

*SUNY Potsdam*  
*Student Learning Outcomes Assessment Plan- Music Education Department*

***Department Name:*** Music Education

***Date Submitted and Academic Year:*** Fall 2010 for AY2010-2011

***Department Mission Statement:***

The Crane School of Music is a community of musician/educators committed to fostering a vital music society. Our undergraduate music education program is designed to provide a strong comprehensive foundation across all areas of study. Blending proven traditional approaches and promising educational innovations in a uniquely supportive and cooperative learning community, the Crane School equips students with both foundations and the flexibility needed for the challenges of the 21<sup>st</sup> Century.

***Faculty Member Completing this Form:*** Dr. Robyn Hosley, Co-Chair of Music Education

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**Intended Student Learning Outcome #1**

Teacher candidates in music education will demonstrate competency in musical performance and basic musicianship content knowledge.

**Measurable Criteria and Assessment Method(s)**

**Direct Assessment #1: Content Specialty Test in Music**

The purpose of the Music Content Specialty Test (CST) is to assess knowledge and skills in the following five subareas:

Subarea I. Music Theory

Subarea II. Music Performance

Subarea III. Listening Skills

Subarea IV. Music History and Culture

Subarea V. Music History and Culture: Constructed-Response Assignment

**Direct Assessment #2: Completion of the Level A**

Music Education majors are required to pass their Level A as part of their Sophomore Evaluation. Criteria include technical ability, knowledge and application of musical style, interpretation, clarity of tone, authentic diction (voice), musicianship and level of difficulty of pieces performed. The faculty group votes to pass or not pass.

**Direct Assessment #3: INTASC v.5.10 Rubric**

Crane Student Teaching Direct Response Folio on TaskStream

Standard #1: Knowledge of Content

Standard #6: Communication Skills

**Indirect Assessment #1: Sponsor Teacher Survey**

Survey items based on INTASC Standard #1: Knowledge of Content

Students will demonstrate a high level of musicianship (performance level on primary instrument or voice, secondary instruments and ability to accompany), and knowledge of rehearsal and conducting technique.

**Indirect Assessment #2: Alumni Survey**

Alumni Survey items in Part II based on the INTASC Standards

Alumni Survey items in Part III based on the NASM Standards: Performance, aural skills and analysis, and history and repertory.

**Data Source/Results & Analysis**

**Direct Assessment #1: Content Specialty Test in Music**

Student scores on the New York State Certification tests are reported by the NYS Education Department to the State University College at Potsdam. Test results are entered into BearPaws by the Office of Institutional Effectiveness.

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**Direct Assessment #2: Level A**

Levels assess specific performance goals a student performs on the major performance medium in front of a faculty jury. The faculty writes comments that are distributed to the student. Level A results are entered into the Studio database by the Crane Associate Dean's office. Two failures of the Level A will be grounds for dismissal from the Crane School of Music.

**Direct Assessment #3: INTASC v.5.10 Evaluation Rubric**

Crane Student Teaching Direct Response Folio on TaskStream completed and submitted as a final Evaluation by the Off-campus supervisor for each geographic area at the conclusion of each student teaching placement (Placement I and Placement II).

**Indirect Assessment #1: Sponsor Teacher Survey**

Survey items based on INTASC Standard #1: Knowledge of Content are collated into a report in the Music Education Department.

**Indirect Assessment #2: Alumni Survey**

Survey data is collected by the SUNY Potsdam Office of Institutional Effectiveness.

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**Intended Student Learning Outcome #2**

Teacher candidates in music education will demonstrate pedagogical and professional knowledge, skills and dispositions.

**Measurable Criteria and Assessment Method(s)**

**Direct Assessment #1: Completion of the Sophomore Evaluation and Acceptance into the Music Education Professional Sequence**

Assessment includes systematic review of each student's performance at the conclusion of their second year in the program. In the case of transfer students who have completed more than two semester in music education at another college, this review may take place after one year of study at The Crane School of Music. Based on this review, students may be admitted into the Music Education Professional sequence, be required to remediate deficiencies (provisional acceptance or probation in music education), or be denied admission. Criteria include:

1. GPA minimums of 2.5 college and 3.0 in music;
2. Competence in oral expression and satisfactory completion of the College's stipulated writing requirement (FW);
3. Completion of three semesters and 40 completed credit hours including Principles of Music Education (FC), techniques classes according to the techniques sequence for each track, keyboard sequence courses, and the freshman math requirement (FM);
4. Completion of a minimum of 10 field experience hours;
5. Taking the NYSTCE LAST (Liberal Arts and Sciences Test);
6. Satisfactory ratings on four faculty evaluations of students' knowledge, skills, and dispositions including evaluation of each students' social, emotional and professional qualities, that, in the opinion of the faculty, are predictive of success in the teaching of music.

**Direct Assessment #2: KSD (Knowledge, Skills, Dispositions) v.5.10 Rubric**

Crane Student Teaching Direct Response Folio on TaskStream

Knowledge and Skills: Musicianship, Singing Aptitude, Singing Intonation, Communication, Intra/Interpersonal Skills

Dispositions and Attitudes: Professional Integrity, Responsibility, Maturity, Attendance, and Initiative

**Data Source/Results & Analysis**

**Direct Assessment #1: Sophomore Evaluation**

Sophomore Evaluation Recommendation Forms are collated into a report in the Music Education Department

**Direct Assessment #2: KSD (Knowledge, Skills, Dispositions) v.5.10 Rubric**

Crane Student Teaching Direct Response Folio on TaskStream completed and submitted as a final evaluation by the Off-campus supervisor for each geographic area at the conclusion of each student teaching placement (Placement I and Placement II)

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**Intended Student Learning Outcome #3**

Teacher candidates will demonstrate effective planning and assessment of classroom-based instruction on student learning.

**Measurable Criteria and Assessment Method(s)**

**Direct Assessment #1: Teacher Work Sample**

Crane Student Teaching Direct Response Folio on TaskStream

Criteria	INTASC Standards
Contextual Factors	Standard 3
Learning Goals/Outcomes	Standard 7
Assessment Plan	Standard 8
Design for Instruction	Standard 3; 4
Instructional Decision-Making	Standard 4; 9
Analysis of student learning	Standard 8; 9
Reflection and Self-evaluation	Standard 9

**Direct Assessment #2: Assessment of Teaching Skills – Written Test**

The purpose of the Assessment of Teaching Skills – Written Test is to assess knowledge and skills in the following four subareas:

Subarea I. Student Development and Learning

Subarea II. Instruction and Assessment

Subarea III. The Professional Environment

Subarea IV. Instruction and Assessment: Constructed-Response Assignment

**Indirect Assessment #1: Alumni Survey**

Alumni Survey items in Part II based on the INTASC Standards

Alumni Survey items in Part III based on the NASM Standards: Teaching Competencies

**Data Source/Results & Analysis**

**Direct Assessment #1: Teacher Work Sample**

Crane Student Teaching Direct Response Folio on TaskStream

Teacher Work Sample (Planning Skills - INTASC Standard #7) together with the assessment of student learning (INTASC Standard #8)

**Direct Assessment #2: Assessment of Teaching Skills – Written Test**

Student scores on the New York State Certification tests are reported by the NYS Education Department to the State University College at Potsdam. Test results are entered into BearPaws by the Office of Institutional Effectiveness.

**Indirect Assessment #1: Alumni Survey**

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<i>Summary of Action Plans for upcoming Academic Year</i> <u>2010-2011</u>
1. Improve CST Results in Subarea V: Music History and Culture Constructed Response
2. Improve TaskStream INTASC Results in areas of Student Teachers Rehearsal Techniques, Conducting Technique and Ability to Accompany to above 2.0
3. Launch Updated Alumni Survey
4. Continue monitoring of Sophomore Evaluation students faculty recommendation forms and Dept. Chair meetings with those students with recommendations below 2.0
5. Continue to improve passing rate on ATS-W
6.
7.
8.