

**Music Education – Initial Preparation
Annual Program Report
Academic Year 2008-09
October 5, 2009**

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 2008-2009 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 (N=18)

Major Code	ACT		PPSTMath		PPSTRead		PPSTWrite		SAT		Admission GPA	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
131312-Music Education	10	26									10	3.57
500901-Music Education	7	23			1	180	1	175	1	1010	8	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. Compared to the unit-wide results, Music Education candidates are typically performing as well or better than average.

Table 2 Percent of Music Education Candidates Scoring Proficient on CPs
by Kentucky Teacher Standards for MUS 312, 412, 415

Music Education Candidates: MUS 312 (N = 27), MUS 412 (N=27) MUS 415 (N=11)

Music Ed. Program	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
MUS 312, 412, 415	100%	96%	96%	96%	96%	96%	97%	96%	100%	*
Unit-Wide	94%	95%	95%	94%	95%	93%	96%	96%	95%	97%

- Standard 10: not included in MUS 312, 412, 415
- MUS 416 Instrumental Method Critical Performance will be reported, Spring 2010

Table 3 indicates the number of Music Education candidates who have scored 2 or lower (below proficiency) on critical performances in music education during the 2008-09 academic year.

Table 3 Music Education Candidates (N=1) Scoring Below Proficient on CPs during
From MUS ED course work

WKU ID	1	2	Grand Total
312: 800108366		1	1

Table 4 provides the percentage of music education candidates scoring at each level of proficiency on critical performances within professional education courses, EDU 250, EXED 330, Psych 310 and EDU 489 during the 2008-2009 academic year. Proficiency levels are based on the following scale: 1-Standard Not Met, 2_Standard Partially Met, 3-At Standards, and 4-Above Standard.

Table 4: Report of Critical Performances from Professional Education Course Work (N=76)

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

Approximately 95% of the music education students scored at standard or above on the professional education courses during the 2008-2009 academic year. Music education students are typically performing above average or better in the professional education critical performances.

c. Clinical Experiences

The Music Education 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.

Over the 2008-09 academic year, 15 candidates reported demographic information on 36 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 5 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	
67%	9%	41%	23%	18%	
Working With Students With Special Needs					
Physical Disability	Learning Disability	Mental Disability	EBD	Gifted	ELL
20%	33%	13%	13%	40%	20%
Working with Diverse Students					
African American	Native American	Latino/Hispanic	Asian American	Other	
86%	9%	62%	42%	23%	

Overall, reflective of EDU 250 field experience, music education candidates reported working with at least one student with special needs and at least one student from a diverse ethnic group.

D. Dispositions Data (Academic Year 2008-2009)

The Music Education program has identified the following courses and experiences to evaluate candidate dispositions: EDU 250, MUS 312, MUS 412, and EDU 490.

Table 6 reports how 2008-2009 Music Education program candidates performed on dispositions as they entered and progressed through their program (N = 40). Table 8 reports how music education students progressed during their student teaching experience (N = 18). Students are considered “proficient” who average at 3 or higher on each disposition category.

Table 6 Music Education Dispositions Proficiency Rates Prior to Student Teaching

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%
Unit -Wide	100%	100%	100%	100%	100%

During the 2008-2009, a dispositions rubric was developed and adopted at the initial preparation level. The faculty recommendation used for teacher program admission now reflects Level 1 dispositions. The full rubric is used as part of the student teaching evaluation process.

The WKU Department of Music Education implemented a Music Education Professional Disposition Review and Code of Conduct Policy for Candidates prior to admission to the Teacher Education Program. At the end of MUS 312 (Fall 2008) course work (N=30), a three-member music education committee (MEC) reviewed the professional dispositions of each music education major. The evaluation process determined a candidate’s performance in the WKU education professional dispositions of values learning, personal integrity, diversity, collaboration and professionalism as defined within the WKU Dispositions Rubric. The candidate must earn an at standard rating in each category for the MEC’s recommendation to the WKU Teacher Education Program. If the candidate does not meet the at standard rating at the end of the allotted time period, the MEC will not recommend the candidate.

Three candidates did not meet at standard in the education professional dispositions. Candidates were sent a letter informing them about the committee’s decision. Each student was given another semester to demonstrate at standard in all dispositions. One candidate passed the dispositions at the end of the spring program. The other two students changed their major from music education to another area.

Table 7: Scoring Rubric for WKU Music Education Professional Dispositions

	Below Standard	Near Standard	At Standard	Above Standard	Target
*Values Learning: Attendance	7%	3%	80%	10%	
*Values Learning: Class Participation		3%	34%	63%	
*Values Learning: Class Preparation	7%	3%	80%	10%	
Values Learning: Communication			100%		
*Values Personal Integrity: Emotional Control		3%	97%		
*Values Personal Integrity: Ethical Behavior		3%	97%		
Values Diversity			100%		
Values Collaboration		3%	97%		
Values Professionalism: Commitment to Self-Reflection & Growth	7%	3%	90%		

*Indicates those dispositions that relate to the conduct policy (N=30)

Table 8: Music Education Dispositions Proficiency Rates during Student Teaching

Program	WKU Professional Education Dispositions				
	Values Learning	Values Personal Integrity	Values Diversity	Values Collaboration	Values Professionalism
Music Education	93%	93%	93%	93%	93%
Unit-Wide	96%	98%	99%	98%	98%

E. Culminating Assessment Data

As Component 5 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 performances on Assessment Planning and Analysis of Student Learning have been identified as key indicators of candidates’ ability related to student learning. The indicators included 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. 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. The overall proficiency pass rate for TWS’s prepared by music education students was 100%.

Table 9 Initial Preparation TWS Proficiency Rates (N=28)

Program Type	2008-2009	2007-2008
Music Education	100%	83%
Unit-Wide	93%	86%

Below represents how music candidates performed on each component of the TWS

Table 10: Percentage of Music Education Candidates “Passing” Each TWS Component

	CF	LG	AP	DFI	IDM	ASL	RSE
Music Education	93%	100%	86%	96%	93%	54%	61%
Unit-Wide	86%	98%	78%	95%	82%	78%	75%

Below represents how the components of the TWS relate to KTS.

Table 11: TWS Percentage of Music Education Candidates “Passing” Each Teacher Standard

	KTS1	KTS2	KTS4	KTS5	KTS6	KTS7	KTS9
Music Education	100%	100%	93%	68%	82%	71%	61%
Unit-Wide	94%	93%	85%	77%	87%	76%	76%

KTS Key: 1-Content Knowledge, 2-Designs/Plans Instruction, 3-Maintains Learning Climate, 4-Implements/Manages Instruction, 5-Assessment/Evaluation, 6-Technology, 7-Reflection, 8-Collaboration, 9-Professional Development

Additionally, all candidates are assessed during their student teaching experience using the Student Teaching Evaluation form. Table 12 reports the percentages of 2008-09 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 12: Music Education Proficiency Rates by Kentucky Teacher Standards for Student Teaching (N=28)

Program	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
Music Ed.	93%	96%	96%	86%	82%	64%	93%	96%	96%	82%
Unit-Wide	96%	93%	95%	88%	88%	85%	88%	92%	93%	87%

KTS Key: 1-Content Knowledge, 2-Designs/Plans Instruction, 3-Maintains Learning Climate, 4-Implements/Manages Instruction, 5-Assessment/Evaluation, 6-Technology, 7-Reflection, 8-Collaboration, 9-Professional Development, 10-Leadership

F. Exit and Follow Up Data

Table 13 delineates the Educational Testing Services reports of the pass rates on the Music Education Praxis II content exams of candidates (N=1,102 for the Music Concepts and Processes and N=4,691 For the Music Content Knowledge) who completed the program in the 2008-2009 academic year (the most recent year with complete data). The last column allows for pass rate comparison of our candidates to our 2006-07 results.

Table 13 Pass Rates on Content Tests for Initial Teacher Preparation

Program/Type of Assessment	Code Number	Candidate N (2007-08)	WKU Pass Rate (2007-08)	WKU Pass Rate (2006-07)
Overall Academic Content Area Exam Statistics:		1,102/4,691	100%	92%
<i>Music Education</i>				
MUSIC CONCEPTS AND PROCESSES	111	9	100%	100%*
MUSIC CONTENT KNOWLEDGE	113	11	100%	90%*

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

Below are the results of the electronic WKU Teacher Survey sent to the 28 Music Education student teachers, of which 28 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 14 reports Music Education student teacher results.

Table 14: Average Scores on Teacher Standards Questions Survey for Music Education Candidates

Program	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
Music Ed. N=28	3.4	3.4	3.6	3.4	3.1	3.3	3.3	3.1	3.4	3.3
Unit-Wide N=354	3.35	3.31	3.53	3.23	3.16	3.28	3.23	3.08	3.33	3.03

- Summarize the above results by Kentucky Teacher (Initial Programs) OR Program Standards (Advanced Programs) AND other key Conceptual Framework values. *Be sure to describe*

what the results tell you about your candidates' progress toward/proficiency on each standard/CF value

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. One student had an SAT score of 1100. The required SAT score is 1500 so the student has to pass the appropriate Praxis I exams before acceptance into the Teacher Education Program. Such data suggests when recruiting students for the music education program every effort should be made to review the ACT and SAT scores. The required ACT score is 21. The required SAT score is 1500.

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. During the 2008-2009 academic year, critical performances in the four P-12 music education pedagogy courses (MUS 312, 412, 415, 416) were required. Students uploaded and professors scored the critical performances via the WKU College of Education and Behavioral Science Professional Education Unit Electronic Portfolio System. These critical performances were aligned with the performance indicators of the revised Kentucky Teacher Standards. Score data for the 2009 MUS 416 critical performance was unavailable. Table 2 illustrates how music education students scored collectively in the MUS 312, 412, 415 Kentucky Teacher Standards (KTS) based critical performances in relationship to unit-wide KTS based critical performance scores. The KTS Leadership Standard #10 was not included in any of the P-12 music pedagogy critical performances. Overall, music education students KTS proficiency scores range from 96%-100% and are above the unit-wide KTS proficiency percentages. Only one music education student scored a 2 (standard partially met) on the MUS 312 critical performance. In MUS 412 and 415, 100% of the music education students scored a 3 (at standard) or 4 (above standard) on the respective KTS critical performance.

Table 4 provides the percentage of music education candidates scoring at each level of proficiency on critical performances within professional education courses, EDU 250, EXED 330, Psych 310 and EDU 489 during the 2008-2009 academic year. Proficiency levels are based on the following scale: 1-Standard Not Met, 2_Standard Partially Met, 3-At Standards, and 4-

Above Standard. Approximately 95% of the music education students scored at standard or above on the professional education courses during the 2008-2009 academic year. Music education students are typically performing above average or better in the professional education critical performances.

C. Clinical Experience Data

Music Education candidates have several opportunities for field experiences in diverse learning environments prior to student teaching. These courses include EDU 250, MUS 312 and MUS 412. Clinical field experience data from MUS 312 and 412 is not factored into the university-wide field experience report. However, field experiences required in these courses are conducted in diverse learning environments, which encompass the learning context, working with students with special needs and culturally diverse students. Table 5 reveals the 2008-2009 EDU 250 field experience data. It can be reported that more emphasis needs to be placed on how to adapt and accommodate diverse learners (special needs learners, English as a second language, as well as culturally diverse) in the instructional setting.

D. Dispositions Data

Tables 6, 7, and 8 reflect the Teacher Dispositions data for music education students. Music Education students are scoring proficient on all teacher dispositions prior to and during student teaching. Table 7 reports the scoring criteria and data, the Music Education Committee (MEC) used to evaluate the professional education dispositions of MUS 312 students. (Refer to #1, section D). The purpose of the MEC committee is to review the professional dispositions i.e. values learning: attendance, class participation, class preparation, etc. of the music education major as each completes the Level 1 music pedagogy course work. Of the 30 MUS 312 students who were enrolled in the fall of 2008, 27 earned an at standard or above on the identified teacher dispositions (Refer to Table 7). Two of the three did not meet the standard and eventually changed to another major. The other individual did meet the at-standard in MUS 416, spring 2009. It will be interesting to track the MEC data over the next few years. The addition of this type of music education benchmark should prove to become a valuable assessment tool for evaluating a music education student's professional commitment to the field of music education.

E. Culminating Assessment Data

The culminating assessment critical performance for all teacher education candidates is the Teacher Work Sample (TWS). In Table 9, the 2008-2009 music education candidates performed at 100% proficiency. These scores are up 17% over the 2007-2008 music education TWS scores and 7% higher than the 2008-2009 unit-wide scores. Therefore, it can be surmised that there is a positive correlation between requiring a mini TWS in the respective P-12 music education pedagogy courses and the music education students performance in the culminating assessment critical performance which is required in EDU 489.

Table 10 represents how the components of the TWS compare to the KTS. Music Education candidates scored higher than the unit-wide scores in KTS 1 Content Knowledge, KTS 2 Designs/Plans Instruction, KTS 3: Maintains Learning Climate, KTS 4: Implements/Manages Instruction. For KTS 5: Assessment/Evaluation, KTS 6: Technology, KTS 7: Reflection and KTS 9: Professional Development, music education candidates scored lower than the unit-wide scores. KTS 5: Assessment/Evaluation in music education is performance-based and occurs

throughout the music instruction. Occasionally, when linked to video/audio evaluations of performances or rehearsals, pencil/paper types of evaluation are included. KTS 6: Technology and its relationship to music instruction is another standard that is difficult to implement in a choral or instrumental rehearsal. The teaching with and the student's use of technology are easy to do in P-8 general music classes when Smart or Activ Boards are available. About 100% of the music education candidate's student teach in an elementary/middle school setting and experience is acquired with how to design instruction, how to teach with and the students use of technology. For KTS 7: Reflection, music education students scored only 5% lower than the unit-wide score. Music educators are reflective practitioners during every step of the music instruction process so it can be surmised that in P-12 music education pedagogy classes that strategies for reflective practices should be reinforced. Another interesting note is when comparing the TWS KTS 7 scores to the Student Teaching KTS 7 scores that music education students scored higher (93%) than the KTS 7 unit wide score (88%). As for KTS 9: Professional Development is it unclear why music education students scores are lower for the TWS KTS because the Student Teaching KTS 9 score (96%) is higher than the unit-wide score of 93%. It may help the music education students if some instruction about devising professional growth plans was included in course work prior to student teaching.

In Table 11, within the student teaching experience, the music education students are demonstrating proficiency in all 10 KTS. The one standard that is substantially lower than the unit-wide score is for KTS 6-Technology. Discussion regarding that score interpretation is similar to what was reported for the TWS KTS 6 score.

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). Table 12 data reports the pass rates in both music education Praxis II exams (Music Content Knowledge and Concepts and Processes) were 100%. In comparing 2006-2007 pass rates to the 2007-2008 pass rates for the Music Content Knowledge Exam, which measures knowledge and skills from all course work within the Department of Music, the cohort score raised from 90% to 100%. Through analysis of the test categories with the Music Content Knowledge Praxis II exam, WKU music education students are performing above the statewide and national-wide averages in Music History and Literature, Music Theory, Performance, and Professional Practice. Music Learning, K-12 scores were 2% lower than the statewide average and 3 % lower than the national average. WKU music education students scored higher than the statewide and national averages in both test categories: instrumental/vocal performance techniques and planning a demonstration of a music concept of the Praxis II Concepts and Processes Exam.

The following information regarding the PRAXIS II scores and the Music Education Candidates Survey about teacher preparedness has been shared with the entire Department of Music faculty.

PRAXIS II:

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. The 2007-2008 pass rate increased from 90% to 100%. It appears some extra preparation regarding P-12 Music Learning is needed to

increase those scores above the statewide and national averages. After analyzing questions within the P-12 Music Learning section of the Music Content Knowledge PRAXIS II exam, it seems reasonable that the Praxis II blitz sessions need to include review of content from all techniques courses, music technology as well as P-12 Music Education Pedagogy.

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 have been weak in this area so extra preparation sessions (PRAXIS II Blitz) were held prior to the exam.

Music Education Candidates Survey:

According to the survey administered to student teachers during 2008-2009 (Table 13), music education candidates believe their preparation for the profession in relationship to the 10 KTS ranges from good to excellent. When one compares the music education candidate's scores to unit-wide pre-service teacher scores, the music student's preferences rank higher in all 10 KTS.

3. Summarize your efforts to report and disseminate your results (Unit/College-wide meetings, department/program level meetings, written reports, presentations, etc.).

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. Summarize key discussions and/or decisions made based on assessment results:
 - a. Describe any assessment or data collection changes you have made/will make based on your assessment results.
 1. Department-wide effort on student recruitment with ACT 21 or higher
 2. Continue the implementation of the P-12 Music Education Pedagogy Critical Performances aligned to the 10 KTS.
 3. Continue the evaluations of music education candidate's dispositions by the Music Education Committee (MEC) as described in the Dispositions component of the report.
 - b. Describe any program curriculum or experience changes you have made/will make based on your assessment results.
 1. Review all Professional Education requirements for Admission to the Teacher Education Program.
 2. Continue to implement the P-12 Music Education Pedagogy Critical Performances.
 3. Continue to revise all P-12 music education course work to reflect the revised Kentucky Teacher Standards.
 - c. Describe any decisions about group/individual student progress you have made/will make based on your assessment results.
 1. Continue the MEC program continuance policy

2. Continue the Praxis II Music Blitz sessions prior to the test dates.
3. Align all P-12 Music Education pedagogy, techniques, music technology course content to the P-12 Music Learning section of the PRAXIS II Music Content knowledge exam.
4. Require music education candidates to meet with Department Head of Music or the Coordinator of Music Education to discuss content areas of the PRAXIS II Music Exams that was troublesome.
5. Beginning the 2009-2010 academic year, the Department of Music has implemented the policy that no grade lower than a "C" is acceptable to meet the individual course requirements within the music education degree program.