

Assessing Music Teacher Education Programs: One State's Approach



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Overview

- ✓ Constituencies in Music Teacher Education
- ✓ Music Teacher Education in Ohio
 - ✓ Historical Perspective
 - ✓ Changing Practices
- ✓ Developing Assessment Standards
- ✓ Questions and Discussion



Constituencies

- ✓ Our colleges and universities
 - ✓ Departmental dynamics
 - ✓ “College of Education” interpretations
- ✓ Our state agencies (DOE & others)
- ✓ NASM requirements
- ✓ NCATE/TEAC requirements
- ✓ Teacher testing requirements

History of Ohio Music Teacher Education Program Assessment



- ✓ Late 1990's program review
- ✓ Moving from certification to licensure (Multi-age music) as result of '96 licensure standards
- ✓ Based on NASM and Ohio's CAE

Preparing to Teach the Arts



- ✓ Matrix drawn from NASM and CAE for presenting evidence in ten areas
- ✓ Evidence usually in form of course descriptions, syllabi, and other examples
- ✓ “Identify competencies and align curriculum”

Past Program Review



- ✓ Carried out by music teacher educators (and others)
- ✓ Using the matrices to ask “where and how in his/her preservice education does the music educator develop and demonstrate . . .”
- ✓ Example

Review . . .

- ✓ Marked each area under each main standard . . . “met”, “not met,” “no evidence”
- ✓ More input-based, but somewhat transitional
- ✓ Music departments then could file rejoinders to evaluation

Things are changing...

- ✓ *All Teacher Education Units in Ohio must become nationally accredited*



In addition - Program Assessment

- ✓ Specific programs (art education, music education, math education, etc.) are assessed through SPAs (Specialized Professional Associations)

NASM NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

National Trends: Outcomes-based Assessment



Secretary Spellings speaks to members of the Business Coalition for Student Achievement in Washington, D.C.

- ✓ Spellings Commission
<http://www.insidehighered.com/news/focus/commission>
- ✓ NASM in its present form is very *input*-based
<http://tinyurl.com/26vvh7>

NCATE's Relationship With Other Nationally Recognized Accrediting Bodies

- ✓ For programs accredited by one of these organizations, NCATE requires, at a minimum, units to present (1) the official notice of accreditation from the other specialized accrediting organization; and (2) data demonstrating that candidates in these programs meet professional and state standards as expected in NCATE's Unit Standard 1. The unit head is still expected to manage and/or coordinate these programs as they are still considered part of the unit. To reduce the reporting load for these accredited programs, NCATE will not require the unit to include these programs in its reporting and evidence gathered for NCATE Unit Standards 2, 3, 4, and 5. Furthermore, BOE teams will not consider the degree of compliance of these already accredited programs with Unit Standards 2, 3, 4, and 5 when making unit recommendations regarding these four standards .

<http://tinyurl.com/ysxjlr>

Music Teacher Education Program Assessment in Ohio

- ✓ If not nationally accredited, music teacher education programs are evaluated by the state
- ✓ No current guidelines for an outcomes-based assessment of such programs existed



Developing Assessment Standards

- ✓ Our Charge
- ✓ Advisory Committee Members
- ✓ Comparing NASM and Ohio Academic Content Standards: K-12 Fine Arts-Music
- ✓ The Process
- ✓ The Outcome



Questions & Discussion



