

**Music Education – Initial Preparation
Annual Program Report
Academic Year 2007-08
September 10, 2008**

1. Continuous Assessment Results

a. Admission Data

Table 1 provides the average admission test scores and average admission GPAs of Music Education candidates approved by the Professional Education Council (PEC) for admission into initial teacher preparation programs during the 2007-08 academic year. Before the Office of Teacher Services submits their names for review and approval by the PEC, candidates must meet minimum requirements established by the state and/or the WKU Professional Education Unit.

Table 1 Approved Candidate Test Score Averages by Program

Major Code	ACT		Postdate		PPSTRead		PPSTWrite		SAT		Admission GPA	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
131202-Music Education	8	24									9	3.44
500901-Music Education	5	25	3	180	3	177	3	175	1	1050	11	3.33

b. Course Based Assessment Data

Table 2 indicates the level of Music Education candidate proficiency across critical performances related to the Kentucky Teacher Standards. Candidates receiving an overall rating of 3 or 4 on a CP are considered to have demonstrated proficiency on the standards associated with the CP.

Table 2 Percent of Music Education Candidates Scoring Proficient on CPs by Kentucky Teacher Standards

Program	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
Music Ed.	75%	75%	92%	75%	89%	80%	87%	*	77%	*
Unit-Wide	91%	92%	95%	92%	94%	91%	95%	98%	92%	98%

*CPs for these standards were adopted during 2007-08 and are being implemented fall 2008.

Table 3 indicates the number of Music Education candidates who have scored 2 or lower (below proficiency) on critical performances during the 2007-08 academic year.

Table 3 Music Education Candidates (N = 6) Scoring Below Proficient on CPs during 2007-08

WKU ID	1	2	Grand Total
800294335		1	1
800297044		1	1
800300573		1	1
800353956		1	1

800362568		1	1
800372277		1	1
Grand Total		6	6

c. Clinical Experiences Data

The Music Education program has identified the following courses and experiences to evaluate candidate dispositions: EDU 250, MUS 312, MUS 412, and EDU 490. The program has identified the following courses and experiences where candidates report the diversity of their field experiences: EDU 250, MUS 312, and MUS 412. MUS 312 has been designated as the experience where candidates must work in settings at or above the average 11% diversity of the schools in the 31 counties that represent our service area.

Table 4 reports how 2007-08 Music Education program candidates performed on dispositions as they entered and progressed through their program (N = 40) and during their student teaching experience (N = 12). Students are considered “proficient” who average 3 or higher on each disposition category.

Table 4 Music Education Proficiency Rates on Unit-Wide Dispositions

Period	WKU Professional Education Dispositions				
	Values Learning	Values Personal Integrity	Values Diversity	Values Collaboration	Values Professionalism
Prior to Student Teaching	98%	98%	100%	100%	100%
During Student Teaching	100%	100%	100%	100%	100%

Over the 2007-08 academic year, 15 candidates reported demographic information on 22 field placements with an average of 11% diversity (based on National Center for Education Statistics). This diversity percentage meets the average 11% diversity of the schools in the 31 counties that represent our service area. Table 6 reveals the percentages of field experiences with various characteristics. Note that candidates could choose all the characteristics that applied for any given experience.

Table 5 Percentages of Field Experience by Category Types

Context					
Mainstreamed Class	Resource Room	Collaboration	Pullout Program	Tutorial/Enrichment	
86%	5%	32%	5%	23%	
Working With Students With Special Needs					
Physical Disability	Learning Disability	Mental Disability	EBD	Gifted	ELL
41%	55%	5%	18%	64%	18%
Working with Diverse Students					
African American	Native American	Latino/Hispanic	Asian American	Other	
91%	5%	73%	45%	18%	

Overall, in 64% of their field experiences Music Education candidates reported working with at least one student with special needs and in 100% of their field experiences candidates reported working with at least one student from a diverse ethnic group.

d. Culminating Assessment Data

As Component 4 of the WKU Professional Education Unit Continuous Assessment Plan (CAP) strategy, all initial preparation candidates complete a culminating assessment of professional and pedagogical knowledge and skills, the Teacher Work Sample (TWS). This assessment is also used to demonstrate candidates’ ability impact P-12 student learning. In particular, candidate performance on Assessment Planning and Analysis of Student Learning have been identified as key indicators of candidates’ ability related to student learning.

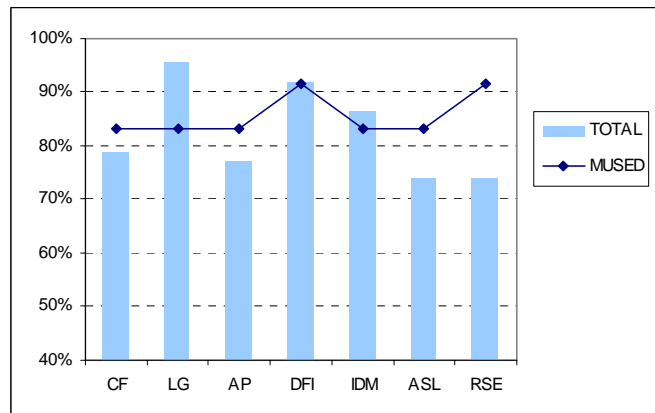
Although in spring 2008 the Professional Education Council agreed that candidates who score a holistic score of at least “2 – Developing” are able to exit the program, for program evaluation purposes our goal is that at least 80% of program candidates will achieve “3 – Proficient” or higher. Table 6 represents the proficiency rate for Music Education candidates.

Table 6 Initial Preparation TWS Proficiency Rates

Program Type	2007-08 Rate
Music Ed.	83%
Unit-Wide	86%

Because faculty also score TWS at the indicator level, we are able to use their scores to ascertain candidate success in meeting each component of the TWS. For program evaluation purposes, candidates are considered successful who average at least 2.5 on a three point scale (1 – Not Met, 2 – Partially Met, and 3 – Met) on indicators aligned to a standard. Chart 1 depicts the percentage of Music Education candidates who averaged at least 2.5 on the indicators for each TWS Factor: CF – Contextual Factors, LG – Learning Goals, AP – Assessment Plan, DFI – Design for Instruction, IDM – Instructional Decision Making, ASL – Analysis of Student Learning, and RSE – Reflection and Self-Evaluation.

Chart 1 Percentage of Music Education Candidates who “Passed” Each TWS Factor



Below are these scores as they relate to Kentucky Teacher Standards (Chart 2 and Table 7).

Chart 2 Percentage of Music Education Candidates “Passing” Each Teacher Standard

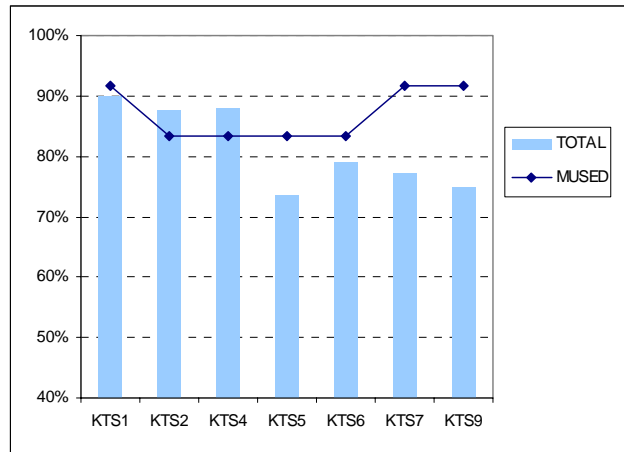


Table 7 Percentage of Music Education Candidates “Passing” Each Teacher Standard

	KTS1	KTS2	KTS4	KTS5	KTS6	KTS7	KTS9
MUSIC ED	92%	83%	83%	83%	83%	92%	92%
Unit-Wide	90%	87%	88%	74%	79%	77%	75%

Additionally, all candidates are assessed during their student teaching experience using the Student Teaching Evaluation form. Table 8 reports the percentages of 2007-08 Music Education student teachers successful on each standard. For program evaluation purposes, candidates are considered successful who average at least 2.5 on a three point scale (1 – Not Met, 2 – Partially Met, and 3 – Met) on indicators aligned to a standard.

Table 8 Music Education Proficiency Rates by Kentucky Teacher Standards

Program	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
Music Ed.	100%	83%	100%	92%	100%	100%	100%	100%	100%	92%
Unit-Wide	97%	94%	96%	93%	92%	94%	91%	95%	99%	92%

e. Exit and Follow Up Data

Table 9 delineates the Educational Testing Services reports of the pass rates on the Music Education Praxis II content exams of candidates (N=10) who completed the program in the 2006-07 academic year (the most recent year with complete data). The last column allows for pass rate comparison of our candidates to our 2005-06 results.

Table 9 Pass Rates on Content Tests for Initial Teacher Preparation

<i>Program/Type of Assessment</i>	<i>Code Number</i>	<i>Candidate N (2006-07)</i>	<i>WKU Pass Rate (2006-07)</i>	<i>WKU Pass Rate (2005-06)</i>
Overall Academic Content Area Exam Statistics:		392	92%	97%
<i>Music Education</i>				
MUSIC CONCEPTS AND PROCESSES	111	9	100%	86%*
MUSIC CONTENT KNOWLEDGE	113	10	90%	86%*

*2005-06 pass rate based on N<10.

Below are the results of the electronic WKU Teacher Survey sent to the 12 Music Education student teachers, of which 10 responded. Survey items requested the respondent’s perception of WKU preparation on each of the Kentucky Teacher Standards using a scale of 1 “Poor” 2 “Fair” 3 “Good” and 4 “Excellent.” Standards with average scores of 3 or better across items were considered to demonstrate acceptable program quality. Table 10 reports Music Education student teacher results.

Table 10 Average Scores on Teacher Standards Questions for Music Education Candidates

Program	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
Music Ed.	3.36	3.36	3.49	3.40	3.19	3.33	3.19	3.11	3.25	3.11
Unit-Wide	3.42	3.39	3.54	3.33	3.22	3.34	3.29	3.15	3.36	3.01

2. Summary of Results

Mission of the Bachelor of Music Education Program In Relationship to the Mission of the WKU Professional Education.

The music department is committed to recruiting and preparing pre-service teachers through a comprehensive based curriculum inclusive of knowledge, skills and pedagogy to become successful and reflective professionals who can facilitate the learning of all children and empower them to achieve at high levels as they become life-long learners and productive citizens in a global society.

Through data analysis of the continuous assessment plan for the Bachelor of Music Education Degree Program, it can be summarized that overall the department is preparing quality music educators in alignment with it’s mission and program experiences.

The following is a summarization of the data presented by assessment components.

A: Admission Requirements

The average ACT scores for the music education students are around 24. Some students have not had ACT scores of 21 so they were required to take the Praxis I exams in order to qualify for admission to the professional education program. Such data suggests when recruiting students for the program every effort should be made to review the ACT score.

B. Course Based Assessment Data

Even though the music education candidates are performing as well or better than average on the critical performances from specific courses in which the Kentucky Teacher Standards are addressed, every attempt has been made to improve student performance. In the spring of 2008, new critical performances in the P-12 music education pedagogy courses (MUS 312, 412, 415, 416) were developed. These critical performances were aligned with the performance indicators of the revised Kentucky Teacher Standards. This data will be submitted beginning fall of 2008. In addition the Department of Music has devised a Music Education Committee (MEC) to monitor music education dispositions and program growth (See #2, section E for details).

C. Clinical Experience Data

Music Education candidates have several opportunities for field experiences in diverse learning environments prior to student teaching. The candidates' dispositions rank very high 98-100%. It can be reported that more emphasis needs to be placed on how to adapt and accommodate diverse learners (special needs learners as well as culturally diverse) in the instructional setting.

D. Culminating Assessment Data

The culminating assessment critical performance for all teacher education candidates is the Teacher Work Sample (TWS). The music education candidates are performing at proficiency. The only area of the TWS that the music education students are lower than the unit-wide is learning goals. There is always confusion about the learning goals for music because the discipline is performance based. When developing instructional units for performance-based music instruction, in which performing-analyzing-creating music is experienced sequentially within the context of music making and musical repertoire, the learning goals are narrow and not as broad as in other disciplines. Even though, the TWS for music is introduced in the music education courses, the culminating product is taught by instructors from the Department of Education who may have had minimal experiences with developing goals for performance-based music instruction. According to Chart 2, Table 7 music education students are passing successfully the appropriate Kentucky Teacher Standards (1-9) linked to the TWS. KTS 2: Designs and Plans Instruction and KTS 4: Implementing and Managing Instruction are two standards that are lower than unit-wide scores. Every attempt will be made to address these two standards in the music education course work.

Within the student teaching experience, the music education students are demonstrating proficiency in all 10 KTS. The one standard that is lower than the unit-wide score is Design and Plans Instruction. Again, that standard is being addressed in the critical performances in each of the P-12 music education pedagogy courses (MUS 312, 412, 415, 416) during 2008-2009.

E. Exit and Follow-Up Data

To earn state licensing, the music education candidate must pass the Praxis II Exams: Music Content Knowledge, Music Concepts and Processes and Principles of Learning and Teaching (PLT). In comparing 2005-2006 pass rates to the 2006-2007 pass rates, the music concepts and processes exam scores have increased to 100%. However, minimal growth (4%) was reported for the Music Content Knowledge Exam, which measures knowledge and skills from all course work within the Department of Music.

The following information has been shared with the entire Department of Music faculty.

Music Content Knowledge Exam: This content area includes every music course in the WKU Music Education program. It is comprised of music listening items and multiple choice. The test construct is 100% multiple choice.

After analyzing Music Content Knowledge test data from 2000-2006 and comments from students who did not pass the exam, it seems the following music content areas need review:

- ⇒Musical score analysis: i.e. how to read various clefs (tenor, alto), types of chords
- ⇒World Music and popular music of the 20th and 21st Centuries
- ⇒Performance practice in relationship to styles of music representative of all historical periods and cultures
- ⇒All music professional organizations with respective professional music journals and research publications

Music Concepts and Processes: This exam is an on-demand written response in which the students are asked to describe how to correct specific problems in rehearsals and prepare general music lesson plans. Some of the students were weak in this area so extra preparation sessions were held prior to the exam.

The Music Education Candidates completed a survey about their program preparedness in relationship to the 10 KTS. The results suggest acceptable program quality. The music education scores on standards 1, 2, 3, 5, 6, 7, 8, 9 are a little lower than the unit-wide scores. It is projected that implementing the critical performances in the P-12 music education pedagogy courses that those scores will improve.

Also, the Department of Music has developed and approved the policy for continuance in the music education degree program. A 3-member Music Education Committee (MEC) will administer this policy. The MEC will review the dispositions and course work of all music education majors at the end of MUS 312. MUS 312 is the first course in the P-12 music education preparation block. The MEC will determine which music education students are meeting program expectations for continuance or if remediation is needed.

3. Summary of Dissemination Efforts

Bachelor of Music Education Program Results have been disseminated as follows:

1. University Level 1: Unit Productivity Report
2. SACS Continuous Program Assessments (University-wide)
3. Reports and Presentations to the Department of Music Faculty
4. Review of student performances by the Department of Music Curriculum and Long Range Planning Committees.

4. Key Discussions and Decisions Made

a. Assessment Changes

1. Department-wide effort on student recruitment with ACT 21 or higher
2. Implementation of the P-12 Music Education Pedagogy Critical Performances aligned to the revised KTS.
3. Development of the Music Education Committee (MEC) as described in section 2 of the report.

b. Program Curriculum Changes

1. Review all Professional Education requirements for Admission to the Teacher Education Program.
2. Implement the newly designed P-12 Music Education Pedagogy Critical Performances.
3. Revise all P-12 music education course work to reflect the revised Kentucky Teacher Standards.

c. Decisions Regarding Student Progress Based on Assessment Data

1. Development of the MEC program continuance policy
2. Continue the Praxis II Music Blitz sessions prior to the test dates.
3. Development of music theory help sessions.