

**Music Education**  
**Summary of Assessment Accomplishments**  
**2006-2007 Academic Year**

**Submitted by: Elaine J. Colprit, Music Education Representative to College Assessment Committee**

**Date: June 15, 2007**

**Learning Outcomes:**

Primary Learning Outcomes

The mission statement of the department manifests three primary learning outcomes for students in music education:

- teaching effectiveness
- excellent musicianship
- critical thinking skills

Since spring 2001, these three primary learning outcomes have been the underlying principles for assessment in every course with a MUED prefix. These learning outcomes form the core of the undergraduate and graduate programs in music education.

**Annual Report**

**1. Learning Outcomes assessed this year:**

Teaching Effectiveness, Musicianship, Critical Thinking

In 2006-2007 the department continued to measure student achievement in musicianship, teaching effectiveness, and critical thinking. The department implemented two new measures and began data collection for NCATE review. The focus was on audition day interviews, sophomore review, and creation of new databases.

**2. Assessment Methods and Procedures:**

Audition Day Interview

Each applicant for the music education program was invited to interview on audition day with a committee of two to three members of the music education faculty. Applicants were asked to; (a) describe previous experiences in music, (b) explain why they had decided to become a music teacher, (c) describe experiences working with children, and (d) describe backgrounds in music theory, history, piano, or other secondary instruments. The department interviewed approximately 212 applicants.

Sophomore Review

During the second half of the semester that students are enrolled in MuEd 240 Introduction to Field Experience, each student submits a portfolio (paper and CD-ROM or myfiles) and completes an interview with two to three members of the music education faculty. Evidence considered in the sophomore review includes:

**I. Teaching Effectiveness** – choose **one** of the following:

- (1) MUED Teaching Project
  - a. lesson plan
  - b. self reflection/narrative
  - c. video excerpt (must be 15 consecutive minutes of teaching)
- OR
- (2) Teaching project from instrumental techniques courses
  - a. lesson plan
  - b. self reflection/narrative
  - c. video excerpt

## II. Musicianship

- (1) 2-3 minute performance on primary instrument (takes place during interview)
- (2) sight singing (takes place during interview)
- (3) successful completion of Piano Proficiency I and demonstration of piano skills (takes place during interview)
- (4) recorded videochecks from instrumental techniques course(s), which demonstrate performance skills on secondary instruments (submitted on CD-ROM)

## III. Critical Thinking

Submit **two hard copies** of the following:

- (1) MUED 240 Philosophy Paper (required)  
AND **one** of the following
- (2) MUED 240 Theory to Practice Paper  
OR
- (3) MUED 240 Special Learners Paper

## IV. Professional Dispositions

- (1) a resume that documents evidence of professional activities beyond the classroom in the areas of musicianship, leadership, and teaching. Include active memberships in professional organization.
- (2) Additional assessments of a student's ability to (a) prepare for classes, (b) meet deadlines, (3) work cooperatively, (d) accept suggestions for improvement, (e) accurately self-evaluate and modify performance accordingly, and (f) make ethical judgments will be collected from CMA faculty.

## NCATE Review

In 2006-07 the department began data collection in the areas of Content Knowledge, Planning, Effective Practice, Effect on Student Learning, and Professional Dispositions. To meet the requirements for reporting data as outlined by NCATE, the department submitted to the College of Education a listing of assessments already in place in the degree program under headings that are consistent with NCATE. This is part of an ongoing effort to provide clear and meaningful evidence of student achievement in music education.

**Music Education  
NCATE Assessment Data  
DRAFT  
May 15 2007**

### **Assessment #1 Content Knowledge**

Praxis II – Music Content Knowledge  
Praxis II - Principles of Learning and Teaching  
*Data retained in College of Education database*

### **Assessment #2 Content Knowledge**

Entry requirements for MUED 240  
GPA 2.5  
GPA 3.0 for all courses with a MUED prefix  
GPA 2.5 in MUCT 141 Aural Skills I and MUCT 142 Aural Skills II  
GPA of 2.5 for all Music Core courses  
Satisfactory progress in applied study  
*Data reported in Grade Point Test for MuEd Majors – updated by semester  
Retained in chair's office and by department secretary*

#### Sophomore Review

- Performance on primary instrument
- Sight singing
- Keyboard harmonization
- Performance on secondary instrument (s)
- Teaching project

*Data retained in database by department secretary.*

*Rubrics for each category*

### **Assessment #3 Planning**

Sophomore Review Teaching Project Evaluations  
Lesson plan and reflection included  
*Retained in database by department secretary*  
MuEd 346 Classroom Methods – Epsilon e portfolio  
*Data retained by faculty*

**Assessment #4 Effective Practice**

Student Teaching Evaluations – online

*Retained in College of Education*

MuEd student teaching evaluations

*Retained in CMA database by department secretary*

**Assessment #5 Effect on Student Learning**

Student Teacher portfolios including self assessment of teaching and student learning

*Retained in MuEd chair's office recorded on CD's*

**Assessment #6 Dispositions**

Sophomore Review assessment from applied music faculty

Student teacher evaluations (MuEd)

*Retained in database by department secretary*

MuEd 240 Early Field Experience Evaluations

*Retained by MuEd 240 Faculty*

**Admission to the CMA**

SAT/ACT Scores

Audition Scores

*Retained in CMA by department secretary*

(MuEd Interview-comments only 06-07)

**Admission to 300 Level Methods**

MuEd 240

Overall GPA 2.5

Grade of "C" or better in each course with a MuEd prefix

Satisfactory progress in all Music Core courses taken prior to enrollment

Grade of "C" or better in Piano Proficiency I

Instrumental majors – successful completion of at a minimum of two techniques and the voice class with a grade of "C" or better

**Entrance to clinical practice (eligibility) (student teaching)**

Grade of "C" or better in MuEd 240

Grade of "C" or better in 300-level Methods Courses in Music

Grade of "C" or better in MUSP 306 Conducting

Satisfactory grade in field component of 300-level Methods Courses in Music

Successful completion of all Functional Proficiency Examinations (piano)

Overall GPA 2.5

ENG 112

IPC 102

PSYCH 101

EDFI 302

*Eligibility check completed by MuEd department advisor*

*Forms returned to College of Education*

**Completion of Student Teaching**

College of Education evaluation form (online, addresses domains)

MuEd department evaluation form (addresses specific aspects of music teaching)

*Retained in database managed by department secretary*

**Additional Requirement for Program Completion**

Meet University requirements

Completion of a Senior Recital on primary instrument

### **3. Preliminary Results and Actions Taken**

#### Audition Day Interview

The purpose of the interview was to evaluate the readiness of applicants to enter the field of music education. This year we ran a pilot study to determine if the questions were appropriate and effective in yielding the information that we intended to collect. In Fall 07 the department will meet to revise the interview form and to discuss the interview in terms of its' effectiveness as a tool for helping the department to select students to recommend for scholarships.

#### Sophomore Review

The results of the Sophomore Review indicate that with the exception of three students, undergraduate students in music education have developed teaching, musicianship, and critical thinking skills to an acceptable level by mid-semester of MuEd 240. Three students demonstrated areas of weakness in writing skills, teaching skills, sight singing, piano skills, or professional

dispositions. Those students will meet with the chair to discuss specific areas of concern and ways to improve their skills prior to a second review. The department piloted several rubrics created for evaluation of teaching skills, performance skills (primary and secondary instruments) sight-singing, piano proficiencies, writing skills, and professional dispositions. The next step is for the department to discuss the effectiveness of these assessment tools and to refine them for consistency, accuracy, and ease of use.

#### NCATE Review

The process of assembling assessment information for NCATE has prompted discussions of our current procedures for assessment in individual courses and of the potential for creating uniform assessment tools for all teaching-related projects in upper division teaching methods courses. NCATE requires evidence of student achievement in specific categories and placing our current assessments into the structure of NCATE categories has helped the department to recognize the connections among the assessments we already have in place.

#### **4. Continuing Assessment**

If the department continues to develop and revise the current plan for assessment, we will have evaluations at three points: (1) entry (interview, ACT/SAT scores, academic record, audition score), (2) midpoint (sophomore review prior to 300-level methods courses), and (3) endpoint (university supervisor and cooperating teacher student teacher evaluations and student teaching portfolio). The goal is to monitor student skill development and in doing so to monitor the effect of our instruction on student achievement.