



**PREPARING  
EXEMPLARY  
PRACTITIONERS** | FIELD-BASED  
INQUIRY  
PROFESSIONAL  
EXCELLENCE  
BETTERMENT  
OF SOCIETY  
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive  
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

## PROGRAM DATA REPORT

### *MUSIC*

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2013; SPRING 2014

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

# Program Admissions/Production Information

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## Active Majors by Degree Type

B.M.	Non-Degree	M.M.U.S.
58	6	23

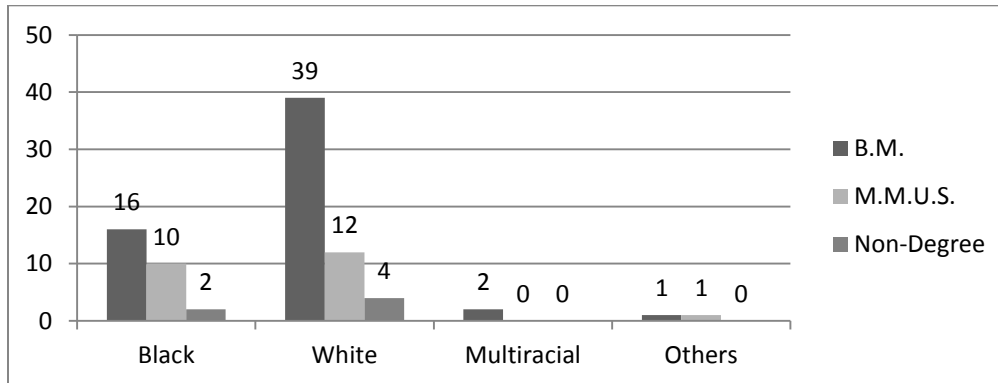
\*Banner Report ED2740 & Advisor Spreadsheet (for B.M. admissions)

## Completers by Degree Type

B.M.	Non-Degree	M.M.U.S.
7	3	0

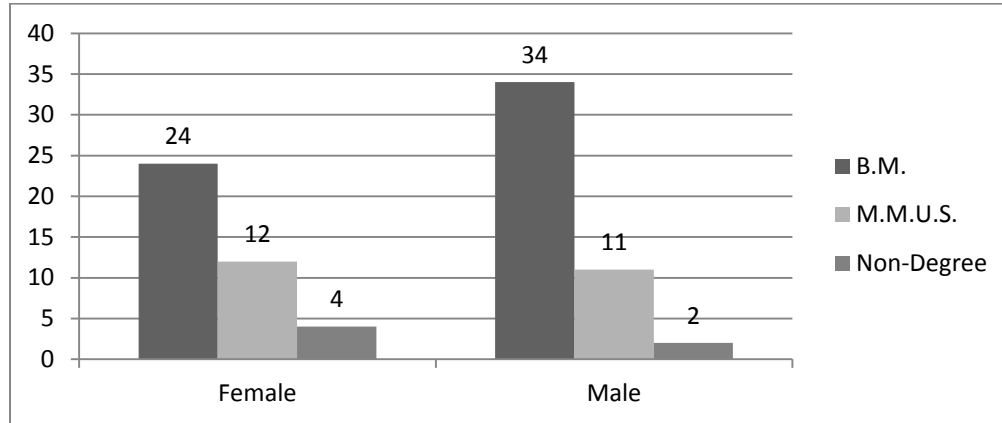
\* Banner Report ED2650

## Race by Degree- Active Majors (N=87)



\* Banner Report ED2505

**Gender by Degree- Active Majors (N=87)**



\*Banner Report 2505

**Average SAT Scores- Undergraduate Active Majors (N=42)**

Test	Score	Percentile Ranks
SAT-Verbal	515	56
SAT-Mathematics	510	48
Composite	1025	53

\* Banner Report ED2505

**Average ACT Scores- Undergraduate Active Majors (N=26)**

Test	Score	Percentile Ranks
ACT-Verbal	21	57
ACT-Mathematics	20	51
Composite	21	55

\* Banner Report ED2505

### Average GRE Scores- Graduate Active Majors (N=1)

Test	Score	Percentile Ranks
GRE-Verbal	519	63
GRE-Mathematics	535	21
Composite	1054	Not Available

\* Banner Report ED2505

## Assessment Results: Bachelor's

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### Learning Outcomes Report

<b>Generic MUSC B.M. Rubric assessed in MUSC 3900, MUSC 4011, and MUSC 4021</b>		
<ul style="list-style-type: none"><li>➤ Outcome 1: Candidates must demonstrate ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization.</li><li>➤ Outcome 2: Candidates must demonstrate an understanding of child growth and development and an understanding of principles of learning as they relate to music.</li><li>➤ Outcome 3: Candidates must demonstrate the ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.</li><li>➤ Outcome 4: Candidates must demonstrate knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.</li><li>➤ Outcome 5: Candidates must demonstrate the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.</li><li>➤ Outcome 6: Candidates must demonstrate an understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.</li></ul>		
<b>Rubric Criteria</b>	<b>2013-2014 (N=14)</b>	
<i>No criteria; only descriptors</i>	3.64	

<b>Curriculum Project Rubric assessed in MUSC 4000</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: Candidates must demonstrate ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization.</li> <li>➤ Outcome 2: Candidates must demonstrate an understanding of child growth and development and an understanding of principles of learning as they relate to music.</li> <li>➤ Outcome 3: Candidates must demonstrate the ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.</li> <li>➤ Outcome 4: Candidates must demonstrate knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.</li> <li>➤ Outcome 5: Candidates must demonstrate the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.</li> <li>➤ Outcome 6: Candidates must demonstrate an understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.</li> </ul>	
<b>Rubric Criteria</b>	<b>2013-2014 (N=5)</b>
<i>No criteria; only descriptors</i>	3.60

\* Tk20 Report West Georgia COE Standards Report

## Dispositions, Impact on Student Learning, and Intern Keys Instruments 2013-2014

### COE Dispositions Rubric, Pre-Internship- University Supervisor results only (N=11)

<b>Dispositions</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
Professionalism: Punctuality	0	18.18	9.09	72.73	3.55
Professionalism: Preparation	0	18.18	27.27	54.55	3.36
Professionalism: Professional Demeanor	0	0	0	100	4
Professionalism: Responsive and Adaptive	0	9.09	36.36	54.55	3.45
Professionalism: Ethical and Honest	0	0	36.36	63.64	3.64
Communication: Verbal Communication	0	0	40.0	60.0	3.60
Communication: Written Communication	0	18.18	45.45	36.36	3.18
Belief that all can Learn: Respects Individual Differences	0	0	27.27	72.73	3.73
Fairness: Equity in all Settings	0	9.09	18.18	72.73	3.64
Collaboration: Interactions with Others	0	18.18	18.18	63.64	3.45

\*Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

**COE Dispositions Rubric, Internship- University Supervisor results only (N=9)**

<b>Dispositions</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
Professionalism: Punctuality	0	0	0	100	4.0
Professionalism: Preparation	0	0	0	100	4.0
Professionalism: Professional Demeanor	0	0	0	100	4.0
Professionalism: Responsive and Adaptive	0	0	11.11	88.89	3.89
Professionalism: Ethical and Honest	0	0	0	100	4.0
Communication: Verbal Communication	0	0	11.11	88.89	3.89
Communication: Written Communication	0	0	0	100	4.0
Belief that all can Learn: Respects Individual Differences	0	0	0	100	4.0
Fairness: Equity in all Settings	0	0	0	100	4.0
Collaboration: Interactions with Others	0	0	0	100	4.0

**COE Impact on Student Learning Rubric, Internship- University Supervisor results only (N=9)**

<b>Rubric</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
Planning	0	0	11.11	88.89	3.89
Instructional Methods	0	0	22.22	77.78	3.78
Differentiation	0	0	22.22	77.78	3.78
Assessment	0	0	44.44	55.56	3.56

\*Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

**COE Intern Keys Fall 2013, Interns only- University Supervisor results only (N=7)**

<b>Performance Standard 1: Professional Knowledge</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
1.1 Addresses appropriate curriculum standards and integrates key content elements	0%	0%	0%	100%	4
1.2 Facilitates students' use of higher-level thinking skills in instruction	0%	0%	28.57%	71.43%	3.71
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	0%	0%	0%	100%	4
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0%	0%	0%	100%	4

1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0%	0%	14.29%	85.71%	3.86
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0%	0%	0%	100%	4
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0%	0%	14.29%	85.71%	3.86
<b>Performance Standard 2: Instructional Planning</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
2.1 Analyzes and uses student learning data to inform planning.	0%	0%	14.29%	85.71%	3.86
2.2 Plans instruction effectively for content mastery, pacing, and transitions.	0%	0%	71.43%	28.57%	3.29
2.3 Plans for differentiated instruction.	0%	0%	42.86%	57.14%	3.57
2.4 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	0%	0%	14.29%	85.71%	3.86
<b>Performance Standard 3: Instructional Strategies</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
3.1 Engages students in active learning and maintains interests.	0%	0%	14.29%	85.71%	3.86
3.2 Builds upon students' existing knowledge and skills.	0%	0%	14.29%	85.71%	3.86
3.3 Reinforces learning goals consistently throughout the lesson.	0%	0%	42.86%	57.14%	3.57
3.4 Effectively uses appropriate instructional technology to enhance student learning.	0%	0%	0%	100%	4
3.5 Communicates and presents material clearly, and checks for understanding.	0%	0%	42.86%	57.14%	3.57
<b>Performance Standard 4: Differentiated Instruction</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	0%	0%	42.86%	57.14%	3.57
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0%	0%	16.67%	83.33%	3.83
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0%	0%	28.57%	71.43%	3.71
<b>Performance Standards 5 and 6: Assessment Strategies and Uses</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
5.1 Uses assessment techniques that are appropriate for the developmental level of students.	0%	0%	14.29%	85.71%	3.86
6.1 Uses diagnostic assessment data to develop learning goals for	0%	0%	0%	100%	4

students, to differentiate instruction, and to document learning.					
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0%	0%	28.57%	71.43%	3.71
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	0%	0%	28.57%	71.43%	3.71
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short- term instructional decisions.	0%	0%	40%	60%	3.6
6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0%	0%	14.29%	85.71%	3.86
6.6 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0%	0%	28.57%	71.43%	3.71
<b>Performance Standard 7: Positive Learning Environment</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
7.1 Responds to disruptions in a timely, appropriate manner.	0%	0%	0%	100%	4
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0%	0%	0%	100%	4
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0%	0%	0%	100%	4
7.4 Promotes a climate of trust and teamwork within the classroom.	0%	0%	0%	100%	4
7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0%	0%	0%	100%	4
7.6 Actively listens and pays attention to students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0%	0%	0%	100%	4
7.7 Actively listens and pays attention to students' needs and responses.	0%	0%	14.29%	85.71%	3.86
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0%	0%	14.29%	85.71%	3.86
<b>Performance Standard 8: Academically Challenging Environment</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
8.1 Maximizes instructional time.	0%	0%	57.14%	42.86%	3.43
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0%	0%	0%	100%	4
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	0%	0%	14.29%	85.71%	3.86
8.4 Provides transitions that minimize loss of instructional time.	0%	0%	71.43%	28.57%	3.29
8.5 Provides academic rigor, encourages critical and creative thinking,	0%	0%	0%	100%	4



and pushes students to achieve goals.					
8.6 Encourages students to explore new ideas and take academic risks.	0%	0%	0%	100%	4
<b>Performance Standard 9: Professionalism</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.	0%	0%	0%	100%	4
9.2 Maintains professional demeanor and behavior.	0%	0%	0%	100%	4
9.3 Respects and maintains confidentiality.	0%	0%	0%	100%	4
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.	0%	0%	0%	100%	4
9.5 Participates in ongoing professional growth activities based on identified areas for improvement.	0%	0%	0%	100%	4
9.6 Demonstrates flexibility in adapting to school change.	0%	0%	0%	100%	4
<b>Performance Standard 10: Communication</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	0%	0%	14.29%	85.71%	3.86
10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.	0%	0%	0%	100%	4
10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0%	0%	42.86%	57.14%	3.57
10.4 Adheres to school and district policies regarding communication of student information.	0%	0%	0%	100%	4
10.5 In partnership with the classroom teacher, creates a climate of openness for parents, students, and other school professionals by demonstrating a collaborative and approachable style.	0%	0%	0%	100%	4
10.6 Listens and responds with cultural awareness, empathy, and understanding to the voice of students.	0%	0%	0%	100%	4
10.7 Uses modes of communication that are appropriate for a given situation.	0%	0%	0%	100%	4

**COE Intern Keys Spring 2014, Interns only- University Supervisor results only (N=2)**

<b>Performance Standard 1: Professional Knowledge</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
1.1 Addresses appropriate curriculum standards and integrates key content elements.	0%	0%	50%	50%	3.5
1.2 Facilitates students' use of higher-level thinking skills in instruction.	0%	0%	50%	50%	3.5
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	0%	0%	50%	50%	3.5
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0%	0%	0%	100%	4
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0%	0%	50%	50%	3.5
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0%	0%	50%	50%	3.5
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0%	0%	50%	50%	3.5
<b>Performance Standard 2: Instructional Planning</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
2.1 Analyzes and uses student learning data to inform planning	0%	0%	100%	0%	3
2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).	0%	0%	50%	50%	3.5
2.3 Plans instruction effectively for content mastery, pacing, and transitions.	0%	0%	100%	0%	3
2.4 Plans for instruction to meet the needs of all students.	0%	0%	100%	0%	3
2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	0%	0%	50%	50%	3.5
2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.	0%	0%	50%	50%	3.5
<b>Performance Standard 3: Instructional Strategies</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
3.1 Engages students in active learning and maintains interest.	0%	0%	50%	50%	3.5
3.2 Builds upon students' existing knowledge and skills.	0%	0%	50%	50%	3.5
3.3 Reinforces learning goals consistently throughout the lesson.	0%	0%	100%	0%	3
3.4 Uses a variety of research-based instructional strategies and resources.	0%	0%	50%	50%	3.5

3.5 Effectively uses appropriate instructional technology to enhance student learning.	0%	0%	0%	100%	4
3.6 Communicates and presents material clearly, and checks for understanding.	0%	0%	100%	0%	3
3.7 Develops higher-order thinking through questioning and problem-solving activities.	0%	0%	50%	50%	3.5
3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.	0%	0%	50%	50%	3.5
<b>Performance Standard 4: Differentiated Instruction</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	0%	0%	100%	0%	3
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0%	0%	100%	0%	3
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0%	0%	100%	0%	3
4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.	0%	0%	100%	0%	3
4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.	0%	0%	50%	50%	3.5
4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.	0%	0%	100%	0%	3
<b>Performance Standard 5: Assessment Strategies</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
5.1 Aligns student assessment with the established curriculum and benchmarks.	0%	0%	50%	50%	3.5
5.2 Involves students in setting learning goals and monitoring their own progress.	0%	0%	100%	0%	3
5.3 Varies and modifies assessments to determine individual student needs and progress.	0%	0%	100%	0%	3
5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.	0%	0%	50%	50%	3.5
5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.	0%	0%	50%	50%	3.5
5.6 Uses assessment techniques that are appropriate for the developmental level of students.	0%	0%	50%	50%	3.5
5.7 Collaborates with others to develop common assessments, when appropriate.	0%	0%	50%	50%	3.5
<b>Performance Standard 6: Assessment Uses</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>

6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	0%	0%	50%	50%	3.5
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0%	0%	50%	50%	3.5
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	0%	0%	50%	50%	3.5
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.	0%	0%	100%	0%	3
6.5 Shares accurate results of student progress with students, parents, and key school personnel.	0%	0%	100%	0%	3
6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0%	0%	50%	50%	3.5
6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0%	0%	50%	50%	3.5
<b>Performance Standard 7: Positive Learning Environment</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
7.1 Responds to disruptions in a timely, appropriate manner.	0%	0%	0%	100%	4
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0%	0%	0%	100%	4
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0%	0%	0%	100%	4
7.4 Promotes a climate of trust and teamwork within the classroom.	0%	0%	0%	100%	4
7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.	0%	0%	0%	100%	4
7.6 Actively listens and pays attention to students' needs and responses.	0%	0%	0%	100%	4
7.7 Creates a warm, attractive, inviting, and supportive classroom environment.	0%	0%	50%	50%	3.5
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0%	0%	0%	100%	4
<b>Performance Standard 8: Academically Challenging Environment</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
8.1 Maximizes instructional time.	0%	0%	100%	0%	3
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0%	0%	50%	50%	3.5
8.3 Encourages productivity by providing students with	0%	0%	50%	50%	3.5

appropriately challenging and relevant material and assignments.					
8.4 Provides transitions that minimize loss of instructional time.	0%	0%	100%	0%	3
8.5 Communicates high, but reasonable, expectations for student learning.	0%	0%	50%	50%	3.5
8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	0%	0%	50%	50%	3.5
8.7 Encourages students to explore new ideas and take academic risks.	0%	0%	50%	50%	3.5
<b>Performance Standard 9: Professionalism</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.	0%	0%	0%	100%	4
9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).	0%	0%	0%	100%	4
9.3 Respects and maintains confidentiality.	0%	0%	0%	100%	4
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.	0%	0%	0%	100%	4
9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.	0%	0%	0%	100%	4
9.6 Demonstrates flexibility in adapting to school change.	0%	0%	0%	100%	4
9.7 Engages in activities outside the classroom intended for school and student enhancement	0%	0%	0%	100%	4
9.8 Maintains appropriate interactions with students, parents, faculty, and staff.	0%	0%	0%	100%	4
9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.	0%	0%	0%	100%	4
<b>Performance Standard 10: Communication</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>Mean</b>
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	0%	0%	50%	50%	3.5
10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely	0%	0%	50%	50%	3.5

and constructive manner.					
10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.	0%	0%	0%	100%	4
10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.	0%	0%	0%	100%	4
10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0%	0%	50%	50%	3.5
10.6 Adheres to school and district policies regarding communication of student information.	0%	0%	0%	100%	4
10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.	0%	0%	0%	100%	4
10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).	0%	0%	50%	50%	3.5
10.9 Uses modes of communication that are appropriate for a given situation.	0%	0%	0%	100%	4
10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.	0%	0%	0%	100%	4

## GACE Content Test Results

### GACE Pass Rates

Test	Number Tested	Number Passed	Percent Passed
Music-I	2	2	100
Music-II	2	1	50

\* ETS Data Manager: Test Level Pass Rates

### Music Test I Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
<b>77.78</b>	<b>74.58</b>	<b>SUBAREA I. AURAL SKILLS AND ANALYSIS</b>
90.0	76.95	1. Demonstrates Critical Listening Skills By Identifying Errors In Student Performance
73.08	73.66	2. Understands And Analyzes Music In Aural Form
<b>50.0</b>	<b>62.43</b>	<b>SUBAREA II. COMPOSITION AND IMPROVISATION</b>
33.33	64.41	1. Understands, Interprets, And Analyzes Music In Written Form
66.67	60.45	2. Knows Basic Music Theory Composition And Arrangement Concepts And Improvisational Techniques
<b>70.83</b>	<b>78.11</b>	<b>SUBAREA III. HISTORY AND REPERTORY</b>
70.83	78.11	1. Knows A Variety Of Musical Styles And The Major Developments And Historical Periods Of Those Styles
<b>75.0</b>	<b>79.57</b>	<b>SUBAREA IV. PERFORMANCE COMPETENCIES FOR MUSIC EDUCATORS</b>
88.89	83.62	1. Understands Conducting Techniques, Score Interpretation, And Score Preparation
61.11	75.52	2. Knows Various Techniques For Musical Performance Activities

\* ETS Data Manager: Test Level Summary Statistics- Expanded

### Music Test II Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
<b>66.67</b>	<b>73.22</b>	<b>SUBAREA I. TECHNOLOGY</b>
64.29	70.96	1. Knows The Practical Applications Of Technology In The Music Classroom
70.0	76.39	2. Demonstrates Knowledge Of Music Software And The Appropriate Pedagogical And Ethical Uses Of It
<b>59.72</b>	<b>74.23</b>	<b>SUBAREA II. TEACHING COMPETENCIES FOR</b>

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
		<b>MUSIC EDUCATORS</b>
60.0	82.95	1. Understands The Elements Involved In Effectively Organizing Music Instruction
59.62	70.87	2. Knows A Variety Of Instructional Strategies And Techniques For Music Education Settings
<b>54.17</b>	<b>80.87</b>	<b>SUBAREA III. PROFESSIONAL KNOWLEDGE AND SYNTHESIS</b>
50.0	84.70	1. Knows The Roles That Professional Ethics And State And National Standards Play In Music Education
58.33	77.05	2. Knows The Foundations Of Professional Practice As It Relates To Music Education

\* ETS Data Manager: Test Level Summary Statistics- Expanded

## Assessment Results: Master's & Non-Degree

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No data collected. No assessment templates.