

2023 - 2025

Florida Music Education Association Strategic Plan

Professional Learning Conference Theme:
Music Education Begins with M.E.



OVERVIEW



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 has identified the following areas of significant focus for the years 2023-2025:

A

Teaching and Learning in Music

B

**Music Education Workforce
Recruitment and Retention**

C

Leadership

D

Advocacy

E

Association Vitality



Teaching and Learning in Music



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

Rationale

The Florida Music Education Association's continuing focal point is to promote comprehensive, balanced, inclusive, and sequential music education for all students based on Florida Curriculum 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 learning opportunities for music educators. Teaching and learning models must address Florida's population to ensure equal access for all Florida students. All students should be allowed to have a meaningful musical experience regardless of race, culture, special needs, gender, socioeconomic status, sexual orientation, geographic location, or any other boundary that may inhibit a student from receiving a quality and comprehensive music education. 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 learning opportunities in support of current trends in education through curriculum, instruction, and assessment initiatives. This professional learning model may include but is not limited to, the FMEA Professional Learning Conference, regional seminars, webinars, online resources, and the Institute. Topics will include, but are not limited to: diversity and inclusivity in music education, health and wellness, diverse learners, lifelong participation in music, Florida Curriculum Standards for Music, English speakers of other languages, world music, technology and "non-traditional" course offerings such as modern band, and popular music study.

A.1.1 Identify and promote successful programs that champion a student-centered (rather than teacher-centered) approach with a focus on conceptual learning.

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 learning.

- A.1.3 Include focus sessions at the annual Professional Learning Conference in areas of critical need such as diversity and inclusivity in music education, health and wellness, diverse learners, lifelong participation in music, and a variety of music offerings that represent "non-traditional" music learning.
- A.1.4 Further develop the annual Institute to promote quality, inclusive comprehensive music education for all students with a strong focus on future trends in education and music education.
- A.1.5 Provide a support system to aid music educators in the access and interpretation of quality research.
- A.1.6 Design and present summer professional learning opportunities (e.g., Multicultural Network and Emerging Leaders seminars), that promote quality, inclusive, comprehensive music education.
- A.1.7 Support a scaffold professional learning model including, but not limited to, the FMEA Professional Learning Conference in January, regional seminars, and virtual professional learning offerings and webinar series.
- A.1.8 Develop FMEA publications, brochures, and materials that address specific needs.
- A.1.9 Expand access to the research articles that are included in *Research Perspectives in Music Education* and *The Florida Music Director*.
- 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 Florida's demographic population.
 - A.3.1 Develop and promote collaborative relationships between K-12 and college/university educators to prepare preservice teachers for various classroom settings.
 - A.3.2 Promote outstanding examples of diverse music offerings that support a well-rounded music program, particularly at the FMEA Professional Learning Conference.



Music Education Workforce Recruitment and Retention



The FMEA will engage prospective and current music educators to stimulate involvement and sustainability in music education including health and wellness initiatives.

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 high-quality professionals for music education. FMEA must continue to nurture these new educators during their primary years and continue to support the professional learning and vitality of veteran music educators. This support will include the health and wellness of music educators.

- B.1** Develop and expand programs to encourage the diverse population of Florida students to pursue music education as a career.
 - B.1.1** Support meaningful collaborative activities with Tri-M, FL NAfME Collegiate, and FMEA.
- B.2** Continue to support comprehensive professional learning programs for music educators.
 - B.2.1** Expand professional learning resources with music supervisors and component organizations to identify and assist teachers through seminars at the state conference, summer conferences, and district meetings.
 - B.2.2** Develop professional learning tracks for early career teachers.
- B.3** Provide support and advocate 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 through surveys, forums, and/or town hall meetings.
 - B.3.2** Support district and/or area gatherings for teachers to encourage networking across the state in all school settings.
 - B.3.3** Strengthen the scholarship program to provide for underserved county members' participation in the FMEA Professional Learning Conference.

- B.4** Support awards programs that recognize teachers, administrators, and arts advocates (including state and community leaders) who support music education.
 - B.4.1** Conduct an annual review of awards presented at the FMEA Professional Learning Conference.
- B.5** Support the expansion of the Health and Wellness Committee to support the retention of FMEA members.
 - B.5.1** Increase music educator productivity and engagement by focusing on health and wellness initiatives to improve morale, reduce stress and burnout, and increase retention.
 - B.5.2** Provide physical and mental health and wellness training through the FMEA Professional Learning Conference in January, regional seminars, virtual professional learning offerings, and webinar series.



The FMEA will improve institutional commitment by generating opportunities that cultivate leadership within the organization.

Rationale

Leadership development among members is vital to the future of the FMEA. Continuous efforts must be placed on increasing opportunities for members to become equipped with the tools to be successful organizational leaders with emphasis on their specific, unique, and individual skill sets. Leadership within FMEA will focus on skills needed at the school, district, and state levels. As a reflection of the membership, leadership opportunities should be centered around strengthening and innovating the instructional and organizational practices of FMEA and all music programs in the state of Florida.

- C.1** Promote and continue to expand leadership and mentorship opportunities for members.
- C.2** Support and refine a comprehensive program to develop leaders in the field of music education.
 - C.2.1** Provide an Institute for leaders that focuses on the future of general education and music education with a focus on effective, inclusive leadership strategies.
 - C.2.2** Increase the opportunities and elevate the membership of the FMEA Emerging Leaders Program.
- C.3** Encourage student participation in district, state, and nationally sponsored honors ensembles.
- C.4** Encourage the development of student leaders through a continued focus on Tri-M chapters, Florida NAFME Collegiate chapters, Student Leadership sessions, Student Conference Experiences, Advocacy opportunities at the district, state, and national levels.
- C.5** Clearly define leadership pathways and programs.

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

Rationale

FMEA must continue to be a leader for arts advocacy in the state of Florida. The changing educational landscape coupled with a focus on rebuilding and strengthening programs following a once-in-a-lifetime pandemic, has made it imperative to work collaboratively to advocate effectively for time and access to inclusive, high-quality, sequential arts education programs in all schools. FMEA must maintain partnerships with other arts and education associations, colleges & 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 those 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 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 policymakers. Record visits and comments using the online legislative visit database.
 - D.1.2** Develop an annual, talking points document specific to legislation and school administrators.
 - D.1.3** Work with FMEA staff to develop the Arts Education Data Project for Florida using data from the DOE fine arts report.
 - D.1.4** Work on passage of the Florida Seal of Fine Arts legislation or similar legislation that rewards schools for high-quality sequential music programs.
 - D.1.5** 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 Strengthen communication with the Florida Association of School Administrators, the Florida Association of School Boards, the Florida Association of District School Superintendents, and the Florida PTA to include potential presentations for these organizations.

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

D.2.4 Strengthen shared messaging with the Florida Cultural Alliance.

D.2.5 Build awareness of and potential relationships with Florida Council on Arts and Culture Committee members.

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

D.3.1 Work with designated FMEA social media staff members to develop an advocacy/marketing plan to include the development of social media “templates” that will support regular social media communication regarding FMEA activities and accomplishments. Target communication based on audience, (e.g., FMEA members, collegiate members, parents).

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

D.3.3 Be nimble in creating multi-media “just in time” advocacy resources for use by members. These resources could include, but are not limited to multi-media advocacy presentations that can be played prior to school concerts and FMEA all-state concerts, short advocacy videos, including parent and community member testimonials.

D.3.4 Develop advocacy materials to be distributed in late fall for use in schools prior to registration for the following school year.

D.4 Develop advocacy champions through activities involving emerging leaders, collegiate members, and district and community leaders.

D.4.1 In collaboration with FCNAfME produce Collegiate Advocacy Day during the legislative session.

D.4.2 Provide training and support to create and/or strengthen local (countywide or district) advocacy chapters or coalitions.

D.4.3 Continue to provide training on advocacy strategies for a variety of audiences (e.g., FMEA members, Emerging Leaders, Component Conferences, Parent meetings).

D.5 Utilize FMEA's recognition system, managed by the awards committee, to advocate for music programs, by showcasing outstanding music educators, administrators, superintendents, school board members, music business partners, music programs, and music projects that champion FMEA's mission.

D.5.1 Work with FMEA social media staff to highlight awardees and accomplished FMEA members throughout the year.

D.5.2 Continue to research the creation of an Advocate of the Year award. Consider criteria that would open this recognition to non-educators and celebrities.

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

Rationale

FMEA must continue to elevate the mission and vision of the Florida Music Education Association and increase stakeholder engagement in the declaration of a strong, vibrant, and fiscally sound association.

- E.1** Build and maintain relationships that enable FMEA, its organizational units (e.g., components, committees,) and individual members to accomplish differentiated goals within a unified structure through the 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 strategic communications and brand to increase association membership that reflects Florida's population.
 - E.3.1** Establish a Communication Committee to work to elevate the brand of FMEA through the identification of marketing strategies to encompass all communications - social media, web, etc.
 - E.3.2** Create a marketing and communication master marketing calendar in collaboration with staff.
- E.4** Identify and develop state leaders and opportunities for engagement in FMEA and component organizations.
- E.5** Develop an inclusive think-tank of key members to brainstorm FMEA goals and strategies, and future directions to strengthen the FMEA community.
- 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.