



**Organization of
American
Kodály
Educators**

Music for
Everyone

**Standards for
OAKE-Endorsed
Teacher Training
Programs**

OAKE's Mission

Inspired by the vision of Zoltán Kodály, the mission of the Organization of American Kodály Educators is to support music education of the highest quality, promote universal music literacy and lifelong music making, and preserve the musical heritage of the people of the United States of America through education, artistic performance, advocacy, and research.

OAKE's Vision

The realization of a world where the power of music as a unifying, humanizing, and healing force is an integral part of the lives of the American People.

OAKE's Commitment to Equity

The members of OAKE are committed to championing diversity, welcoming all people, and advancing inclusivity and equity for all. Inspired by Zoltán Kodály's unyielding assertion that music belongs to everyone, we affirm that music is a fundamental aspect of shared human experiences. As such, we pledge to promote active music making merged with intentionally respectful practices as the basis of comprehensive music education.

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Introduction

The *Standards for OAKE-Endorsed Teacher Training Programs* outlines the minimum requirements for Kodály-inspired teacher education programs to maintain endorsement by the Organization of American Kodály Educators (OAKE). These standards must continuously be met by programs that are currently endorsed by OAKE, seeking endorsement by OAKE, are temporarily dormant, are in transition, or are providing an alternative to traditional teacher education programs while seeking OAKE endorsement.

The purpose of this document is to (1) detail the standards by which all OAKE-endorsed programs must function; (2) establish a common core of understanding, knowledge, and skills among Kodály-inspired teachers; (3) allow and support flexibility in designing Kodály-inspired training to meet the varied needs of teachers across the United States; (4) empower administrators and faculty to develop programs to serve the diverse populations of school students throughout the United States; and (5) allow for varied and unique areas of interest and specialization within individual programs.

All OAKE-endorsed teacher education programs must adhere to these standards in full and will be evaluated as part of the annual program reporting process to OAKE. Currently-endorsed programs that do not comply with these standards will be at risk of losing their endorsement by the Organization of American Kodály Educators.

Vision and Practice

OAKE, through its teacher education initiatives, seeks to support and advance Kodály-inspired music education in the United States. As part of this ongoing effort, the organization endeavors to realize Zoltán Kodály's vision and philosophy for music education in a variety of ways.

- I. OAKE and its endorsed teacher education programs actively work within three dimensions of change:
 - A. Improving the quality of musical instruction experiences and materials available to both teachers and students.
 - B. Increasing the number of students served by high-quality, Kodály-inspired music programs.
 - C. Elevating music teaching through rigorous Kodály-inspired teacher education.
- II. In the spirit of Kodály's lifelong work as a composer, linguist, folk-song researcher, and educator, OAKE-endorsed programs help students identify and follow their individual paths, whether they choose to become general music teachers, administrators, archivists, composers or arrangers, conductors, professional performing musicians, musicologists, folklorists, theorists, educational researchers, social scientists, or any of the plethora of opportunities that are available to them.
- III. OAKE strongly promotes using research to resolve questions concerning ideal music curricula and best teaching practices for all levels of instruction. With the intent of improving practice, OAKE encourages research that incorporates oral and written musical traditions, demonstrates the effectiveness of Kodály-inspired teaching, and assigns equal value to descriptive, historical, cultural, qualitative, quantitative, and philosophical investigation.
- IV. OAKE-endorsed teacher education programs emphasize developmentally appropriate repertoire of the utmost quality for students of all ages and skill levels.

- V. In the interest of fidelity to the vision and philosophy of Zoltán Kodály, as outlined in his personal writings, instructional materials, and compositions, OAKE-endorsed Kodály-inspired teacher education must be structured in adherence with the standards outlined in this document and presented *independent* of any other organization-sponsored training or program.
- VI. OAKE and its endorsed teacher education programs expect Kodály-inspired teachers to engage in lifelong learning of music and teaching as an art, a craft, and a science by continuing to expand and develop their musicality and musicianship skills, deepening their understanding of music as a body of literature, and incorporating and mastering best teaching practices. Following completion of OAKE-endorsed programs, Kodály-inspired teachers are encouraged to participate in advanced courses, workshops, and conferences that refresh and develop their skills as musicians and teachers.

Common Curriculum and Core Areas of Study

Teacher education programs endorsed by OAKE lead to student growth toward mastery in the areas of musicianship, conducting, choral ensemble, music literature, pedagogy/teaching process and skills, and special topics/electives. The program of study can be offered in a variety of formats, including summers-only, throughout the academic year, or a combination of the two.

A minimum of **225 contact hours**, distributed according to the following standards, is required for a certificate of completion. Programs that schedule the lowest minimum number of contact hours for every area of study will not meet the minimum number of contact hours for the completion of the program. Attention must be paid to the overall number of hours, as well as the number of hours for each area of study.

Program graduates must satisfy all requirements within the five core areas of study. OAKE recommends that students be awarded a formal certificate of completion *only after* satisfying all program requirements. It should be noted that, while OAKE endorses teacher education programs, it does not certify the individual graduates of those programs. Those graduates are certified by the training program institutions. Programs must also provide students with documentation of seat time and content studied at the conclusion of each individual level of study in a format other than a certificate.

The following core areas of study are required throughout the duration of the instructional sequence. During each contact period and level of study, *all six areas* must be included in the schedule. Each area of study is designed to advance Zoltán Kodály's vision and philosophy of music education. OAKE-endorsed programs should use well-sequenced curricula within and between each level of study in each of the following core areas:

I. Musicianship

A. Minimum of 50-70 Total Hours Required for Full Program Completion

- B. The content of this course must focus on student proficiency in critical musical skills, such as sight singing, ear training, and dictation, all of which serve as a foundation for lifelong musical growth and development.
- C. Materials should include: folk music; solfège exercises from Kodály publications; art music from a wide breadth of cultures, eras, and styles; and specially-designed exercises that are focused on increasing understanding and proficiency of pentatonic, diatonic, modal, and chromatic music.
- D. Upon completion of this course and the training program, students should be able to demonstrate growth toward mastery in the following areas:
 - 1. Sight-singing, ear training, inner hearing, rhythm reading, part-singing, harmony, memory, transposition, intonation, formal analysis, improvisation, and dictation.
 - 2. Performing, using relative solmization (movable-do solfège with la-based minor), rhythm syllables, and absolute pitch singing in pentatonic, modal, diatonic, and chromatic systems.
 - 3. Displaying comprehension of various musical style periods and genres, as demonstrated through performance and analysis.

II. Conducting

A. Minimum of 30-45 Total Hours Required for Full Program Completion

- B. This course is focused on intensive study of the application of Kodály-inspired pedagogy in the choral or classroom setting.
- C. Topics should include: conducting gesture and technique; score analysis and preparation; and rehearsal strategies.
- D. Literature may include selections appropriate for children's, youth, and adult choirs.
- E. Conducting in the Musicianship course *does not replace* the Conducting course requirement.
- F. Lab work is required for completion of this course.
- G. Upon completion of this course and the training program, students should be able to demonstrate growth toward mastery in the following areas:
 - 1. Teaching vocal techniques for students at varied stages of development.
 - 2. Conducting a choral ensemble.
 - 3. Analyzing and preparing vocal scores for the purposes of teaching, conducting, and rehearsing.
 - 4. Selecting educationally-, culturally-, and developmentally-appropriate repertoire.
 - 5. Integrating Kodály-inspired principles into the choral setting.
 - a) Such principles include, but are not limited to: *a capella* singing; the role and use of a tuning fork; rounds, canons, bicinia, ostinati, and descants.

III. Choral Ensemble

- A. **Minimum of 30-45 Total Hours Required for Full Program Completion**
- B. In this course, students will learn, rehearse, and perform music that is appropriate for an adult choral ensemble.
- C. Selections should be chosen with the goal of expanding the individual and collective musicianship of the ensemble members, with voicing that is appropriate to the program participants and ensemble as a whole. Selected repertoire should be representative of a wide variety of musical styles, periods, genres, and cultures.
- D. Integrating all aspects of Kodály's vision and philosophy, the conductor will model sequential, Kodály-inspired choral rehearsal techniques and solutions to challenges commonly associated with choral conducting, rehearsing, and performance.
- E. Conducting class or lab *does not replace* the choral ensemble requirement.
- F. A public performance of the choral ensemble repertoire is required.
- G. Upon completion of this course and the training program, students should be able to demonstrate growth toward mastery in the following areas:
 - 1. Performing as a singer in an adult choral ensemble.
 - 2. Demonstrating proficiency in the use of relative solmization for reading.
 - 3. Demonstrating choral-based skills, including a focus on pure intonation, vocal technique, and artistic interpretation of selected repertoire.

IV. Music Literature

- A. **Minimum of 30-60 Total Hours Required for Full Program Completion**
- B. This course should focus on the performance and analysis of a wide variety of music genres and traditions, including, but not limited to: traditional children's songs and games from around the world; folk music genres from various countries and cultures; and art music from a wide breadth of cultures, eras, and styles.
- C. Major topics should include: stylistically appropriate performance of the literature under study; and techniques for research, collection, analysis, classification and retrieval of a diverse set of quality music materials from aural and notated sources.
- D. Upon completion of this course and the training program, students should be able to demonstrate growth toward mastery in the following areas:
 - 1. Stylistically sensitive performance of a wide variety of music materials.
 - 2. Assembly of a personal collection of music literature representative of the music genres and traditions indicated above.
 - a) The number of pieces in this collection is left to the discretion of the program director and/or faculty.
 - b) The individual pieces in this collection should support the teaching of the program participant's personal student population and should be reflective of the demographics of that population.
 - 3. Completion of a detailed pedagogical analysis of the material in their personal collection.
 - 4. Development of a cross-reference retrieval system of their personal collection for the purposes of instructional planning.

V. Pedagogy/Teaching Process

A. Minimum of 50-70 Total Hours Required for Full Program Completion

- B. In this course, students will study the pedagogical principles and practices of Kodály's vision and philosophy of music education.
- C. Topics should include: history and philosophy; scope and sequence for developing spiral curricula for the classroom; short- and long-range instructional planning; selection of appropriate music literature; and the development of musician-educators' methodological and teaching processes and skills.
- D. Peer teaching of students is required.
- E. Students must be able to demonstrate application of the skills and knowledge obtained in the core area of study.
 - 1. The Teacher Education Committee strongly encourages, but does not require, the use of video recordings from the student's typical teaching environment to demonstrate this application.
- F. Upon completion of this course and the training program, students should be able to demonstrate growth toward mastery in the following areas:
 - 1. Articulation of Kodály's vision and philosophy of music education.
 - 2. An understanding of the historical development of Kodály-inspired practice in Hungary and the United States.
 - 3. Creation of sequential spiral curriculum for lower, intermediate, and upper elementary grade levels and/or choral or instrumental settings.
 - 4. Selection, analysis, and contextualization of appropriate music literature (including songs, listening examples, and performance repertoire) for use in a Kodály-inspired music curriculum.
 - 5. Successful creation and teaching of Kodály-inspired music lessons that demonstrate thorough understanding of short- and long-range planning, curricular objectives, overall lesson design, and assessment.

VI. Special Topics/Electives

A. Minimum of 10-15 Total Hours Required for Full Program Completion

- B. This course should include subjects that relate to Kodály's vision and philosophy that fit outside the scope of the other courses contained within the program.
 - 1. Such topics could include, but are not limited to: folk dance; folk instruments; applied music; chamber music; children's choir literature; demonstration lessons; instrumental extension activities; teaching music to exceptional learners; and the integration of technology in the Kodály-inspired classroom.
 - 2. These hours may also be used to expand offerings in the core areas of study in lieu of special topics and are intended to provide flexibility for programs to offer unique or niche opportunities for participants, as well as remediation, lab work, and any other participant support that the program faculty deems necessary.

Course Syllabi

The syllabus for each core area of study in an OAKE-endorsed training program will include the following information.

I. General Information

- A. Name of Institution
- B. Course Title
- C. Course Number (as applicable)
- D. Course Dates
- E. Name of Instructor
- F. Course Credits and/or Continuing Education Units (as applicable)

II. Course Content

- A. Course Description
- B. Course Objectives
- C. Course Requirements
 1. Expected Assignments and Projects
 2. Required Texts, Materials, and Other Resources
- D. Course Assessments and Evaluations
 1. Grading Scales, Procedures, and Standards (as applicable)

Faculty Qualifications

The qualifications for instructors in OAKE-Endorsed Teacher Training Programs begins with outstanding musicianship as a foundation. Instructors are expected to have a documented record of successful Kodály-inspired instruction and exceptional application of the Kodály principles in the role of pedagogue, researcher, conductor, and educator. In addition, instructors must meet all of the following criteria.

If an instructor cannot be found that meets the outlined criteria, refer to the process outlined in [Faculty Qualifications, Section III](#).

I. General Qualifications

- A. Minimum of a Master's Degree (or the equivalent thereof); or Clearly Demonstrated Expertise in the Particular Area of Assignment
- B. Current Membership in OAKE
- C. Certificate or Graduate Diploma from an OAKE-Endorsed Teacher Training Program and/or Diploma from the Liszt Ferenc Academy of Music (or its affiliate institutions)

II. Content-Specific Qualifications

A. Musicianship

1. Minimum of Three (3) Years of Post-Certificate Music Teaching (see [General Qualifications](#))
2. Demonstrated Expertise in Kodály-Inspired Musicianship
 - a) Aural Skills; Solmization; and Kodály Training Materials

B. Conducting

1. Minimum of Three (3) Years of Post-Certificate (see [General Qualifications](#)) Music Teaching
2. Demonstrated Expertise in Advanced Choral Conducting (as exhibited in school, university, and/or civic choral ensembles)

C. Choral Ensemble

1. Minimum of Three (3) Years of Post-Certificate (see [General Qualifications](#)) Choral Conducting Experience
2. Demonstration of a High Standard of Choral Music Teaching and Conducting
 - a) Demonstration of standard *should* include: (1) concert programs; (2) performed repertoire lists; and/or (3) video of a typical choral rehearsal.

D. Music Literature

1. Minimum of Three (3) Years of Post-Certificate (see [General Qualifications](#)) Music Teaching
2. Demonstration of a Personal Commitment to the Respectful Transmission of a Variety of Traditional Performance Styles *and* a Working Knowledge of Quality Music Literature Resources (including print, audio, and video)

3. Demonstration of a Personal Commitment to Research and Analysis of Music Literature
 - a) Demonstration of commitment *should* include a self-prepared personal music collection, analyzed and indexed according to extramusical parameters *and* musical parameters at a contextual level.

E. Pedagogy/Teaching Process and Skills

1. Minimum of *Five (5)* Years of Post-Certificate (see [General Qualifications](#)) Music Teaching in a School Setting (from any level within grades PK-12)
2. Demonstrated Expertise in Sequential, Kodály-Inspired Teaching, Detailed Instructional Planning, and Long-Range Concept Planning
 - a) Demonstration of expertise *could* include a pedagogically-oriented session at a national or divisional OAKE conference or event.

III. Policy Exceptions

- A. OAKE-Endorsed Teacher Training Programs that experience difficulty in securing instructors that meet the above criteria may petition the OAKE Teacher Training Committee (via the Chair) for an exception.
 1. Requests must be made in writing prior to opening the enrollment process for the upcoming year's program.
 2. Requests must demonstrate that efforts were made to identify and employ faculty with the required credentials and that the faculty member for which the request is being made has experience that would ensure fidelity to Kodály-inspired instruction in the assigned core area.
 - a) Demonstration of experience *could* include: (1) a statement from the instructor about how their educational philosophy and processes align with the Kodály philosophy; (2) sample plans of a typical lesson and/or rehearsal; (3) video of the a typical lesson and/or rehearsal; and/or (4) a letter of reference and recommendation from a member of the *instructional* faculty of an OAKE-Endorsed Teacher Training Program.

Reporting Requirements and Procedures

I. Contact Information

- A. OAKE-Endorsed Teacher Training Program Directors are responsible for communicating any changes to the affiliate institution's name and/or program contact information with the OAKE National Office in a timely manner.

II. Annual Training Program Report

- A. OAKE-Endorsed Teacher Training Program Directors are required to submit a detailed annual report following the conclusion of the training program. The annual reporting form can be accessed via the OAKE website or through contacting the OAKE National Office. Additionally, the annual reporting form, as well as an outline of any changes to reporting requirements and procedures, will be distributed to program directors annually.

III. Advertisements

- A. All OAKE-Endorsed Teacher Training Programs must include the following statement on all advertising, both online and in print.
 - 1. Required statement: *[Insert Training Program Name] is endorsed by the Organization of American Kodály Educators.*

IV. Annual Fees

- A. OAKE-Endorsed Teacher Training Programs will be invoiced annually for the following.
 - 1. OAKE Institutional Membership
 - 2. Annual Report Fee

V. Failure to Report

- A. Program directors that do not submit an annual report by the published deadline will be sent a physical letter or email notification, informing them of the consequences of the lack of submission.
 - 1. Consequences could include the withdrawal of the program's endorsement by the OAKE Board of Directors, shifting the endorsement status of the program to *probationary*, and/or removal of the program from the list of OAKE-Endorsed Teacher Training Programs from all OAKE-published media.
 - a) If the OAKE Board of Directors withdraws the program's endorsement, the program will be required to reapply for endorsement via the standardized process for all endorsement applications.

VI. Policy Exceptions

- A. OAKE recognizes that changes in administration and program directors, institutional affiliation, and a variety of other factors may inhibit the timely attention to these matters. Programs that fail to meet published deadlines (or anticipate the inability to meet published deadlines) are invited to submit a written request for special consideration to the Chair of the Teacher Training Committee. This request should explain the special circumstances that pose a challenge and should be made in a timely manner. Requests will be thoughtfully considered by the Teacher Training Committee, with recommendations made to the OAKE Board of Directors, as appropriate.

Non-Compliance with the Standards for OAKE-Endorsed Teacher Training Programs

Failure to comply with the *Standards for OAKE-Endorsed Teacher Training Programs* may result in the loss of a program's endorsement. Each year, upon the review of endorsed programs' annual reports to OAKE, the Teacher Education Committee will identify those programs that are not in compliance with these standards and will initiate the following procedure.

- (1) The Teacher Education Committee will place non-compliant programs on probationary status for the upcoming program report year.
 - (a) The Chair of the Teacher Education Committee will designate members of the committee to serve as advisors/liaisons to the committee for each individual non-compliant program.
- (2) The Chair of the Teacher Education Committee (or their designee) will notify the directors of the non-compliant programs, in writing, of their probationary status, as well as the areas in which the programs must adjust in order to comply with the standards.
 - (a) In this communication, the Chair (or their designee) will introduce the aforementioned advisors and will outline their role within the process of becoming compliant.
 - (i) These advisors, with the support and oversight of the Chair, will support their assigned programs as they work to become compliant with these standards.
 - 1) Such support could include, but is not limited to: setting goals; asking and answering questions relevant questions; providing feedback based upon the previous year's report evaluations and the recommendations of the committee; and reviewing handouts, materials, and other data related to the program before the next year's cycle of training begins.
- (3) If the director of a program wishes to regain fully-endorsed status for their program, they must take the following actions.
 - (a) Correct any and all issues of non-compliance for their program from the previous report year.
 - (b) Ensure that no additional issues of non-compliance for their program are found in the next (current) report year.
 - (c) Submit all annual reports and associated fees for their program by the published deadlines.
- (4) If the previous actions are taken and a program is in full compliance with the *Standards for OAKE-Endorsed Teacher Training Programs*, it will regain its full endorsement from OAKE.
 - (a) If the previous actions are not taken, the Teacher Education Committee will evaluate the status of the program's endorsement.
 - (i) If the committee determines that a program's endorsement should be revoked, they will submit a motion to the OAKE Board of Directors to revoke the endorsement.
 - 1) The rationale for that motion will include the issues of non-compliance, as well as any steps that were taken to support the program as it sought to regain full endorsement.
- (5) If the endorsement of a program is revoked, the President of OAKE (or their designee) will inform the director of that program, in writing, of the revocation.

- (a) The name and contact information for that program will be removed from all listings of endorsed programs in OAKE publications, including any journals, newsletters, websites, and social media.
 - (i) Endorsed programs that are placed on probationary status will not be removed from these listings during that period of probation.

The Teacher Education Committee or the OAKE Board of Directors may bypass the outlined probationary status and process for endorsed programs they deem to be egregiously or excessively non-compliant or not representative of OAKE's Mission and Vision. The Board of Directors, as the duly elected governing body of OAKE, is entitled to revoke the endorsement of any program at any time.

Endorsement Application Procedures

I. Timeline

- A. OAKE accepts applications for endorsement from interested programs throughout the year.
- B. Applications will be reviewed by the Teacher Training Committee and evaluated based on the published standards. The Teacher Training Committee will submit a recommendation to the OAKE Board of Directors for endorsement of programs for which all of the standards of an OAKE-Endorsed Teacher Training Program are met and have been adequately demonstrated through the application and supporting documents.

II. Application Form

- A. The electronic *Endorsed Program Application* is available on the OAKE website.
 - 1. The form requires general information regarding the program, sponsoring institution, and program director, as well as details of the most recent three years of the program.

III. Supporting Documentation

- A. In addition to the basic information required on the aforementioned application form, significant supporting documentation is required.
- B. The documentation should include the following.
 - 1. Brief history of the certificate program, indicating growth and changes.
 - 2. List of all courses by level and total contact hours per each course per year.
 - 3. Syllabi for each course of each level each year.
 - 4. Total number of graduate credits offered at each level and crediting institution(s) each year.
 - 5. Copies of all publicity print materials for the last three years.
 - 6. Resumes of all core faculty members for each of the last three years, as well as their teaching assignments.
 - a) Resumes for guest speakers are not required, but a list of such speakers, their area of expertise, and how they contributed to the program should be included.
 - 7. Any additional information about your course not covered above.

IV. Application Fee

- A. The OAKE Endorsed Program Application must be accompanied by payment of the \$50.00 application fee.
 1. Program directors may request an invoice to initiate payment when submitting the application, if required by the affiliate institution.

Dormant Programs

OAKE recognizes that due to changes in institutional leadership, saturation of the teacher population, funding, and a variety of other factors, an OAKE-Endorsed Teacher Training Program may go dormant for a time. A program would be considered *dormant* if no levels were offered for two or more consecutive years.

Directors of programs intending to become dormant should notify the OAKE National Office of their intent in writing, either in conjunction with a final annual report or in a separate communication to the Chair of the Teacher Training Committee at another time during the year. An institution that has duly stated their intent to become dormant, but maintains an active OAKE Institutional Membership, may apply for reinstatement of the program endorsement by submitting, in writing to the Chair of the Teacher Training Committee, a desire to reinstate the endorsed-program status. In conjunction with this application for reinstatement, the institution should submit a \$50.00 application fee.

Alternative Program Formats

I. Introductory Programs

- A. OAKE recognizes that teachers have financial constraints and are therefore attracted to programs that are geographically close to home. Getting started on a Level I can pique interest in further study. To that end, OAKE encourages the formation of high-quality *Level I Seedling Programs* or *Introduction to Kodály Programs*. If a program would like to be recognized by OAKE as an introductory program, the program director should send a request for recognition, in writing, to the Chair of the Teacher Education Committee. This request must be submitted at least four (4) months prior to the start of the program. Requests will be evaluated on an individual basis by the committee. Requests must contain evidence of the following.
 1. In order to become an **OAKE-Recognized Level I Seedling Program** and publicized as such on the OAKE website, programs must meet the following requirements.
 - a) Instructors must meet the same qualifications as OAKE-Endorsed Programs.
 - b) Students are explicitly made aware of requirements for further study toward the full Kodály Certificate in other training programs, endorsed or otherwise.
 - c) Schedules must cover roughly one-third of the total hours of a fully-completed training certificate so that students can enroll and be successful in a Level II of a different program.

- d) The following content areas must be contained within the program: Musicianship; Conducting; Choral Ensemble; Music Literature; Pedagogy/Teaching Process; and Special Topics/Electives.
- e) Students exit with a recommendation from the program director to enroll in Level II at a different institution, with students understanding that the director of the Level II program will determine the placement of the student.
- f) All advertisements for the program must include the following statement.
 - (1) Required statement: *This professional development course is recommended by the Organization of American Kodály Educators. Visit oake.org for more information.*

2. In order to become an **OAKE-Recognized Introduction to Kodály Program** and publicized as such on the OAKE website, programs must meet the following requirements.

- a) Instructors must meet the same qualifications as OAKE-Endorsed Programs.
- b) Students are explicitly made aware of requirements for further study toward the full Kodály Certificate in other training programs, endorsed or otherwise.
- c) Schedules include at least thirty (30) instructional hours.
- d) Elements of the Kodály philosophy are infused throughout instruction.
- e) Emphasis is placed on high-quality music literature, active music-making, and personal musicianship.
- f) All advertisements for the program must include the following statement.
 - (1) Required statement: *This professional development course is recommended by the Organization of American Kodály Educators. Visit oake.org for more information.*

II. Non-Certificate Participation

- A. Another manner of introduction to the Kodály approach would be to allow a student to enroll in one segment of a summer certificate program. An example of this would be a student who only enrolled in the Musicianship Course.
 - 1. Students who opt for this limited course of study will not be awarded a certificate of completion for the entire Kodály course. Rather, they will receive documentation of their attendance and contact hours.

III. Post-Certificate Training Opportunities

- A. Lifelong learning is an important facet of the Kodály philosophy. Therefore, OAKE encourages students to participate in high-quality learning opportunities after earning their Kodály Certificate.
 - 1. Such opportunities *could* include:
 - a) Apprenticeship and Mentoring Programs
 - b) Kodály Refresher Coursework
 - c) Master Classes
 - d) Chapter Workshops
 - e) OAKE National Conferences (both as attendee and presenter)
 - f) Divisional Conferences and Workshops (both as attendee and presenter)
 - g) Chapter Workshops (both as attendee and presenter)
 - h) International Kodály Society Symposia (both as attendee and presenter)

OAKE's Commitment to Equity

In 2019, the OAKE Board of Directors adopted a **Commitment to Equity**. Since that time, we have asked conference presenters and elected officials to read, affirm, and sign that commitment.

OAKE-Endorsed certification programs are often the first ambassadors of the Kodály philosophy to the music education community, and as such, we ask that all program faculty members, as representatives of OAKE, affirm that commitment.

We request that all members of the faculty of an OAKE-Endorsed Teacher Training Program read, consider, and sign the document below. The signed document should be submitted with the annual program report. The status of a program's endorsement is not contingent upon the signing and submission of the document below.

As you continue your journey toward a more inclusive, welcoming, and equitable program, know that the Teacher Education Committee is here to support you. This journey is one that we all walk together. Progress – not perfection – is the goal.

Please reflect on how your work not only adheres to but *proactively advances* OAKE's Commitment to Equity:

The members of OAKE are committed to championing diversity, welcoming all people, and advancing inclusivity and equity for all. Inspired by Zoltán Kodály's unyielding assertion that music belongs to everyone, we affirm that music is a fundamental aspect of shared human experiences. As such, we pledge to promote active music-making merged with intentionally respectful practices as the basis of comprehensive music education.

As a liaison between new music educators to the Kodály philosophy and OAKE-endorsed programming, we rely on your shared commitment to equity. Below are steps to minimizing harm and progressing diversity, equity, and inclusion in your programs. Approach these practices with a learning lens and resist perfection. There is no single perfect way to engage in this work, but we must use what we know to move forward. Remember to collaborate, listen to understand, and give grace to each other, as this work is ongoing.

Diversity

- Review the repertoire that you teach to others, using available resources and your own research, to remove songs with harmful origins and histories, or that use derogatory language.
- Avoid requiring or recommending textbooks and songbooks that include a majority of songs with harmful origins and histories, or that use offensive language. Consider providing students a list of possible materials for students to choose from.
- Suggested resource to start with: www.knowbetterdobetterproject.com/resources

Equity

- Learn to acknowledge and find value in the music of your students' cultures and lived experiences, including popular music styles. This also resists the idea that only music of European origins can be music of high artistic merit.
- Refrain from defending the use of problematic materials once you learn about their questionable natures. While we may not intend to be hurtful or harmful, our words and actions may still cause harm.
- Suggested resource to start with: www.decolonizingthemusicroom.com/resources

Inclusion

- Commit to adopting participants' identified pronouns to avoid misgendering people.
- Be actively aware of the use of microaggressions, aggressive statements, derogatory language, and selective-use of inclusive language.
- Be aware of and accommodate different learners' needs and accessibility to materials.
- Suggested resource to start with: www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines

By signing this document, you pledge to reflect and act on how you can intentionally advance OAKE's Commitment to Equity and avoid causing harm and alienation to participants.

OAKE Endorsed Program Name

Printed Name	Position	Signature
	Program Director	

If there is not enough room on this sheet for your entire faculty, please duplicate the sheet.

I, _____,
 Director of this OAKE-Endorsed Program, affirm that all of our program faculty
 have read the above document and signed the OAKE Commitment to Equity.

 SIGNATURE

 DATE

Suggested Beginning Action Items for Program Directors and Faculty

- Share *OAKE's Commitment to Equity* statement with participants and faculty.
- Check for understanding by offering opportunities for clarifying questions and ongoing conversations.
- Before the start of the program and again at the first meeting,
 - Share the *OAKE Guidelines for Reporting and Responding to Equity Concerns for OAKE Events*.
- Share a survey before your program starts asking for pronouns and possible learning or accessibility accommodations.
- Empower participants to start conversations on issues of equity by modeling this yourself, inviting them to be upstanders, and sharing the *Upstander Phrases* supporting document.
- Give opportunities for consistent, anonymous feedback from participants and faculty, with an intentional question similar to: *Do you have any further concerns you would like to share about our event?*
- Work collaboratively with other programs at the annual conference to share new understandings on progressive, diversity-related efforts in repertoire choice and practices.
- Reflect: What has your program previously and currently done to intentionally advance OAKE's Commitment to Equity?
- Reflect: What steps can your program take over the next 1-2 years to intentionally advance OAKE's Commitment to Equity?