

Teacher Education Program (TEP) Entrance Application/Exam Packet

The TEP Entrance Application/Exam requires from the student the following:

- Letter of Application/Intent
- Curriculum Vitae
- Current Star Audit
- Current Degree Plan chart (dates and grades filled in)
- Studio Teacher Evaluation
- Scores from the NES Essential Academic Skills Exam
- Interview with Music Education Committee

This packet includes:

- Guidelines for Letter of Application/Intent
- Sample Letter of Application
- Curriculum Vitae Template
- Sample Curriculum Vitae
- Blank Degree Plan charts
- Studio Teacher Evaluation Form
- Links to NES Testing Site
- Potential Interview Questions

The Letter of Application for the TEP should include the following elements:

- **Proper date and Address to the TEP Committee, NMSU Department of Music**
- **An introductory paragraph stating who you are and your purpose for writing the letter**
Ideas for writing: If you've had major life achievements or received awards that fit into the scope of your education and future plans well, mention those near the beginning of your letter.
- **Statement about your reasons for pursuing the Music Education degree**
Ideas for writing: you might include a personal story from your background, experiences you have had in music and/or education that have shaped you, what/who your inspirations are (possibly including specific courses and/or professors, related extracurricular activities, etc.
- **Statement about your goals for your career in music education and your future**
Ideas for writing: The statement of purpose is one of the best ways that you can demonstrate your intellectual development, ability to write and think clearly, and knowledge of your field – where do you envision yourself? How do you see yourself accomplishing this vision? Explain how your specific experiences (courses, professors, performing, etc.) have helped you to fine-tune your goals. What areas do you still need to learn more about in order to reach your goals? What are your strengths, and what are your weaknesses? How will you address these as you progress in the program?
- **Complimentary Closing**
Sincerely, Regards, etc.
Signature
Typed Signature

Keep in mind the following: Be as specific as possible in both the wording and the content of the letter; avoid words that are too subjective or broad such as "successful" and "happy." Instead, describe what those words mean to you and your life experiences.

Your letter of application should portray you as:

- (1) passionately interested in the field;
- (2) able to express yourself well in writing;
- (3) well-prepared academically and personally;
- (4) able to take on the challenges of the program;
- (5) able to have rapport with mentors and students (in the future);
- (6) able to finish the program in a timely fashion; and
- (7) a potentially outstanding representative of NMSU's Music Education program in your future career.

Letter Formatting Guidelines:

- Choose a font that is legible (such as Arial, Calibri, Verdana, or Times New Roman) in a readable font size (typically about 12 point).
- Your margins should be about 1 inch all around, with the text aligned to the left. The body of the letter should be single spaced.
- You also want to leave space between paragraphs, as well as between your salutation and the text (and between your text and the signature), so that your letter is easy to read.
- A good rule of thumb is that you always want a good amount of white space on the paper. This will prevent your letter from looking too cluttered and difficult to read.
- Try to keep your letter to one or two pages in length; be concise (around 500-700 words).

Steven L. Smyth

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405.762.2643

stevensmyth1@gmail.com

October 5, 2017

Teacher Education Program Committee
NMSU Department of Music
New Mexico State University
Las Cruces, New Mexico

Dear TEP Committee,

Please consider this letter as part of my application for admittance into the Teacher Education Program at New Mexico State University. My past musical experiences include playing first kazoo in the NMSU Wind Ensemble, as a guard member of the Pride Marching Band, and bongos in the NMSU Jazz Ensembles. I have also been active gaining experiences in education as a field tech at Las Cruces High School and as a private kazoo teacher locally. Through these opportunities I have discovered a true passion for the teaching of music and wish to bring the traditions of band to future generations.

I have loved music all of my life. Band has shaped my academic and personal relationships since sixth grade. Through the years I have watched my music teachers inspire great music making and have made a difference in their students' lives. As an artist, my membership in the NMSU Wind Ensemble has broadened my horizons and helped develop an appreciation for great literature. I am excited to have the opportunities to grow my knowledge in the Wind Literature course as well as my music education courses. As a member of the PRIDE of New Mexico Marching Band, I plan to develop my leadership skills and apply for Drum Major. I hope this leadership experience will give me an advantage as I begin my career. Finally, I am looking towards improving my skills as a kazoo player as I work towards my senior recital and beyond.

Ultimately, my goals are to teach in the public schools with a preference for middle school. In my limited experience, truly great programs are built from the feeder programs. In preparation for this career path, I am excited to learn the secondary instruments and plan to play in the NMSU Concert Band in the spring semester on a secondary instrument. I also plan to continue to play in the PRIDE and in the jazz ensembles so that my experiences are diverse and I can take advantage of opportunities to work with these in my future school district. Eventually, I would like to be a part of a thriving program that puts musicianship and the student experience first.

Lastly, my ensembles should be the best part of my student's day. Teaching is just as much about rewarding the right choices that students make as it is correcting the wrong ones. Being a great teacher and a great conductor are one in the same. Music Education is my passion. I want students to leave their university experience having grown as musicians and people and having had an experience that will continue to inspire them the rest of their lives.

Sincerely,



Steven Smyth

Name

Address

Phone and email

Education	Name of University City, State Degree Year Graduated or “anticipated date” GPA if above 3.5	Start Year - present 2015 - present
	Name of High School City, State	Start year – end year 2010 - 2014
Field Experience (Music)	School name / Employer City, State Job Title i.e. Marching Band Technician <ul style="list-style-type: none">• Bulleted Duties• Bulleted Duties• Bulleted Duties	Dates
Musical Experience/ Ensembles	School Name City, State <ul style="list-style-type: none">• Wind Ensemble• Jazz Ensemble• Etc....	Dates Dates Dates
Work Experience	Name of employer City, State Job Title <ul style="list-style-type: none">• Duties (brief description)• Duties	Dates
Achievements & Awards	Honor Societies John Philip Sousa Award, etc	Dates Dates
Professional Affiliations & Student Organizations	State Associations Fraternity / Sorority NAFME Musical Societies i.e. NFA, ITG, IHS, etc.	

References (3)

Director of Bands / Choir / Orchestra
School
Phone
Email

Associate Director of Bands / Choir / Orchestra
School
Phone
Email

Studio Professor
School
Phone
Email

Academic Professor
School
Phone
Email

HS Band Director / Choir / Orchestra
School
Phone
Email

A Note about References: All references are to be contacted for approval prior to inclusion on your resume. List references in the order of importance and their knowledge of your work and ability level. List a minimum of 3 references with full contact information.

Use Times New Roman Font, 12 point

Try to limit information to one page / front and back

Use Bold and bullet points to highlight important information

Use the format layout as shown above

Be consistent with how you use dates i.e. years: 2010 – 2014 or Fall 2015

All dates are to be left justified

Theresa Winkler

888 Soldier Rd, Somewhere, NM, 88444 • (914) 320-0007 • thwink@nmc.edu

Education

Bachelor of Music Education – Vocal December 2017
New Mexico College - Las Palmas, NM

- Current GPA: 3.9
- Crimson Scholar

Experience in the Profession

Student Teacher August 2017 – December 2017

Goshdarn High School - Somewhere, NM

- Assisted and lead choral program
- Assisted and lead beginning guitar classes
- Assisted and lead introductory theatre classes
- Taught students basic musical concepts within the context of voice and guitar
- Aided students in auditioning for New Mexico All-State Choir
- Aided in students preparing for New Mexico State One-Act Theatre competition
- Worked with cooperating teachers in lesson planning, and Project Based Learning assessments
- Worked to incorporate Common Core standards into all classes
- Trained in entering student grades
- Trained in submitting purchase orders, vehicle request forms, fundraising requests, and other paperwork
- Participated in IEP and departmental meetings
- Participated in professional development meetings

Goshdarn District Music Performance Assessment Adjudicator March 2017

Santa Theresa High School - Santa Theresa, NM

- Listened to Goshdarn High School and Santa Theresa High School choirs perform various large group pieces
- Assessed groups on accuracy of music, language, and style of the pieces performed
- Provided constructive criticism and assigned a grade to each group

Choral Librarian/Office Assistant August 2016 – May 2017

Choral Office, New Mexico College - Las Palmas, NM

- Trained in inventory and record keeping
- Trained in event planning and marketing methods
- Trained in fundraising for organizations
- Worked closely with music department professors and staff
- Worked with Choral Studies Director, Dr. John Flournoy on recruitment efforts
- Aided Choral Activities in tracking finances

Goshdarn District Mock Vocal Solo and Ensemble Adjudicator September 2016
Santa Theresa High School - Santa Theresa, NM

- Listened to students perform vocal solos in preparation for New Mexico All-State Choir auditions and Solo and Ensemble competition
- Assessed students based on accurate performance of music and pronunciation of language
- Provided constructive criticism to students

Middle School Choir Ensemble Director September 2016 – December 2016
New Mexico College - Las Palmas, NM

- Co-founding member of student-lead, after-school program for middle school students
- Worked in teaching middle school students basic musical concepts
- Taught students music for a winter concert
- Trained in record keeping and management of finances
- Worked with other members on recruiting in area middle schools

Leadership Experience

University Singers, President August 2015 – May 2017
New Mexico College - Las Palmas, NM

- Representative for the choirs as an organization
- Assisted Supervising Coordinator Dr. John Flournoy in purposing ASNMC Bills for organizational funding
- Aided in recruitment efforts for the organization
- Aided in organizing fundraising opportunities
- Worked in record keeping

Middle School Choral Ensemble Co-Founder
New Mexico College - Las Palmas, NM

- Co-founded student-lead choir program for middle school students
- Coordinated with other members to plan rehearsals and programming
- Conducted the choir
- Handled administrative duties
- Worked in record keeping, and attendance

Performance Experience

New Mexico College Choral Exchange – Vienna, Austria June 2017
• Choir member

Gotham Sings! Choral Showcase – Carnegie Hall, New York City March 2016
• Choir member

New Mexico College Choirs German Tour – Germany June 2014
• Choir member, assistant conductor

Conferences

National American Choral Directors Association Conference
Minneapolis, Minnesota

March 2017

References

Dr. John Flournoy
Director of Choral Studies
New Mexico College
jflour@nmc.edu

Dr. Sarah Doubtfire
Coordinator of Vocal Studies
New Mexico College
sdoubt@nmc.edu

Margarita Maker
Director of Choirs
Goshdarn High School
mmaker@gsd.k12.nm.us

NEW MEXICO STATE UNIVERSITY
BACHELOR OF MUSIC EDUCATION
 K-12 - INSTRUMENTAL

Student's name _____

Aggie ID _____

DEPT	CRS #	COURSE TITLE	DATE	GRADE
COMMON CORE (32-39 credits)				
AREA I: COMMUNICATIONS (9-10 credits)				
ENGL				
ENGL				
COMM				
AREA II: MATHEMATICS (3 credits)				
MATH				
AREA III: LAB SCIENCE (8 credits)				
PHYS	120G	INTRO TO ACOUSTICS		
AREA IV: SOCIAL/BEHAVIORAL SCIENCE (6-9 credits)				
AREA V: HUMANITIES AND FINE ARTS (6-9 credits)				
VIEWING A WIDER WORLD (6 credits)				

PERFORMANCE			20.5 CR	
MUS	230	APPLIED MUSIC		
MUS	230	APPLIED MUSIC		
MUS	230	APPLIED MUSIC		
MUS	230	APPLIED MUSIC		
MUS	330	APPLIED MUSIC		
MUS	430	APPLIED MUSIC		
MUS	430	APPLIED MUSIC		
MUS	440	SENIOR RECITAL		
MUS		ENSEMBLE -		
MUS		ENSEMBLE -		
MUS		ENSEMBLE -		
MUS		ENSEMBLE -		
MUS	163*	ENSEMBLE - Jazz Ensemble		
MUS	172*	ENSEMBLE (172) - Marching Bnd		
MUS	172*	ENSEMBLE (172) - Marching Bnd		
MUS	121	CONCERT/RECITAL ATTNDNCE		
MUS	121	CONCERT/RECITAL ATTNDNCE		
MUS	121	CONCERT/RECITAL ATTNDNCE		
MUS	121	CONCERT/RECITAL ATTNDNCE		
MUS	121	CONCERT/RECITAL ATTNDNCE		
MUS	121	CONCERT/RECITAL ATTNDNCE		
MUS	121	CONCERT/RECITAL ATTNDNCE		
		PIANO PROFICIENCY •		

* String students may substitute MUS 151, 164, 350, or 362
 Applied Music plus Senior Recital = 10 hours minimum
 Student must pass Piano Proficiency before student teaching
 Student must present Senior Recital before student teaching
 Student must pass TEP Exam before taking MUS 346 or MUS 349

BASIC MUSIC AND PERFORMANCE			70.5 CR	
THEORY & EAR TRAINING			19 CR	
MUS	103	EAR TRAINING I		
MUS	104	EAR TRAINING II		
MUS	105	THEORY I		
MUS	106	THEORY II		
MUS	203	EAR TRAINING III		
MUS	204	EAR TRAINING IV		
MUS	205	THEORY III		
MUS	206	THEORY IV		
MUS	413	FORM & ANALYSIS		
HISTORY AND LITERATURE			12 CR	
MUS	202	INTRO TO WRLD MUS / JAZZ		
MUS	207	HIST/LIT: ANTQTY - BAROQUE		
MUS	302	HIST/LIT: CLASSC - ROMNTC		
MUS	303	HIST/LIT: 20TH CNTRY - PRSNT		
TECHNIQUES			19 CR	
MUS	141	CLASS VOICE I		
MUS	273	MUSIC TECHNOLOGY		
MUS	315	BRASS TECH I		
MUS	316	BRASS TECH II		
MUS	317	WOODWIND TECH I		
MUS	318	WOODWIND TECH II		
MUS	319	STRING TECH I		
MUS	320	STRING TECH II		
MUS	323	PERCUSSION TECH I		
MUS	324	PERCUSSION TECH II		
MUS	322	GUITAR METHODS		
MUS	325	BEGINNING CONDUCTING		
MUS	326	INSTR CONDUCTING		
MUS	390^	WIND LIT		
MUS	391 ^^	ORCHESTRA LIT		
MUS	301	MARCHING BAND TECH		
MUS	415	ORCHESTRATION		

PROFESSIONAL EDUCATION			27 CR	
TEP EXAM				
C EP	210	EDUCATIONAL PSYCHOLOGY		
MUS	250	INTRO TO MUSIC ED		
MUS	346	ELEM MUSIC METHODS		
MUS	349	SECONDARY MUSIC METHODS		
RDG	414	CONTENT AREA LITERACY		
SPED	350	INTRO SPECIAL ED		
EDUC	471	SECONDARY STDNT TCHNG		
EDUC	482	STDNT TCHNG SEMINAR		

* NOTE: Student must enroll for Functional Piano until the Piano Proficiency is passed.

Take 5 of the 8, At least one from each category	Percussion Principals do not need to take Percussion Tech I or II
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Take 1 of the 2

MINIMUM TOTAL 135.5 CR
 MAXIMUM TOTAL 142.5 CR

^ for wind and percussion students
 ^^ for string students

NEW MEXICO STATE UNIVERSITY
BACHELOR OF MUSIC EDUCATION
 K-12 - VOCAL

Student's name _____

Aggie ID _____

DEPT	CRS #	COURSE TITLE	DATE	GRADE
COMMON CORE (32-39 credits)				
AREA I: COMMUNICATIONS (9-10 credits)				
ENGL				
ENGL				
COMM				
AREA II: MATHEMATICS (3 credits)				
MATH				
AREA III: LAB SCIENCE (8 credits)				
PHYS	120G	INTRO TO ACOUSTICS		
AREA IV: SOCIAL/BEHAVIORAL SCIENCE (6-9 credits)				
AREA V: HUMANITIES AND FINE ARTS (6-9 credits)				
VIEWING A WIDER WORLD (6 credits)				

PERFORMANCE			20.5 CR	
MUS	230	APPLIED MUSIC		
MUS	230	APPLIED MUSIC		
MUS	230	APPLIED MUSIC		
MUS	230	APPLIED MUSIC		
MUS	330	APPLIED MUSIC		
MUS	430	APPLIED MUSIC		
MUS	430	APPLIED MUSIC		
MUS	440	SENIOR RECITAL		
MUS		ENSEMBLE -		
MUS		ENSEMBLE -		
MUS		ENSEMBLE -		
MUS		ENSEMBLE -		
MUS		ENSEMBLE -		
MUS		ENSEMBLE -		
MUS	121	CONCERT/RECITAL ATTNDNCE		
MUS	121	CONCERT/RECITAL ATTNDNCE		
MUS	121	CONCERT/RECITAL ATTNDNCE		
MUS	121	CONCERT/RECITAL ATTNDNCE		
MUS	121	CONCERT/RECITAL ATTNDNCE		
MUS	121	CONCERT/RECITAL ATTNDNCE		
MUS	121	CONCERT/RECITAL ATTNDNCE		
		PIANO PROFICIENCY ^		

Applied Music plus Senior Recital = 10 hours minimum

Student must pass Piano Proficiency before student teaching

Student must present Senior Recital before student teaching

Student must pass TEP Exam before taking MUS 346 or MUS 349

BASIC MUSIC AND PERFORMANCE			70.5 CR	
THEORY & EAR TRAINING			19 CR	
MUS	103	EAR TRAINING I		
MUS	104	EAR TRAINING II		
MUS	105	THEORY I		
MUS	106	THEORY II		
MUS	203	EAR TRAINING III		
MUS	204	EAR TRAINING IV		
MUS	205	THEORY III		
MUS	206	THEORY IV		
MUS	413	FORM & ANALYSIS		
HISTORY AND LITERATURE			12 CR	
MUS	202	INTRO TO WRLD MUS / JAZZ		
MUS	207	HIST/LIT: ANTQTY - BAROQUE		
MUS	302	HIST/LIT: CLASSC - ROMNTC		
MUS	303	HIST/LIT: 20TH CNTRY - PRSNT		
TECHNIQUES			19 CR	
MUS	262	DICTION I		
MUS	263	DICTION II		
MUS	273	MUSIC TECHNOLOGY		
MUS	321	INSTR TECH FOR VCL MUS ED		
MUS	322	GUITAR METHODS		
MUS	325	BEGINNING CONDUCTING		
MUS	327	CHORAL CONDUCTING		
MUS	392	CHORAL LIT		
MUS	386	APPLIED PED AND LIT I		
MUS	415	ORCHESTRATION		

PROFESSIONAL EDUCATION			27 CR	
		TEP EXAM		
C EP	210	EDUCATIONAL PSYCHOLOGY		
MUS	250	INTRO TO MUSIC ED		
MUS	346	ELEM MUSIC METHODS		
MUS	349	SECONDARY MUSIC METHODS		
RDG	414	CONTENT AREA LITERACY		
SPED	350	INTRO SPECIAL ED		
EDUC	471	SECONDARY STDNT TCHNG		
EDUC	482	STDNT TCHNG SEMINAR		

^ NOTE: Student must enroll for Functional Piano until the Piano Proficiency is passed.

MINIMUM TOTAL 135.5 CR

MAXIMUM TOTAL 142.5 CR

Teacher Education Connections

<https://music.nmsu.edu/index.php/en/music-ed-student-teaching>



NES Testing Site

http://www.nestest.com/PageView.aspx?f=GEN_Tests.html



Essential Academic Skills

- Reading
- Writing
- Mathematics
- Technology Literacy



Professional Knowledge

- Secondary



K-12 Assessments

- Music



Potential Interview Questions

(in no specific order)

- What led you to choose music as a career?
- Why do you think it's important that music be taught in schools?
- What role do you think music plays in a student's overall education? Should it be in the curriculum or extra-curricular, and why?
- What kind of student are you and how does that reflect on your future as a teacher?
- Is music for everyone, even if they don't have musical talent, and why?
- Who was your most influential teacher/educator/musician, and why?
- Who was your least influential teacher/educator/musician, and why?
- What level of students are you interested in teaching at this time, and why?
- Tell us the importance of classroom management and how it may affect the ability of students to learn or not learn in the classroom.
- Can learning occur in a noisy classroom, and why?
- What has been your greatest revelation about music education during your time here at NMSU?
- If I asked your future students what you were like as a teacher in the classroom, what would they say?