**SUNY Potsdam**

**Student Learning Outcomes Assessment Plan**

(Revised 03/01/2013)

**Department/Program Name:** Music Education

**Date Submitted:** Fall 2013

**Academic Year this plan will take effect:** 2013/14

**Department/Program 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 21st Century.

**Department Assessment Coordinator or Faculty Member Completing this Form:**

Michael Schaff – Chair Music Education

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**Intended Student Learning Outcome #1**

(What do you want students to know and be able to do when they complete the course of study in this major/minor?)

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

**Connection to University/Dept Mission/The Potsdam Graduate**

Our undergraduate music education program is designed to provide a strong comprehensive foundation across all areas of study.

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

(What data will be collected and how? What unique assessment activities will be used to measure student achievement? What are our criteria for success? What does it look like when a student can _____?)

**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
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. Passing of this test will demonstrate required student achievement.

**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.

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.1.0 Rubric**

Crane Student Teaching Direct Response Folio on TaskStream
Standard #1: Knowledge of Content
Standard #6: Communication Skills

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 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.

Survey items are collated into a report in the Music Education Department. Reports are reviewed by the faculty of the Music Education department with concerns to be placed into the assessment loop.

**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.

Survey data is collected by the SUNY Potsdam Office of Institutional Effectiveness. Reports are reviewed by the faculty of the Music Education department with concerns to be placed into the assessment loop.
**Intended Student Learning Outcome #2**
(What do you want students to know and be able to do when they complete the course of study in this major/minor?)

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

**Connection to University/Dept Mission/The Potsdam Graduate**

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 21st Century.

**Measurable Criteria and Assessment Method(s)**
(What data will be collected and how? What unique assessment activities will be used to measure student achievement? What are our criteria for success? What does it look like when a student can_____?)

**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), and the freshman math requirement (FM);
3. Completion of three semesters and 40 completed credit hours including Principles of Music Education (FC), and on-track status of techniques classes and keyboard sequence courses, according to the techniques sequence for each track;
4. Completion of a minimum of 10 field experience hours;
5. Registering and completing the ALST. (Taking the test only, not the result) This shows determination to take the first of 4 required State Education Certification exams. 5. 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.

Sophomore Evaluation Recommendation Forms are collated into a report in the Music Education Department.
Direct Assessment #2: KSD (Knowledge, Skills, Dispositions) v.1.0 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

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)
Intended Student Learning Outcome #3
(What do you want students to know and be able to do when they complete the course of study in this major/minor?)

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

Connection to University/Dept Mission/The Potsdam Graduate

Outcome #3 culminates every aspect of our 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 21st Century.

Measurable Criteria and Assessment Method(s)
(What data will be collected and how? What unique assessment activities will be used to measure student achievement? What are our criteria for success? What does it look like when a student can_____?)

**Direct Assessment #1: Teacher Work Sample**
Crane Student Teaching Direct Response Folio on TaskStream

<table>
<thead>
<tr>
<th>Criteria</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextual Factors</td>
<td>Standard 1; 2; 3</td>
</tr>
<tr>
<td>Learning Goals/Outcomes</td>
<td>Standard 4; 7</td>
</tr>
<tr>
<td>Assessment Plan</td>
<td>Standard 4; 6</td>
</tr>
<tr>
<td>Design for Instruction</td>
<td>Standard 2; 3; 4</td>
</tr>
<tr>
<td>Instructional Decision-making</td>
<td>Standard 2; 3; 5; 4; 8; 9</td>
</tr>
<tr>
<td>Analysis of Student Learning</td>
<td>Standard 6; 8; 9</td>
</tr>
<tr>
<td>Reflection and Self-Evaluation</td>
<td>Standard 9</td>
</tr>
</tbody>
</table>

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

**InTASC Standards:**
The Learner and Learning
1. Learner Development
2. Learning Differences
3. Learning Environments
Content Knowledge
4. Content Knowledge
5. Application of Content
Instructional Practice
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
Professional Responsibility
9. Professional Learning and Ethical Practice
10. Leadership and collaboration

Direct Assessment #2: edTPA – Performing Arts
The purpose of the education Teacher Performance Assessment in the Performing Arts (edTPA) is to assess knowledge and skills in the following three subareas:

1. Planning for Instruction and Assessment (Rubrics 1-5)
   - Context for Learning
   - Lesson Plans
   - Instructional Materials
   - Assessments
   - Planning commentary (including Academic Language)
2. Instructing and Engaging Students in Learning (Rubrics 6-10)
   - Video clips of teaching
   - Instruction commentary referring to video clips (Reflection)
3. Assessing Student Learning (Rubrics 11-15)
   - Student work samples
   - Evidence of feedback to students
   - Assessment Commentary
   - Evaluation Criteria

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. Passing of this test will demonstrate required student achievement.

Direct Assessment #3: EAS
The purpose of the Educating All Students (EAS) test is to assess knowledge and skills in the following five areas:

1. Diverse Student Populations
2. English Language Learners
3. Students with Disabilities and Other Special Learning Needs
4. Teacher Responsibilities
5. School-Home Relationships

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Direct Assessment #4: ALST

The purpose of the Academic Literacy Skills Test is to assess knowledge and skills in the following two areas:

Reading – Performance indicators
   a. determines what text says explicitly
   b. makes logical inferences based on textual evidence
   c. draws conclusions based on textual evidence
   d. determines the central ideas or themes of a text
   e. analyzes the development of central ideas or themes of a text
   f. recognizes accurate summaries of key supporting details and ideas in a text
   g. analyzes how and why individuals, events, and ideas develop and interact over the course of a text
   h. interprets words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
   i. analyzes how specific word choices shape meaning and tone in a text
   j. analyzes how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole
   k. determines an author's attitude, opinion, or point of view
   l. assesses how point of view and purpose shape the content and style of a text

Writing – Performance indicators
   a. delineates and evaluates the argument and specific claims in a text
   b. evaluates the validity of reasoning used to support arguments and specific claims in a text
   c. evaluates the relevance and sufficiency of evidence used to support arguments and specific claims in a text
   d. evaluates the credibility, objectivity, and reliability of an author or sources used by an author
   e. analyzes how multiple texts address similar themes or topics to compare the approaches the authors take
   f. integrates and evaluates content presented in diverse formats and media, including visually and quantitatively
   g. introduces a precise, knowledgeable claim
   h. uses valid reasoning to support the claim
   i. anticipates and addresses a possible counterclaim
   j. chooses relevant and sufficient evidence from multiple texts to support the claim and integrates the information while avoiding plagiarism
   k. establishes and maintains an appropriate style and tone
   l. uses transitional words and phrases and varies syntax to link sections of the text and to clarify relationships between ideas
   m. produces a conclusion that follows from and supports the claim
   n. chooses precise language for clarity and rhetorical effect
   o. uses correct standard English grammar, usage, capitalization, punctuation, and spelling
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. Passing of this test will demonstrate required student achievement.

**Indirect Assessment #1: Alumni Survey**
Survey data is collected by the SUNY Potsdam Office of Institutional Effectiveness. Reports are reviewed by the faculty of the Music Education department with concerns to be placed into the assessment loop.