

NATIONAL ASSOCIATION FOR MUSIC EDUCATION (NAfME)

CONCEPTUAL FRAMEWORK & STRATEGIC PLAN 2022



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WHO ARE WE AND WHY WE EXIST?

- We are advocates for learners
 - We are a collective voice and a community of practice
 - We are a creative society of musicians
 - We are researchers, scholars, preservice educators, and practitioners
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MISSION

NAfME is a collaborative community that supports music educators and advocates for equitable access to music education.

VISION

NAfME is an association where all people are heard, seen, and feel they belong throughout their lifelong experiences in music.

BELIEF STATEMENT

Music is unique to the human experience and is essential to our humanity.

- Music communicates and connects people across all time and cultures.
- Music unlocks human creative expression and is a lens to the experiences and interpretations of the world.
- Music is basic to human wholeness through our emotions, intellect, and physical and spiritual well-being.



CORNERSTONE – Advocacy and Public Policy

To ensure equitable access to music education, there must be work at the local, state, and national level to champion the value and importance that music holds in the lives of all people. Advocacy and public policy efforts create an awareness of the importance of music education and communicate the urgency to support music teaching and learning at all levels.

Advocacy is a shared responsibility of all people within the music education ecosystem, which may include educators, administrators, parents, students, communities, artists, researchers, legislators, supporters, etc. Effective advocacy efforts uplift, empower, and amplify the work of the individual and the group. A central component of this cornerstone is to increase the capacity for grassroots advocacy by utilizing resources such as research, data, effective strategies, and advocacy frameworks.

Building support for coalitions, partnerships, and policy allows our collective voices to be heard and transforms music education from a profession to a movement. Equally important to this movement are the contributions of individuals in their own spaces. Through our passionate and strategic advocacy efforts, the position and relevance of music in society is strengthened.



CORNERSTONE – Advocacy and Public Policy

Goal 1

Build relationships with organizations where NAFME’s mission aligns for the purpose of collaborating on advocacy, educational policies, and initiatives.

- Identify specific projects with partners for strategic advocacy work for music education.
- Share data and research that promotes and supports music education.
- Develop partnerships with local, state, and national educational organizations, and media to support access to music education PK-16.

Goal 2

Build campaigns and communication strategies for federal/state policy work.

- Develop and implement strategies to communicate and collaborate with state music education associations (MEAs) on state and federal policy.
- Analyze policy to develop and implement national advocacy campaigns.
- Create a conceptual framework that better informs interested parties and decision-makers of local, state, and national structures and systems related to advocacy work.

Goal 3

Develop systems to support grassroots advocacy.

- Review, revise, and update resource materials that can be implemented for state and local advocacy work.
- Provide members with grassroots advocacy training.

Goal 4

Expand accessibility to the Association's advocacy and public policy work.

- Implement programs, practices, and policies that support equitable access to the Collegiate Advocacy Summit.
- Establish and expand relationships with Historical Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and educational institutions that serve historically marginalized populations to develop and support advocacy initiatives.
- Develop a program to involve Tri-M® members to engage in advocacy work in their local communities.

CORNERSTONE – Professional Learning and Growth

In conjunction with the keystone of Equity, the goals of the Professional Learning and Growth Cornerstone are designed to refine and strengthen our profession. As a community of practice, this will be accomplished through the intentional development and delivery of relevant and responsive professional development opportunities for music educators. Placing priority on utilizing new understandings of effective practices while taking advantage of new technologies, these goals will move NAFME members in the direction of vital collaboration, understanding, and research discovery. Included in this plan is a thorough examination of current usage of the National Core Arts Standards for Music to develop a collaborative, updated framework.



CORNERSTONE – Professional Learning and Growth

Goal 1

Create and offer comprehensive professional learning that is responsive to the needs of the profession and membership.

- Review and update NAFME's repository of professional development resources to ensure they are current and advance diversity, equity, access, and inclusion.
- Create pathways for practitioners to collaborate, understand, and apply research and effective practices in music classrooms.
- Create relevant diversity, equity, access, and inclusion learning opportunities for the membership.

Goal 2

Investigate the use and implementation the National Core Arts Standards for Music.

- Create a task force to lead a review of the current music standards in regard to state adoptions and implementation.
- Gather data and research related the use of music standards in the PK-12 classroom and in music education teacher preparation programs.
- Collaborate with National Coalition for Core Arts Standards to create a plan to revise the standards based upon data and research.

Goal 3

Create modes of delivery that support continuing educational practices for pre-service and in-service music educators.

- Develop and organize content that can be delivered through a Learning Management System (LMS).
- Identify and prepare instructors to facilitate learning through the online LMS.
- Design curricula that support teachers earning continuing professional education, micro-credential, and certificates.
- Create professional learning communities of practice.

CORNERSTONE – Music Research & Music Teacher Education

This cornerstone addresses NAFME’s ongoing commitment to the development of new knowledge and the preparation of music educators. The goals were designed to address pressing issues impacting the field as well as teacher preparation and development. NAFME seeks to support research projects that inform areas such as policy, learning, equity, and advocacy in music education. This work can be further propelled by the creation of strategic partnerships in the creation or dissemination of research. NAFME, SRME, and SMTE serve to support and advocate for the creation and dissemination of high-quality research. The cornerstone also addresses the need to develop strategies that contribute to creating a more diverse music education workforce.



CORNERSTONE – Music Research & Music Teacher Education

Goal 1

Create and support research partnerships within the educational ecosystem to improve practice and expand knowledge.

- Identify strategic partners who will work collaboratively to support mutually beneficial research projects.
- Establish at least one new partnership each year resulting in at least one new product (e.g., conference, symposium, resource, research project, etc.) that contributes to the profession.
- Create pathways for practitioners to collaborate, understand, and apply research and effective practices in music classrooms.

Goal 2

Conduct research and use the findings to inform policy, advocacy, equity, professional learning, and music teacher education.

- Identify and support research that addresses meaningful, relevant, and critical needs in the profession.
- Disseminate findings and implications of collaborative research projects that inform practice and policy.
- Continue to support research through yearly grant opportunities, grant Request for Proposals (RFPs), and grants focused on issues related to diversity, equity, inclusion, and access.
- Submit summaries of research findings for policymakers and practitioners on a consistent basis in professional journals and through other forms of media both in and outside the music education profession.

Goal 3

Develop strategies that will promote and support opportunities for a diverse music education workforce.

- Identify interested parties and decision-makers to investigate barriers that impede access to music education programs and the music education profession.
- Collaborate with interested parties and decision-makers to develop recommendations for changes for entry into music education programs.
- Identify needs and develop initiatives to support music teacher licensure.
- Identify needs and develop initiatives to support music teacher retention.
- Develop initiatives that advance new scholars in music research and music teacher education.

KEYSTONE – Equity in Music Education

The heart of the work of the National Association for Music Education is to advance music education by promoting the understanding and making of music by all. In the 2015 reauthorization of the Elementary and Secondary Education Act, also known as the Every Student Succeeds Act (ESSA), music is enumerated as a part of students' well-rounded education. As such, equity must remain a cornerstone from which decisions are made, plans are developed, and programs are designed to ensure accessibility to all students at the local, state, and national levels.

NAfME is committed to defining, developing, and promoting resources and frameworks that expand equitable access to music education. This equity work will not only support diverse curricula, repertoire, and musical opportunities, but will also provide a lens through which to examine policies, procedures, and practices. The creation of a NAfME Equity Resource Center will be an invaluable resource towards achieving these goals.



KEYSTONE – Equity in Music Education

Goal 1

Develop a framework for understanding equity that guides, informs, and shapes decision-making processes.

- Develop an Equity Resource Center to support Diversity, Equity, Inclusion, Access work across the Association.
- Review and revise NAFME’s position statements to center Diversity, Equity, Inclusion, Access focus and work as appropriate.
- Implement ongoing learning and growth for the equity committee, equity state leaders, National Executive Board (NEB) members, and other Association constituents.

Goal 2

Identify root causes of inequity, develop strategies to eliminate barriers, and create sustainable opportunities for music education.

- Conduct a study that investigates policies and practices related to equitable access to student opportunities for music education in schools.
- Present and publish the findings of the study and collaborate with key interested parties and decision-makers to create timelines, metrics, and implementation plans.
- Develop a framework that supports music experiences that are both diverse and inclusive.

Goal 3

Assist members in providing musical experiences for students.

- Share sources (musical and non-musical) to assist in identifying diverse repertoire and curricula.
- Provide opportunities to develop skills to evaluate resources for bias, deficit language, and inequitable practices.
- Provide resources, processes, and approaches to diversify curricula, repertoire, and musical experiences.

Goal 4

Develop pathways to leadership to advance the mission and vision of the Association.

- Expand the pipeline to leadership within the Association including but not limited to higher education, music program leaders, societies and councils, and local, state, and national elected offices.
- Create a collegiate board.
- Create a Leadership Academy.
- Create and offer orientation for music education association leadership.