

Illinois State University
School of Music

Bachelor of Music Education (BME)

Program Objectives

The objectives of the BME degree program are intended to assist students to:

- Demonstrate the principles of tone production, technique, and musicality with his/her primary instrument or voice;
 - Demonstrate the principles of ensemble playing in his/her primary ensemble;
 - Demonstrate knowledge of theoretical principles of music;
 - Demonstrate knowledge of music of Western and non-Western cultures and how it relates to human history;
 - Demonstrate fundamental musicianship skills of sight-singing, aural training, and piano;
 - Demonstrate the principles of conducting, including baton technique and score reading;
 - Demonstrate the principles of planning instruction and assessments, delivery of instruction, and assessment for K-12 music classes.
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Assessment of Student Outcomes

The BME degree program has a number of assessments all students must pass before they can graduate.

- Music Education majors must audition on their primary instrument for a panel of faculty for admission into the School of Music.
- Music Education majors are required to meet the Level IV piano proficiency before continuing into the professional education courses.
- Music Education majors are required to pass a 200-level applied jury, which allows them to enroll in advanced applied studies.
- Music Education majors must successfully present a minimum of a 30-minute recital on their major instrument during their junior year of applied study.
- Music Education majors must complete all College of Education requirements, including Gateways I, II, and III. These requirements can be found on the Lauby Teacher Education Center website.
- Music Education majors must pass State of Illinois Licensure Tests, including the Test of Academic Proficiency, Content Test, and the Assessment of Professional Teaching test.
- Music Education majors must successfully complete student teaching, which includes the edTPA portfolio project and an evaluation of their teaching skill through the Music Teaching Evaluation assessment

Collection and Analysis of Data from Program Assessments

ISBE Annual Report

The primary assessment of the BME program is through the Illinois State Board of Education (ISBE) Annual Report. This report is completed each fall semester. Both state and local assessments are used for this report. Data from the previous academic year is collected from state and local assessments. The Program Coordinator for Music Education is responsible for collecting all data.

The state assessments are State of Illinois Licensure Tests: Content Test and Assessment of Professional Teaching Test. The Local Assessments are: Music Teaching Evaluation, edPR Reflection Assignments, Disposition of Concerns, and 200 Level Applied Jury.

Local Assessments

#1 - The Music Teaching Evaluation evaluates a Teacher Candidate's ability in planning of instruction, teacher presence, classroom management, differentiation of instruction, assessment, music pedagogy, music methods, error detection, and their professional behavior.

The assessment tool uses a 4-point system (1 = does not meet, 2 = emerging, 3= meets, and 4 = exceeds) with descriptors for all categories. It is administered in senior level music methods courses, using integrated field experiences as the setting. It is administered twice during the semester, at mid-term and the end of the term. The faculty member of the assigned course typically does the evaluation while observing a video recording of the student's teaching episode. This same assessment is used as an assessment tool during student teaching. All student teachers are assessed four times during their internship, approximately once every four weeks, by the student teacher supervisor who is either a music education faculty member, or an external supervisor who is typically a retired school music educator.

#2 - The edPR Reflection Assignments consist of seven reflection assignments addressing various aspects of the teaching profession, including communication, educational philosophy, professional development, use of technology, professional relationships, and avenues of learning, including parents.

The assessment consists of two parts. The first is the collection/identification of an artifact that addresses the particular commitment. The artifact could be a document, an experience, or even a video of a teaching episode. The second part is a written reflection that first substantiates how the artifact addresses the commitment and then discusses its impact on the student teacher's professional growth and development. All student teachers must successfully complete these assignments. The student teacher's supervisor evaluates the work. The assessment uses a 4-point system.

#3 – *The Disposition of Concerns* assessment is a method to evaluate a Teacher Candidate’s professional development throughout their undergraduate studies. The categories of disposition are collaboration, integrity, respect, reverence for learning, emotional maturity, reflection, flexibility, and responsibility.

This assessment process is designed to document and act upon a pattern of negative performance, and candidates with three or more unresolved disposition concerns will not be permitted to complete the degree program. Teacher Candidates may receive a disposition of concern from any faculty or staff member. The assessment uses a meets/does not meet rubric.

#4 - *The 200 Level Applied Jury* assessment is required of all music education undergraduate students. The assessment addresses the core musicianship skills and content knowledge within the degree program, and reflects the student’s musical growth achieved in the first four to six semesters of study.

Applied study refers to the private instruction component of the degree program. Undergraduate music education majors must study privately for a minimum of seven semesters. Initially, the student enrolls in applied studies at the 100-level. They become eligible to audition for admission to the 200-level after completing four semesters of applied instruction.

In order to achieve this level of competency, the student must perform individually on their principle instrument before a panel of faculty members. The student is assessed on a variety of proficiencies that address musicianship, performance skills, and content knowledge. The adjudication panel is comprised of applied faculty members who are members of the same area (i.e. brass faculty, strings faculty, voice faculty, etc.). The panel initially provides written comments to the student and then confers on a final rating based upon a 4-point system. Students who fail the examination are able to re-take the assessment a total of four times. They are removed from the degree program if they do not pass the assessment within that timetable.

Analysis and Discussion of Data

After all data is collected, the BME Program Coordinator, prepares an analysis of the data. The analysis includes tables and charts, as well as discussion of the data results. The analysis is first reviewed by all music education faculty, which includes discussion of possible program changes. The Program Coordinator then edits the analysis report and forwards it to the College of Education University Teacher Education Assessment Committee (UTEAC). This committee reviews the analysis, provides feedback, and recommends changes to the report. After the Program Coordinator addresses the UTEAC recommendation, the report is filed and evaluated with ISBE and their program review committee.

After reviewing the ISBE Annual Report and its data, the Music Education faculty made improvements to the BME program. Data from the 2013 report led music education faculty to re-design curriculum of methods classes, modify clinical experiences for Teacher Candidates, and edit program assessments so that they more aligned to state regulations.

BME Proficiencies

The Bachelor of Music Education program also incorporates several proficiency assessments throughout the Teacher Candidate's undergraduate studies. These assessments provide benchmarks that are used by faculty and students to monitor student progress. These proficiency assessments also impact student retention within the BME program. The proficiencies include Level-IV Piano Proficiency, Junior Recital, and the College of Education Gateways.

The Level-IV Piano Proficiency assessment is administered in the 4th semester of group piano. All music education majors must complete the proficiency. The proficiency is designed, proctored, and scored by the piano faculty. The proficiency consists of seven performance tests in critical musicianship skills, including repertoire, keyboard theory, prepared harmonization and sight-reading harmonization, score reading, transposition, and improvisation. They must score an 8 out of 12 in order to pass any section. Students are allowed to re-take sections of the tests they fail up to two different times, but in close proximity to the original examination. If they do not pass all parts of the proficiency, they fail the proficiency and must re-enroll in class piano IV. Failure to pass the piano proficiency removes the student from the music education program.

The Junior Recital is a program requirement for all music education majors. The assessment is a part of the applied studies (private lessons on an instrument or voice) requirements. The assessment consists of BME students preparing and presenting a minimum of a 30-minute recital on their major instrument. The Teacher Candidate, with assistance from their applied instructor, selects the repertoire to be performed. The evaluation of the performance is done by a 3-person panel of music faculty in which feedback is provided, along with a rating of pass or fail. If the student fails, they are removed from the degree program.

The College of Education Gateways identify various proficiencies all teacher education majors must fulfill throughout their undergraduate degree programs. There are three Gateways: Gateway 1 – Admission to Professional Studies; Gateway 2 – Admission to Student Teaching; and Gateway 3 – Exit from Student Teaching.

Gateway 1 (Admission to Professional Studies) consists of 14 proficiencies. Some examples include: GPA requirements in both the major and cumulative; educational workshops; enrollment and completion of specific, required classes; and the first state licensure test, "The Test of Academic Proficiency."

Gateway 2 (Admission to Student Teaching) consists of eight (8) proficiencies. Some examples include: GPA requirements in both the major and cumulative; Clinical Experience hours; and the second state licensure test, "The Content Test."

Gateway 3 (Exit from Student Teaching) consists of seven (7) proficiencies. Some examples include: a series of Reflection Assignments; enrollment and completion of student teaching; the third state licensure test, "The Assessment of Professional Teaching"; and the edTPA portfolio project.