

The Florida Music Education Association Strategic Plan

Conference Theme: UNITY in Music Education: BUILDING COMMUNITIES One note at a time.

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 2021-2023:

A. 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 in order 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 challenge 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 development for music educators. Teaching and learning models must address a diverse population 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, sexual orientation, geographical 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 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, on-line resources, and the Summer 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 rock 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 development.
- **A.1.3** Include focus sessions at the annual Professional Development 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 Summer 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 development opportunities (such as the Multicultural Network and Emerging Leaders seminars), that promote quality, inclusive, comprehensive music education.
- **A.1.7** Support a scaffolded professional development model including, but not limited to, the FMEA Professional Development Conference in January, regional seminars, and virtual professional development 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 diversity of learners.

- **A.3.1** Develop and promote collaborative relationships between K-12 and college/university educators to prepare preservice teachers for diverse classroom settings.
- **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 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 to music education. FMEA must continue to nurture these new educators during their primary years and continue to support the professional development and vitality of veteran music educators. This support will include the health and wellness of

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 Tri-M, FL NAfME Collegiate, and FMEA.

B.2 Continue to support 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** The FMEA Reclamation Committee will work with the Florida Music Supervision Association to identify early career and “new to Florida” music educators to provide information and support to component groups, and district leadership.
- **B.2.2** Coordinate mentor resources with music supervisors and component organizations to identify and assist teachers through seminars at the state conference, summer conferences, and district meetings.

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 Development 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 Development Conference.

B.5 Create a Reclamation Committee to identify and provide support to lapsed FMEA members and to provide additional support to educators new to the profession or new to Florida.

- **B.5.1** Create networks to support inclusive communities and connections among music educators to address challenges and brainstorm solutions.

B.6 Create a Health and Wellness Committee to support the retention of FMEA members.

- **B.6.1** Increase music educator productivity and engagement through a focus on health and wellness initiatives to improve morale, reduce stress and burnout, and increase retention.
- **B.6.2** Provide health and wellness training through the FMEA Professional Development Conference in January, regional seminars, and virtual professional development offerings and webinar series.

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 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 focuses on the future of general education and music education with a focus on effective, inclusive leadership strategies.

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

C.4 Encourage development of student leaders through a continued 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 continue to be a leader for arts advocacy in the state of Florida. The changing educational landscape coupled with 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 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 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 policy makers. 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** Promote the use of the Department of Education 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.1.6** Advocate for the use of ESSER funds to renew, strengthen, and build back better music programs.

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. 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 which 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. This could include but are not limited to: multi-media advocacy presentations that can be played prior to school concerts and FMEA all state concerts, 60 second advocacy videos, an FMEA channel on YouTube, parent and community member testimonials, and creating advocacy videos for use during FMEA conference (for example, playing throughout the halls through-out the day).
- **D.3.4** Develop a strategy for advocating more effectively with the community at large.

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** Provide training on advocacy strategies for a variety of audiences (FMEA members, Emerging Leaders, Component Conferences, Parent meetings, etc) .

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** Consider creating an “Advocate of the Year” award.

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, its organizational units (e.g., components, committees,) 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 strategic communications and brand to increase membership in the association that reflects the diverse population of the state.

- **E.3.1** Identify marketing strategies to encompass all communications - social media, web, etc.

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.

- **E.6.1** Review and focus specifically on pandemic related financial challenges and use results to develop and approve short, and long-term plans.