

# CMP and the PDP



Music Education majors about to enter the field of teaching and initial music educators face many challenges not the least of which is completing a Professional Development Plan (PDP) required to renew the PI 34 professional educators' license. See below how CMP (Comprehensive Musicianship through Performance) can guide and support all parts of the PDP process:

- **REFLECTION**

*Reflecting on the quality of instructional methods and student success leads many new music teachers to consider how CMP can help them intentionally go “beyond the notes” while increasing students’ musical skill and knowledge.*

Teaching is both art and science. As you have learned from your studies, teaching is a challenge. CMP can help - The Comprehensive Musicianship through Performance (CMP) Project was initiated in Wisconsin in 1977 as a means of assisting teachers with the development of performance with understanding in school music programs. The project began with a group of respected music teachers from diverse school districts and a project steering committee which facilitated development. The teachers and steering committee developed and field tested a process for planning and carrying out instruction in performing groups. In the CMP process, the rehearsal is seen as a laboratory where students can develop an understanding of musical concepts such as expression, melody, rhythm, harmony, texture, timbre and form by being involved in a variety of roles including performing, improvising, arranging, composing, conducting, and analyzing music. The original need for the project was articulated by many educators, including Charles Benner, who concluded in 1972 that “in order to have an impact on musical behavior, there must be a planned effort by the teacher to enrich the performing experience with additional kinds of musical understanding.” (Benner, 1972)

The CMP Model was developed through a careful examination of the teaching/ learning process in music performing groups. The learner and the music are central to the CMP planning process. Though the five components of the model are equally important, planning instruction can begin at any of the points. For instance, the selection of music is often a starting point for planning but the decision about what music to use may be based on assessment of student needs or previous learning. Assessment is appropriate before, during, or after the process of study. A desired outcome may be identified through the assessment process or outcomes may be stated in a local curriculum guide. It then becomes the task of the teacher to select music which is appropriate for working toward that outcome. Analysis leads to recognition of those music elements that need to be learned to develop Comprehensive Musicianship through Performance (or understanding through performance). Strategies are the ways in which the teacher attempts to bring the music and the performer together to that quality performance and meaningful learning can take place simultaneously.

- **Here are some reflective questions that will help you decide if CMP would be a good focus for the goal of your PDP:**

1. Do you have a process for selecting high quality literature? How do you know it is high quality?
2. Do you have a destination (goal, outcome) in mind when you are teaching?
3. Are the outcomes varied focusing not only on skill, but also knowledge and affective goals?
4. Do your teaching strategies utilize different modalities and learning styles?
5. Do you invite students to assess their work or their progress and are the assessments intentionally linked to the outcomes?

- **DESCRIPTION OF GOAL**

*Studying and implementing the CMP planning model will give structure and intentionality to the work in my music classroom so students will have opportunities to perform, create and describe music with a comprehensive understanding of the skills, knowledge and feelings associated with each work performed.*

- **RATIONALE FOR GOAL**

*(Although all of the Wisconsin Teacher Standards could theoretically be aligned with the CMP model for planning instruction certain standards logically fit a “planning” goal that more closely reflect understanding and utilization of CMP principles. See items 1,4,7,8 below.)*

Standards

- (1)** The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- (2)** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- (3)** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- (4)** The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
- (5)** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- (6)** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- (7)** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

- (8)** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- (9)** The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.
- (10)** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

- **PLAN FOR ASSESSING AND DOCUMENTING THE GOAL**

*In CMP, intentional outcome assessment is part of the model. A wide variety of formative and summative assessment tools; audio/video recording, surveys, journaling, peer and self assessment, observation, student and teacher developed rubrics plus all other varieties of strategies help teacher and student evaluate if and to what degree outcome has been achieved.*

- **PLAN TO MEET THE GOAL; objectives, timelines, collaborations**

*Attending upcoming CMP Summer workshops and other in-services and seminars along with reading "Shaping Sound Musicians" and other resources related to CMP are essential objectives to become familiar with the model. As you check the WMEA website for dates and location you will be able to determine timelines for specific and ongoing objective completion. See the CMP website <http://www.wmea.com/CMP> for more information, or contact Chris Gleason CMP Project Chair at [cpgleas@spasd.k12.wi.us](mailto:cpgleas@spasd.k12.wi.us)*

\*As you establish your goal, related standards, timelines, and plans for assessing and documenting your work, initial educators are required to select DPI-trained team members for goal approval and PDP verification. The initial educator's team shall include a peer (a teacher if renewing a license as a teacher; a pupil service professional if renewing a license as a pupil service; an administrator if renewing a license as an administrator), an administrator, and an IHE representative to verify the components needed for approval are present in the document. You may contact any of the following CMP committee with DPI training in PDP reading and goal approval to serve as team members or to assist you in finding others with CMP backgrounds- Patty Schlafer [schlaferpatty@mhasd.k12.wi.us](mailto:schlaferpatty@mhasd.k12.wi.us) Glenn Hayes [hayesg@uwwhitewater.edu](mailto:hayesg@uwwhitewater.edu) or Mary Anne Zupan [zupanm@kmsd.edu](mailto:zupanm@kmsd.edu).

**Your PDP at a glance:**

**Year 1** –Reflect on your teaching. What were some of your goals? Did you reach them? What got in the way? In what ways did your students grow this year?

**Year 2** – Read *Shaping Sound Musicians*/Attend sessions at Conference/Observe CMP teacher/Attend Summer CMP Workshop

**Year 3** - Implement Plan developed during summer, reflect on benefits, document success and improvements needed, Attend Summer CMP Workshop

**Year 4** - Implement new plan, document improvements, network with other educators from small group about CMP, future goals, finalize PDP report for submission

**Year 5** - submit PDP evidence, etc.

## References

Benner, C. H. (1972). *Teaching performing groups*. Reston, VA: Music Educators National Conference.

O'Toole, P. A. (2003). *Shaping sound musicians*. Chicago: GIA Publications.

Wisconsin Music Educators Association. (1977). *Comprehensive musicianship through performance*. Madison, WI: Author.

Wisconsin Music Educators Association. (n. d.) Background of the Wisconsin Comprehensive Musicianship through Performance Project (est. 1977).  
<http://www.wmea.com/CMP/visitors/background.html>