



Improving Student Learning  
Content Knowledge  
Music Standards  
Assessment

PROFESSIONAL



DEVELOPMENT

CONFERENCE



February 16–18, 2012  
Columbus, Ohio



OMEA Professional  
Development Conference

2012



Ohio Music Education Association  
Professional Development Conference  
February 16–18, 2012  
Columbus, Ohio

*Why should music teachers attend?*

- Serves as a high quality professional development opportunity
- Provides information and training on the latest research and trends in music education
- Refreshes and enhances teaching skills
- Reviews the latest developments in music technology
- Provides networking opportunities with master teachers, workshop leaders, and music industry professionals



**Format for receiving verification of completion for High Quality Professional Development component:**

Thursday, February 16, 2012

10:00 a.m. – 12:30 p.m.

Attend Pre-Conference session

For those seeking verification of participation (not graduate credit), the OMEA Curriculum and Assessment Committee will conduct an introduction to the conference. The Pre-session will provide the focus for the High Quality Professional Development, the assessment rubrics to be used during attendance at selected sessions and the procedure for earning the HQPD certificate. (10 total hours of instructional time)



Thursday – Saturday, February 16–18, 2012

Attend a minimum of 6 specified sessions:

Using the Ohio Academic Content Standards in Music as a lens, participants will attend a minimum of six clinic/workshop sessions on topics of their choice.

Before Monday, March 5

Submit a Post-Conference Written Reflection

Participants will respond to guided questions and submit their Reflection on-line. Reflections will be assessed by at least two members of the OMEA Curriculum and Assessment Committee using a rubric. A Reflection rating of **Exemplary** or **Satisfactory** completes the HQPD requirements.



Participants who have satisfactorily completed the requirements of this in-depth, focused professional development experience will receive a certificate from the Ohio Music Education Association verifying attainment of this Highly Qualified Professional Development for 10 hours of instructional time.

# Session topics for the 2012 Ohio Music Education Association Professional Development Conference will include:

(listing as of August, 2011. Subject to change)

## General Topics

Advocacy  
Classroom Management  
Co-Teaching  
Leadership Success  
Ohio's Value Added Accountability  
System and Teacher Merit Pay  
Organizing Your Program  
Tips for Music Teachers from a  
Principal's Perspective

## Band

Alternative Large Instrumental Methods  
Brass Pedagogy  
Creativity in the Secondary  
Instrumental Ensemble  
Developing Musicianship in  
Beginning Band  
Developing Rhythmic Literacy  
Differentiation in Beginning Band  
Ensemble Intonation  
Improving the Flute Section  
Practical Score Preparation  
Preparing for Expressive Performance  
Maintaining Good Instrumentation  
Marching Band Success  
Rehearsal Techniques  
Student Composition in Band  
Teaching Single Reeds  
Tools for the Young Percussionist

## Choral

Building a Well-Rounded Choral Program  
Choral Conducting  
Choral Reading Sessions  
Contemporary Music  
Developing Beautiful Choral Tone  
Incorporating World Music into Your  
Choral Program  
Inspiring Young Singers  
Keys to Artistic Choral Performance  
Poetic Texts for Chorus  
Rehearsal Strategies  
Repertoire for Male Choruses  
Sight-Singing Strategies  
Vocal Pedagogy for Adolescent Singers  
Vocal Technique

## Orchestra

Activities for Beginning Strings  
Addressing Jazz and Popular  
Standards in Orchestra  
Alternative Strings Program  
Conductor's Tune Up  
Developing Virtuosity

Double Bass Resonance and Sound  
Establishing Solid Rhythm, Intonation  
and Tone from the Beginning  
Introducing the Mandolin Orchestra  
Tips for Successful String Auditions  
Tune Ups for Your String Instruments

## Jazz

Building Blocks for Vocal Jazz at Any Level  
Conveying Jazz and Related Styles to  
Students  
Ingredients to Successful Jazz Improvisation  
Introducing Jazz to Kids through  
Scattin' Fun  
Jazz Articulation Secrets  
Jazz in the K-6 General Music Classroom  
Solo Jazz Singing  
Teaching Jazz in Middle School  
Working with the Jazz Rhythm Section

## General Music

Children's Songs and Folktales  
Creative Projects and Activities for  
General Music  
Drumming in the Elementary  
Music Classroom  
Gordon's Music Learning Theory  
Introduction to Kodaly  
Music and Children's Literature  
Music, Songs, and Dances from  
World Cultures  
New Materials and Repertoire for  
General Music  
Parent Programs with Integrity  
Pedagogy: Orff, Kodaly, Dalcroze  
Recorders  
Reviving America's Folk Music Tradition

## Multicultural

Creative Capitol as a Source for  
Multicultural Music  
Dance and Music of Ireland  
Drumming Up World Music  
Music of Canada  
Weaving Japanese Storytelling into Music  
Zimbabwean Marimba Music for  
Orff Instruments

## Curriculum, Integration and Assessment

Correlating Music Standards and STEM  
Drama and Children's Literature in the  
Music Classroom  
Molding the K-12 Musician from  
General Music to Ensembles  
Music and Literacy Connections  
Music and Reading Fluency  
State Music Content Standards  
Draft Update

## OCMEA

Adventures in First Year Teaching  
Getting a Music Teaching Job  
Reconnecting to the Heart of Music  
Strategies for Classroom Management  
and Other Challenges for the  
New Teacher  
Transitioning from Student to Teacher  
Test Taking Strategies for the Praxis Music  
Content and PLT

## Research

Action Research in the Music Classroom  
Maintaining and Active Research Agenda  
Neuromusical Research Implications  
Research on Why HS Students Drop  
Out of Music  
Psychology of Music Performance  
Vernacular Musicianship

## Special Learners

Adapted Hip-Hop Music  
Curriculum and Assessment for Students  
with Special Needs  
Impact of Mental Health Diagnoses  
on the Educational Setting  
Music Education and Music Therapy  
Sign and Sing  
Special Learners Roundtable  
Understanding Autism

## Music Technology

TI:ME Regional Conference  
Creating a Music Technology Classroom  
Finale and Select HS Wind Players  
Hands-on Training and Software  
Review/Analysis  
Integrating Computer-Assisted  
Instruction in Music  
Smart Boards in the Music Classroom  
Technology Based Performing Ensemble

## Music educators planning to register for the Ohio Music Education Association's High Quality Professional Development Opportunity should:

1. Register for HQPD by checking the box on the Conference Pre-Registration form. You must pre-register to attend.
2. Update their Individual Professional Development Plan to include the OMEA HQPD and submit the plan to their Local Professional Development Committee for approval prior to attending this conference.

If you missed this opportunity last year, don't miss it this year!

If you participated last year, join us again!

In 2012, a new level four will be offered on the topic of assessment for those who have successfully completed 3 previous levels.

More detailed information, including registration and a complete schedule of events, will be available in *TRIAD*, the official publication of OMEA, or on the OMEA website:

[www.omea-ohio.org](http://www.omea-ohio.org).

You may also contact the OMEA

Curriculum and Assessment Committee:

Cathy Buchholz, Chair,

[cathybuchholz@roadrunner.com](mailto:cathybuchholz@roadrunner.com)

## What music educators who participated in past HQPD had to say:

*I think the most valuable aspect of the program was that it kept fresh in my mind the language and applications of the Standards in Music. I thought the presenters did an excellent job of explaining the Ohio Standards, Benchmarks, and Indicators, and then sending me forth armed with the Session Checklist to follow-up and apply the lessons we had been taught.*

*I have found this reflection very beneficial. It is easy to go home and forget about what you have heard. This is a great way to remind yourself and move the information to a more permanent memory.*

*The most valuable aspect of participating to me was in getting an overview of the content standards from our state leaders who have been deeply involved in this*

*process. It was good to hear them talk about its purpose and philosophy along with the developmental process that got us to this point.*

*Through interaction with other teachers I learned creative ways they are applying these Standards in their music programs. The discussion of a sample lesson plan helped me to appreciate the depth to which these Standards can be applied every day in the music classroom.*

*I enjoyed this conference more than any in the last several years. I attribute that to knowing more how the Standards work and how to use them.*