Program Report Format
Program Annual Report for 2007-2010
ESU Revised Version 6/15/10

(ADVANCED MUSIC)

Kansas State Department of Education

COVER SHEET

Institution: Emporia State University

Accredited By: ☒ KSDE ☒ NCATE

Date Submitted: July 30, 2010

Name of Preparer(s): Dr. Marie C. Miller

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Level of the Program: ☐ Initial ☒ Advanced

Grade levels for which candidates are being prepared:
☐ K-6 ☐ 5-9 ☐ 6-12 ☐ K-12

Is this program being offered at more than one site? ☐ Yes ☒ No
If yes, please list the sites at which the program is offered:

Program Report Status:

☐ New Program ☒ Continued Program ☐ Dormant Program

(NEW PROGRAMS MUST SUBMIT SYLLABI)

A PROGRAM WILL NOT BE RECOMMENDED FOR FULL APPROVAL IF IT MEETS FEWER THAN 75% OF THE STANDARDS.
GENERAL DIRECTIONS

The following directions are designed to assist institutions as they complete this program report. To complete the report, institutions must provide data from multiple assessments that, taken as a whole, will demonstrate candidate mastery of the Kansas standards. These data will also be used to answer the following questions. Reviewers expect these prompts to be answered by the report.

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their teaching?
- Can candidates apply their knowledge in classrooms and schools?
- Are candidates effective in promoting student learning?

To that end, the program report form includes the following sections:

I. **Contextual Information** – provides the opportunity for institutions to present general information to help reviewers understand the program.

II. **Assessments and Related Data** – provides the opportunity for institutions to submit multiple assessments, scoring guides or criteria, and assessment data as evidence that standards are being met.

III. **Standards Assessment Chart** – provides the opportunity for institutions to indicate which of the assessments are being used to determine if candidates meet program standards.

IV. **Evidence for Meeting Standards** – provides the opportunity for institutions to discuss the assessments and assessment data in terms of standards.

V. **Use of Assessment Results to Improve Candidate and Program Performance** – provides the opportunity for institutions to indicate how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, and skills; and effects on student learning.

Page limits are specified for each of the narrative responses required in Sections IV and V of the report, with each page approximately equivalent to one text page of single-spaced, 12-point type. Each attachment required in Sections I and IV of the report should be kept to a maximum of five text pages. Although attachments longer than five pages will be accepted electronically, staff will require institutions to revise reports submitted with lengthy attachments.

Except for the required attachments, institutional responses can be entered directly onto the form. Specific directions are included at the beginning of each section.
SECTION I—CONTEXT

Complete the following contextual information:

1. A program of study that outlines the courses and experiences required for all candidates to complete the program. The program of study must include course titles and hours of credit per course. (This information may be provided as an attachment from the college catalog or as a student advisement sheet—maximum of five text pages.) NEW PROGRAMS MUST SUBMIT SYLLABI IN THE DOCUMENT WAREHOUSE AND IN A FOLDER ON THE CD.

2. Chart with the number of candidates and completers. (Title—Chart with Candidate Information) Limit of 6 pages, not including the charts.

1. Program of Study:

Provide the following contextual information:

- Description of the relationship of the program to the unit’s conceptual framework.

The Teachers College Conceptual Framework reflects the philosophy that for educators to help all students learn, they must have a command of content, critical ideas and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. The candidate preparing for a career in education is immersed in an academic milieu that values a number of tenets the faculty believe to be essential for the professional development and growth of teachers, other school personnel, and others in the helping professions: especially, the value of diversity; the relevance of authentic assessment; the essentials of professionalism; the importance of collaboration; the value of leadership; the significance of access to information; the usefulness of appropriate technology, and the power of reflection. ESU’s professional education programs offered through The Teachers College are devoted to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice begin their professional lives as professional educators.

The unit embraces the idea that while successful professional educators can be highly effective in different ways, common proficiencies draw on shared understanding of how to foster student learning. The Conceptual Framework identifies six proficiencies resulting from this shared understanding. The candidate who is competent in these proficiencies becomes The Professional. Specifically, the Professional provides service to society, applies interdisciplinary scholarly knowledge, engages in effective practice, responds to uncertainty and change, relies on self-reflection, and belongs to a professional community.

The graduate music program directly aligns with the unit’s conceptual framework. Throughout the music education course work, the candidate demonstrates the ability to think critically about teaching and learning, theories and philosophies of instruction, making direct application to their current teaching and planning for increased effective teaching in the future.

Assignments specifically in the music education content courses MU 846 - Philosophy of Music Education and MU 848 - Learning Theories in Music, as well as the degree capstone which is focused on preparation and instruction utilizing researched materials require candidate planning of a semester-long curricular plan (MU 846), specific learning applications (MU 848), culminating in a final instructional application and assessment with students (Capstone).
Finally, specific research-based course work in MU 839 - Research in Music Education, and MU 880 - Capstone Research assist the candidate in developing skills as an effective practitioner in research, writing, and assessing.

The program of study consists of the following:

**Core Curriculum - 11 hours**

MU 838 - Introduction to Research in Music (2)
MU 772 - Techniques of Analysis (3)

Music History - select one course
- MU 733 - Music in the Medieval Period (3)
- MU 734 - Music in the Renaissance (3)
- MU 735 - Music in the Baroque Era (3)
- MU 736 - Music in the Classic Era (3)
- MU 737 - Music in the Romantic Era (3)
- MU 744 - Music of the 20th Century (3)

Music Theory/Music History Elective – select one course (3)

**Music Education - 15 hours**

MU 839 - Research in Music Education (3)
MU 846 - Philosophy of Music Education (3)
MU 848 - Learning Theories in Music (3)

Computer Literacy—select one
- MU 810 - Digital Audio Techniques (2)
- MU 812 - Navigating Computers in Music (2)

MU 880 – Capstone Research (2)

Capstone —select one
- MU 882 - Graduate Instructional Practicum (2)
- MU 883 - Graduate Instructional Project (2)
- MU 884 - Graduate Thesis (2)

**Elective Studies - 6 hours**

Three (3) hours must be at the 800 level
Secondary Instrument not to exceed 2 hours

- *Indication of the program’s unique set of program assessments and their relationship of the program’s assessments to the unit’s assessment system.*

The program's assessment system for advanced programs consists of three decision points: admission, degree candidacy, and degree completion.

**Admission** to the Master of Music – Music Education Emphasis degree program is granted upon the student meeting the following requirements:

- All admission requirements as stated by the ESU Graduate School
- Undergraduate degree in music education or P-12 music certification
- Entrance Examinations in Music Theory and Music History
Candidates meeting all requirements are accepted into the degree program. For candidates not meeting all requirements:

- Candidate not passing the Entrance Exam in Music History will be required to enroll in MU 628 and/or MU 629, dependent upon the deficiency noted by the examination results.
- Candidate not passing the required entrance examination in Music Theory will be required to enroll in MU 618.

**Degree candidacy** is formal approval to pursue the Master of Music – Music Education Emphasis degree. This approval cannot be sought until all departmental preliminary requirements in Music Theory, Music History, and Orchestration have been met. Following the completion of 12-14 hours of study the graduate student will apply for Degree Candidacy to the Master of Music program. The 12-14 hours of study includes successful completion of two of the required music education courses (MU 839 – Research in Music, MU 846 – Philosophy of Music Education, MU 848 – Learning Theories in Music). The graduate student must submit a letter of application and a statement of personal goals regarding completion of the degree program.

The Music Graduate Committee will review the materials submitted, the student's grades and degree progress, and the student's potential for program completion. The committee will make one of the following recommendations:

- Approval of Degree Candidacy and recommendation of members of student's Graduate Committee: approval to complete program.
- Provisional approval and course recommendation(s). Following the completion of the recommendations, the student will reapply for Degree Candidacy.
- No approval of Degree Candidacy: candidate may not pursue the degree program.

The candidate must receive Approval of Degree Candidacy in order to enroll in MU 800 and the Capstone (MU 882, MU 883, or MU 884).

Assessments considered part of the degree candidacy decision point are the following:

- Curriculum Plan (Assessment 2)
- Review of Literature (Assessment 5)
- Research and Application Paper (Assessment 7)

**Degree completion** occurs after the candidate meets the following requirements:

- Completion of all coursework with a minimum grade of “B”
- Completion of the Comprehensive Examination with a minimum pass grade of 80%

Assessments completed and evaluated as part the degree completion decision point are:

- Capstone Instructor Observation (Assessment 3)
- Capstone Assessment Report (Assessment 4)
- Prospectus (Assessment 6)

- *Description of the criteria for admission, retention, and exit from the program, including*
required GPAs and minimum grade requirements for the content courses accepted by the program.

Program admission requires the following:
- Undergraduate degree in music education or a P-12 music teaching certification
- Minimum cumulative undergraduate GPA of 2.5
- Acceptance into the ESU Graduate School
- Submission of a music teaching video/DVD
- Acceptance in the MM - Music Education Degree Program by music graduate faculty

Retention requirements include the following:
- Minimum grade of B in all degree required courses at the time of degree candidacy application (at the completion of 12-14 hours of course work)
- Minimum grade of 80% on the Graduate Music History Competency Exam or completion of MU 628 and/or MU 639 with a minimum grade of B.
- Minimum grade of 80% on the Graduate Music Theory Competency Exam or completion of MU 618 with a minimum grade of B.
- Successful completion of Degree Candidacy requirements.

Exit requirements include the following:
- Minimum grade of B in all degree required courses.
- Successful completion of Degree Capstone with minimum grade of B.
- Successful completion of degree final examination with minimum grade of 80%.

**Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.**

The Master of Music - Music Education Emphasis degree program does not provide music teaching certification. Therefore student teaching or internships are not required. The program, however, does have a field experience requirement as part of the Capstone. The candidate can select, for the Capstone, either an Instructional Practicum, an Instructional Project, or a Thesis. Two of these options - Instructional Practicum and Instructional Project - must be utilized and assessed with students in an instructional setting. For the third option - Thesis - the candidate must either utilize a student class as part of the thesis study or present the formal research to students in an instructional setting.

1 KSDE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.

2 This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under KSDE/NCATE Standard 2.
2. **Chart with Candidate Information:**

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report.

<table>
<thead>
<tr>
<th>Program (initial):</th>
<th>(insert name of program)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Academic Year</td>
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<tr>
<td>2007-2008</td>
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<tr>
<td>2008-2009</td>
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<tr>
<td>2009-2010</td>
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<table>
<thead>
<tr>
<th>Program (alternative):</th>
<th>(insert name of program)</th>
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<tbody>
<tr>
<td></td>
<td>Academic Year</td>
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<td>2007-2008</td>
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<td>2008-2009</td>
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<td>2009-2010</td>
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<table>
<thead>
<tr>
<th>Program (Post-baccalaureate – Added Endorsement):</th>
<th>insert name of program</th>
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</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td># of Candidates Enrolled in the Program</td>
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<td>----------------</td>
<td>----------------------------------------</td>
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<tr>
<td>2007-2008</td>
<td>13</td>
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<tr>
<td>2008-2009</td>
<td>9</td>
</tr>
<tr>
<td>2009-2010</td>
<td>7</td>
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</tbody>
</table>

<sup>3</sup>An enrolled candidate is officially admitted to the program.

<sup>4</sup>KSDE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.
### SECTION II—ASSESSMENTS AND RELATED DATA

In this section, list the multiple assessments that are being submitted as evidence for meeting the Kansas standards for this content area. All programs must provide a **minimum of six assessments, maximum of eight assessments**; assessments #1-6 are required for all programs. For each assessment, indicate the type or form of the assessment and when it is required/administered in the program.

Include an updated Assessments Chart in the format shown below.

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type or form of Assessment</th>
<th>When the Assessment Is Required/Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. [Licensure assessment, or other content-based assessment]</td>
<td>Because this degree does not provide music teaching certification, no licensure assessment of other content-based assessment is required.</td>
<td></td>
</tr>
<tr>
<td>a. Praxis II</td>
<td></td>
<td></td>
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<tr>
<td>b. PLT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. [Assessment of candidate ability to plan instruction]</td>
<td>Rubric Assessment</td>
<td>Middle of Program – Degree Candidacy</td>
</tr>
<tr>
<td>* (Required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Plan</td>
<td></td>
<td></td>
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<tr>
<td>3. [Assessment of clinical experience]</td>
<td>Rubric Assessment</td>
<td>Degree Completion</td>
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<tr>
<td>* (Required)</td>
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<tr>
<td>Capstone Instructor Observation</td>
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<tr>
<td>4. [Assessment of candidate effect on student learning]</td>
<td>Rubric Assessment</td>
<td>Degree Completion</td>
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<tr>
<td>* (Required)</td>
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<tr>
<td>Capstone Report</td>
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</table>

*Required Assessments

5. Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
6. Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, portfolio).
7. Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and number], or completion of the program).
8. Assessment #1: Praxis II sub-score data may be used as an assessment for meeting content standards. A data table for Praxis II content test and a data table for sub-score data must be submitted but a rubric is not required.
9. Clinical experience includes practica, student teaching and internships.
<table>
<thead>
<tr>
<th></th>
<th>Examples of assessments include comprehensive examinations, projects, comprehensive portfolio tasks and score/s aligned to standards OR course grades-based assessments related to content knowledge.</th>
</tr>
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<tbody>
<tr>
<td>5.</td>
<td>Review of Literature</td>
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<tr>
<td></td>
<td>Rubric Assessment</td>
</tr>
<tr>
<td></td>
<td>Degree Candidacy</td>
</tr>
<tr>
<td>6.</td>
<td>Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s, and follow-up studies related to content knowledge.</td>
</tr>
<tr>
<td></td>
<td>Proposal</td>
</tr>
<tr>
<td></td>
<td>Rubric Assessment</td>
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<tr>
<td></td>
<td>Degree Completion</td>
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<tr>
<td>7.</td>
<td>Additional assessment that addresses Kansas content standards</td>
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<tr>
<td></td>
<td>Research and Application Paper</td>
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<tr>
<td></td>
<td>Rubric Assessment</td>
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<tr>
<td></td>
<td>Degree Candidacy</td>
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<tr>
<td>8.</td>
<td>Additional assessment that addresses Kansas content standards</td>
</tr>
</tbody>
</table>

*Required Assessments*
SECTION III—STANDARDS ASSESSMENT CHART

For each Kansas standard on the chart below, identify the assessment(s) in Section II that address each standard. **One assessment may apply to multiple Kansas standards.** In Section IV you will describe these assessments in greater detail and summarize and analyze candidate results to document that a majority of your candidates are meeting Kansas standards. To save space, the knowledge and performance indicators of the Kansas standards are not identified here, but are available at – [www.ksde.org](http://www.ksde.org). The full set of standards provides more specific information about what should be assessed. **Please include information on assessments used for PreK if this is an all-level program.**

<table>
<thead>
<tr>
<th>KANSAS STANDARD</th>
<th>APPLICABLE ASSESSMENTS FROM SECTION II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Candidate will demonstrate ability to effectively plan instructional curriculum.</td>
<td>2</td>
</tr>
<tr>
<td>2. Candidate will demonstrate ability to effectively apply knowledge and skills in music classroom instruction.</td>
<td>3 &amp; 4</td>
</tr>
<tr>
<td>3. Candidate will demonstrate knowledge of major music education reference resources.</td>
<td>5</td>
</tr>
<tr>
<td>4. Candidate will demonstrate ability to successfully plan, conduct, and report music research in a field of P-12 music instruction.</td>
<td>6</td>
</tr>
<tr>
<td>5. Candidate will demonstrate knowledge of learning theories and current trends and ability to apply this information to P-12 music instruction.</td>
<td>7</td>
</tr>
<tr>
<td>6. Candidate will demonstrate knowledge and application of music education philosophy within a current music instructional setting.</td>
<td>2</td>
</tr>
</tbody>
</table>
SECTION IV—EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: Information on the multiple assessments listed in Section II and the data findings must be reported in this section. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards.

For each assessment, the evidence for meeting standards should include the following information:

- A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time;
- The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
- A brief summary of the data findings;
- An interpretation of how that data provides evidence for meeting standards.

The response to each assessment is limited to the equivalent of two text pages.

For each assessment listed, you will need to attach the following:

- Scoring guides, criteria or rubric (specific to content of standard/s) used to score candidate responses on the assessment;
- A table (include # of candidates) with the aggregated results of the assessment providing, where possible, data for at least the most recent three years. Data should be organized according to the categories used in the rubrics/scoring guide/criteria. Provide the percentage of candidates achieving at each category.

For each assessment #1a (sub-score data) and assessment #5 (course grades-based assessment), you will include the following information:

- Praxis II sub-score data tables must be clearly labeled to indicate alignment with the standard it is assessing. Section IV narrative must clearly show alignment of sub-score data to the standard or elements of the standard.
- Course grades-based assessments have a brief description in the matrix. A more detailed and specific discussion of the alignment of activities, exams, and project in the course to the standard should be included in the narrative description of assessment 5. The course grades-based assessments data tables will be included in the narrative of assessment 5. Each course grades-based assessment is numbered and lettered as 5A, 5B, 5C, 5D, 5E and 5F. Use the same number and letter in the narrative and the data table. If the course grades-based assessments are used as evidence for meeting two standards, the course key assessments’ data (exams, projects, portfolio tasks) must be disaggregated in a data table for each of the two standards. This is necessary to provide evidence of meeting each standard. One course MAY NOT MEET more than two standards.

In the two columns for attachments, click in the box for each attachment to be included with the report. Each attachment should be no longer than five pages. The two attachments related to each assessment must be included for the program report to be complete. The report will not be reviewed until it is complete.
Assessment #1: (Required) CONTENT KNOWLEDGE: Data from licensure tests for content knowledge. Provide assessment information as outlined in the directions for Section IV. PRAXIS II content and PLT (If applicable, scores will be provided by The Teachers College). Submit overall score for all candidates. Data tables for standards must be PRAXIS II sub-score data that are aligned to specific standards/s. Limit of 2 pages excluding attachments.

Not required for the Master of Music – Music Education Emphasis program.

<table>
<thead>
<tr>
<th>Assessment #1</th>
<th>Scoring Guides/Criteria/ Rubric</th>
<th>Data Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a—Praxis II Content-Overall score data and sub-score data per standard</td>
<td>NA</td>
<td>Check the box if attached.</td>
</tr>
<tr>
<td>1b—PLT</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Licensure test data must reflect the percentage of candidates who have passed the state licensure test for each year since the last accreditation visit. The most recent year of data must include the range of total scores and sub-scores on the licensure test. Data must be presented for all program completers, even if there were fewer than 10 test takers in a given year. Sub-score data tables will report the N, the % if candidates’ performance and the average performance range provided in the Praxis report.

Assessment #2: (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS: Assessment that demonstrates candidates can effectively plan classroom-based instruction - Curriculum Plan.

Description: The curriculum plan is the final project assignment in MU 846 – Philosophy of Music Education. The curriculum project is a candidate-designed unit of a multiple session (12 weeks) instructional sequence. The curriculum unit is constructed for a music class or music ensemble of the candidate’s choice. The age and developmental level of the class/ensemble is also by candidate choice. The curriculum project includes the following information: description of the class/ensemble; listing of curriculum student outcomes; content description; design for instruction with narrative explanation; assessment procedures, and explanation how the curriculum meets either the aesthetic or paraxial philosophy or both.

Alignment with Standards:
Standard #1: Candidate will demonstrate ability to effectively plan instructional curriculum. The curriculum project is a long term instructional session plan to cover 12 weeks of instruction. The following items addressed in this plan address all aspects of curricular planning: age and developmental levels of students and special needs; the development of broad outcomes aligned with the National Standards and which include three levels of critical thinking (low, medium and high) and three instructional domains (cognitive, affective, psychomotor); a collection of instructional resources (musical and non-musical), instructional activities including a mixture of individual, small group and large group) that address multiple types and levels of learning; plans to engage students in questioning, developing learning strategies, and integrating knowledge, skills, and methods of
inquiry; and assessment procedures. These components of this project reflect the candidate’s ability to effectively plan and develop a complete and thorough curriculum. Standard #1 is assessed by items 1 through 6 of the grading rubric (Attachment #2-1). Items 1 through 6 include evaluation of curriculum plan components such as description of target class, student outcome statements, instructional design, and the assessment plan. Items 1 through 6 are scored for a total of 80 points. The candidate must achieve a minimum of 64 points (80%) to pass this assessment.

Standard #6: Candidate will demonstrate knowledge and application of music education philosophy within a current music instructional setting.

The final portion of the curriculum project is the candidate’s explanation of the specific music education philosophy(ies) that supports the curriculum content and scope. The candidate is required to explain the philosophy and demonstrate how the curriculum meets the qualities and components of the philosophy, effectively demonstrating his/her understanding and application of music education theory. Standard #6 is assessed by Item 7 of the grading rubric (Attachment #2-1). Item 7 evaluates the candidate’s ability to identify/explain how the curriculum plan meets either the aesthetic, praxis, or a combination of both of the current music education philosophical emphases. Item 7 is scored for a total of 25 points. The candidate must achieve a minimum of 20 points (80%) to pass this assessment.

Summary of Data:
Standard #1: The Mean Score is 70.63 as compare to the possible score of 80 points and the range of scores is 61-75. The percent of possible scores is 94.18. 100% of program completers scored above the accepted minimum of 60 points.
Standard #6: The Mean Score is 22.22 as compared to the possible score of 25 points and the range of scores is 18-25. The percent of possible scores is 88.85. 94.33% of program completers scored above the accepted minimum of 20 points.

Interpretation of Data:
Standard #1: The Mean Score of 70.63 and the range of scores of were higher than the accepted minimum of 60 points. Because the percent of possible scores is 94.18 and 100% of program completers successfully completed this assessment, it can be determined that these candidates were able to successfully and effectively plan instructional curriculum.
Standard #6: The Mean Score of 22.2 and the range of scores of were higher than the accepted minimum of 20 points. Because the percent of possible scores is 88.85 and 94.33% of program completers successfully completed this assessment, it can be determined that these candidates were able to demonstrate knowledge and application of music education philosophy within a current music instructional setting.

Since all music program completers were successfully on this assessment of candidates’ ability to effective plan instructional curriculum, it can be concluded that the program is meeting Master of Music – Music Education Standards #1 and #6.

In order to effect continuous improvement, candidates should have opportunities to review and evaluate several model curriculum plans for content, design, assessment plan, and how each meets aesthetic, praxis, or a combination of music educational philosophies. This can be successfully incorporated into the course curriculum.
Assessment #3 (Required)  PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS:  Assessment that demonstrates candidates' knowledge and skills are applied effectively in practice - - Capstone Instructor Observation.

**Description:** The final requirement of the program is the capstone – the candidate’s final demonstration of his/her application of knowledge and skills to classroom (P-12) music instruction. The candidate can select one of three capstone options: Graduate Instructional Practicum, Graduate Instructional Project, or Graduate Thesis. Each option capstone includes instructional sessions with students with whom the candidate is currently teaching. The instructional practicum requires an 8-10 week instructional unit taught to a class. The instructional project requires the project or a portion of the project be utilized with students. The thesis requires that the researched topic be relative to an instructional concept, learning theory, or learning environment within which the candidate has experience. The candidate must either utilize a student class for the thesis study or present the formal research to students in an instructional environment. The candidate is evaluated by an observation of the instructional work with students. The observer reviews the overall work with the students (lesson plans, instructional activities) and observes an instructional session. Student participation is also observed.

**Alignment with Standards:**

**Standard #2:** Candidate will demonstrate ability to effectively apply knowledge and skills in music classroom instruction. Each of the capstone options must include instructional work with a group of students. Observation and evaluation of an instructional session as well as observation of student participation will demonstrate the candidate’s ability to make these applications in a real instructional setting. Item 1 of the scoring guide (Attachment #3-1) evaluates the candidate’s ability to plan and present information as well as the candidate’s ability to effectively interact with students. Item 2 of the scoring guide evaluates the students involvement and engagement in the music instruction. Items 1 and 2 are scored for a total of 30 points. The candidate must achieve a minimum of 24 points (80%) to pass this assessment.

**Summary of Data:**

**Standard #2:** The Mean Score is 26.16 points as compared to possible score of 30 points and the range of scores is 24-30. The percent of possible scores is 87.21. 100% of program completers met or scored above the accepted minimum of 24 points.
Interpretation of Data:

**Standard #2:** The Mean Score of 26.16 and the range of scores of 24-30 met or were higher than the accepted minimum of 24 points. Since the percent of possible scores is 87.21 and 100% of program completers successfully completed this assessment, it can be determined that these candidates were able to successfully understand and apply learning theory concepts, music education philosophy and current issues to specific music instruction.

Since all program completers were successful on this assessment, this provides evidence that the program is meeting Standard #2.

In order to effect continuous improvement, it is recommended that each candidate video tape an instructional period within 2-3 initial days of presentation. The candidate will self-evaluate for instructor effectiveness and student engagement, identifying at least one area for improvement. This would be followed by a second taping with evaluation reflecting improvement/nonimprovement of identified area. The candidate would report information from both tapings and provide comparison data. This information would be made available to the observer prior to the scheduled observation. This area would be a specific inclusion for the observation evaluation.

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<tr>
<td>Assessment #3</td>
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<tr>
<td>[Assessment of clinical experience*] (Required); include name of the assessment:</td>
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*Clinical experience includes practica, student teaching and internships.

**Assessment 4 (Required) EFFECTS ON STUDENT LEARNING:** Assessment that demonstrates candidate effects on student learning.

**Description:** The final requirement of the capstone (the capstone is explained in Assessment #3) is the capstone report. This summary paper includes a report and interpretation of student learning assessment data in which the candidate presents and reviews student assessment data from the capstone instruction as well as a candidate self evaluation of the instructional aspects of the capstone. Capstone requirements include a demonstration of student learning (minimum of pre- and post-test) and student ability to apply learned information in a new or problem setting. The candidate presents and explains student assessment data as a part of the final capstone report. In addition, the candidate reflects on the adequacy and/or limitations of the instructional work with suggestions for future development.

**Alignment with Standards:**

**Standard #2:** Candidate will demonstrate ability to effectively apply knowledge and skills in music classroom instruction.

Each of the capstone options must include instructional work with a group of students. The candidate assesses student learning and application of that learning resulting from the capstone instruction. In addition, the candidate reflects on the adequacy and/or
limitations of the instructional work and offers suggestions for instructional improvement. The self-evaluation demonstrates the candidate’s ability to effectively apply knowledge and skills in classroom instruction as well as the candidate’s ability to self-reflect for purposes of instructional improvement. Standard #2 is assessed by items 1 and 2 of the grading rubric (Attachment #4-1). Item 1 evaluates the student learning assessment data for information retention and application. Item 2 evaluates the candidate’s self-reflection on the capstone student instructional aspects. Items 1 and 2 are scored for a total of 20 points. The candidate must achieve a minimum of 16 points (80%) to pass this assessment.

**Summary of Data:**
Standard #2: The Mean Score is 17.78 as compare to the possible score of 20 points and the range of scores is 16-20. The percent of possible scores is 88.89. 100% of program completers met or scored above the accepted minimum of 16 points.

**Interpretation of Data:**
Standard #2: The Mean Score of 17.78 and the range of scores of were higher than the accepted minimum of 16 points. Since the percent of scores is 88/89 and 100% of program completers successfully completed this assessment, it can be determined that these candidates were able to successfully and effectively plan instructional curriculum.

Since all music program completers were successfully on this assessment of candidates’ ability to effective plan instructional curriculum, it can be concluded that the program is meeting Master of Music – Music Education Standard #2.

In order to effect continuous improvement, the candidate’s assessment of learning should develop a student evaluation that also reflects learning: i.e., rubric, self-report paragraph, effectiveness scale, checklist. The results of student evaluation should be included in the final report followed by candidate reflection.

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<td>Assessment #4</td>
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<tr>
<td>[Assessment of candidate effect on student learning*] (Required); include name of the assessment:</td>
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*Effects on student learning include the creation of environments that support student learning.

**Assessment # 5: (Required) CONTENT KNOWLEDGE: Assessment of content knowledge - - Review of Literature and Bibliography**

**Description:** MU 839 course content includes the study and review of major research resources available for topics within music education. The final requirement of MU 839 is a formal review of literature and relevant bibliography on a music education research topic of the candidate’s choice. The candidate must conduct an exhaustive review of literature concerning the topic and organize this literature into an structured sequential literature review. The review of literature and bibliography must be prepared in APA format.
Alignment with Standards:
Standard #3: Candidate will demonstrate knowledge of major music reference resources.
In order to complete this assessment - a thorough literature search - the candidate must know all the major music reference resources, identify those that will provide salient information, and be skilled in accessing these resources to seek out the literature. The research resources, topic and questions, and interpretation will demonstrate the candidate’s ability to identify major reference resources and utilize these materials to organize research. Standard #3 is assessed by items 1 and 2 of the grading rubric (Attachment #5-1). Item 1 evaluates the research resources utilized. Item 2 evaluates the research results and collection of data. Items 1 and 2 are scored for a total of 30 points. The candidate must achieve a minimum of 24 points (80%) to pass this assessment.

Summary of Data:
Standard #3: The Mean Score is 29.06 as compare to the possible score of 30 points and the range of scores is 26-30. The percent of possible scores is 96.86. 100% of program completers scored above the accepted minimum of 24 points.

Interpretation of Data:
Standard #3: The Mean Score of 29.06 and the range of scores of were higher than the accepted minimum of 24 points. Since the percent of possible scores is 96.86 and 100% of program completers successfully completed this assessment, it can be determined that these candidates have knowledge and can identify major music education reference resources.

Since all music program completers were successfully on this assessment of candidates’ ability to effective plan instructional curriculum, it can be concluded that the program is meeting Master of Music – Music Education Standard #3.

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<td>[Content based assessment that addresses Kansas content standards] Required Examples of assessments include comprehensive examinations, projects, comprehensive portfolio tasks and score/s aligned to standards; include name of the assessment:</td>
<td>Check the box if attached</td>
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Assessment 6: (Required) CONTENT KNOWLEDGE: Assessment of content knowledge. – Proposal

Description: The proposal is the candidate’s formal plan for the program capstone. The candidate must self-select the capstone topic, conduct the preliminary research, define the research question/topic with appropriate variables and delimitations, and complete the research and reporting processes. Following the completion of this process the candidate must prepare a formal capstone proposal.
The proposal must include the following: problem statement, need for study, review of literature, definition of terms, delimitations, organization and procedures of capstone, timeline for implementation, and bibliography. This proposal must be prepared in APA style format.

**Alignment with Standards:**

**Standard #4:** The candidate will demonstrate ability to successfully plan, conduct, and report music research in a field of P-12 music instruction.

The proposal requires that the candidate can successfully, accurately, and thoroughly conduct research and accurately report the results. Standard #4 is assessed by a 7 item grading rubric (Attachment #2-1). Items 1 through 7 include the evaluation of research resources, research planning (research topic and questions), summary and interpretation of the research, and correctness and effectiveness of the formal research report and format. Items 1 through 7 are scored for a total of 100 points. The candidate must achieve a minimum of 80 points (80%) to pass this assessment.

**Summary of Data:**

**Standard #4:** The Mean Score is 97.22 as compare to the possible score of 100 points and the range of scores is 91-100. The percent of possible scores is 97.22. 100% of program completers scored above the accepted minimum of 80 points.

**Interpretation of Data:**

**Standard #4:** The Mean Score of 97.22 and the range of scores of were higher than the accepted minimum of 80 points. Since the percent of scores is 97.22 and 100% of program completers successfully completed this assessment, it can be determined that these candidates can successfully plan, conduct, and report music research.

Since all music program completers were successfully on this assessment of candidates’ ability to effective plan instructional curriculum, it can be concluded that the program is meeting Master of Music – Music Education Standard #4.

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<td>Assessment #6</td>
<td>[Content based assessment that addresses Kansas content standards] Required Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s aligned to standards, and related to content knowledge; include name of the assessment:</td>
<td>Check the box if attached.</td>
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Assessment 7: (Optional) Additional assessment that addresses Kansas content standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information as outlined in the directions for Section IV. Limit of 2 pages excluding attachments - Research and Application Paper

Description: MU 848 – Learning Theories in Music – course content includes a review of traditional and contemporary learning theories with specific applications to music instruction as well as traditional and contemporary music learning theories. The research paper for MU 848 – Learning Theories in Music – is a documented in-depth research paper on the candidate’s topic of choice related to a specific learning theory concept or aspect of that theory in music education. The topic must be placed within its historical and sociological context with direct references to these contexts. The paper must include a direct application of the topic to the candidate’s current, former, or future P-12 music instruction. The paper must be written in APA style format complete with reference citations and a reference bibliography.

Alignment with Standards:
Standard #5: Candidate will demonstrate knowledge of learning theories and current trends and ability to apply this information to P-12 music instruction.
The justification of paper position, the examination of historical and sociological contests, the applications, and the conclusions of this paper demonstrate the candidate’s in-depth study of and the ability to correctly apply the selected theory to specific music instructional practices taught in this course. Standard # 5 is assessed by items 1 through 4 of the grading rubric (Attachment #7-1). Items 1 through 4 include evaluation of the research topic, candidate interpretation and justification of that interpretation, and the research conclusion. Items 1 through 4 are scored for a total of 40 points. The candidate must achieve a minimum of 32 points (80%) to pass this assessment.

Summary of Data:
Standard #5: The Mean Score is 36.5 as compare to the possible score of 40 points and the range of scores is 32-39. The percent of scores is 91.25. 100% of program completers scored at or above the accepted minimum of 32 points.

Interpretation of Data:
Standard #5: The Mean Score of 36.5 and the range of scores of were at or higher than the accepted minimum of 32 points. Since the percent of possible scores is 91.25 and100% of program completers successfully completed this assessment, it can be determined that these candidates have successfully demonstrated the knowledge of learning theories and current trends and have demonstrated that they can successfully apply this information to P-12 music instruction.

Since all music program completers were successfully on this assessment of candidates’ ability to effective plan instructional curriculum, it can be concluded that the program is meeting Master of Music – Music Education Standard #5.

In order to effect continuous improvement, the paper requirements could include a specific application of the theory/theory concept to a music instruction unit.
Assessment 8: (Optional) Additional assessment that addresses Kansas content standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information as outlined in the directions for Section IV. Limit of 2 pages excluding attachments.
SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments, but rather, it should summarize major findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty have taken to use information from assessments for improvement of both candidate performance and the program. Limit of three pages. (This will be a summary of the Data Results and Action Taken/Recommendations from the Assessments and Related Data chart in Section II.)

Assessment data is reviewed annually by the Music Education Faculty Committee.

Major findings from evidence reported include the following:

- Program candidates are generally well prepared in pedagogical and professional knowledge and skills – assessments indicated that candidates met and exceeded the required 80% minimums.
- Program candidates are able to plan curriculum including student outcomes, content, and assessment.
- Program candidates are generally effective in classroom presentation and interaction with students.
- Program candidates are generally well prepared in music education research and report techniques.

There are several areas in which data would indicate a need for improvement. These include:

- Program candidates would benefit from opportunities to review and evaluate curriculum plans. This can be incorporated into course instruction with the introduction of several model curriculums.
- Candidate self evaluation of teaching could be enhanced and improved with required taping and evaluation of several instructional periods within one single instructional unit.
- Candidates would also benefit from incorporating and subsequently evaluating student assessment of learning into the capstone requirement.

Recent course revision implementations over the past three years, as a direct result of review of assessment data include:

- MU 846 – Music Education Philosophy – was expanded to include published reviews of the aesthetic and praxial music education philosophies.
VI—RESPONSE TO AREAS FOR IMPROVEMENT FROM LAST KSDE REVIEW

(List areas for improvement cited and what has been done to correct each.)

No areas were cited for improvement.