportunities for engagement in FMEA and component organizations.

E.5 Develop a think-tank of key members to brainstorm FMEA goals and strategies, and future directions.

E.6 Review financial contracts, liabilities, value of assets, and long-term growth. Information should be used to determine the associations' future options to meet the needs of music education.