

Report on EWU Music Education Students Assessments in EWU Department of Music

In addition to meeting the competencies required in their music education coursework, teacher candidates are required to demonstrate proficiency measured in the edTPA (formerly the Teacher Performance Assessment), the Mid-Term and Final Student Teaching Checklist and the West-E (Washington Educator Skills Tests-Endorsements). The following is an overview of recent assessments of music education students at Eastern Washington University in these three areas as obtained from the EWU Department of Education. Some data has not been analyzed as of yet, as a template for cross-campus reporting is under construction.

Designed by teachers and teacher educators, the edTPA is a summative evaluation of candidates' readiness to teach. It assesses teaching behaviors focused on student learning through a process of collecting subject-specific evidence from a unit of three to five lessons for one class of students in the area. Teacher candidates submit artifacts (lesson plans, instructional materials, student assignments and assessments, video clips, samples of student work), as well as commentaries that serve as the rationale for their instructional practices. Students are scored on 15 rubrics anchored from 1 to 5 (low to high) for three tasks: Task 1: Planning for Instruction and Assessment; Task 2: Instructing and Engaging Students in Learning, and Task 3: Assessing Student Learning.

The edTPA was field-tested at EWU from Spring Quarter 2011 through Fall Quarter 2013, and became consequential in Winter and Spring Quarters 2014 (January through June). Since it became consequential, four of the five music education student teachers passed. The one music education student teacher who failed took the retake test and passed. The average edTPA score of the music education students was 46. The average edTPA score of all EWU student teachers is 46 as well. Currently, the Washington State edTPA cut score is 35, and may be raised to 41.

The two lowest and two highest average scores of the 15 rubrics reveal two areas of weakness and two areas of strength respectively, for music education students. The evidence provided to the edTPA, suggests that they struggle with Rubric 7 (average score of 2.4) and Rubric 14 (average score of 2.8). Rubric 7 evaluates the candidates' ability to "actively engage students in developing artistic skills, knowledge, and/or contextual

understandings to create, perform, or respond to music/dance/theatre,” while Rubric 14 evaluates candidates’ ability to “analyze students’ use of language to develop content understanding.” Areas of strength are seen in average scores for Rubric 2 (3.6), and Rubric 13 (3.4). Rubric 2 evaluates candidates’ “knowledge of his/her students to target support for students to develop artistic skills, knowledge, and contextual understandings to create, perform, or respond to music/dance/theatre,” while Rubric 13 evaluates candidates’ ability to “provide opportunities for focus students to use the feedback to guide their further learning.” Overall, the most evidence supports that music education teacher candidates are ready to teach with most scores above 3.0.

The EWU Department of Education was able to provide Mid-Term and Final Checklist ratings by the cooperating teachers and student-teaching supervisors for 9 music education students for the 2012-2013 academic year (data for 2013-2014 is being analyzed at this time). Mid-Term and Final Checklists are completed using a four-point scale from 4-Exemplary to 1-Unsatisfactory to rate teacher candidates’ overall performance in Professional Commitment, Instructional Performance, Management/Discipline, Evaluation/Assessment, and Personal Attributes. Seven music education student teachers (77.8%) were Proficient, and two (22.2%) were Exemplary. Average Final ratings were as follows: 3.59 for Professional Commitment; 3.16 for Instructional Performance; 3.24 for Management/Discipline; 3.30 for Evaluation/Assessment; and 3.67 for Personal Attributes. Proficient (3) is defined as “Exhibits desired performance; improvement continuous to occur as expected,” while Exemplary (4) is defined as “Consistently exhibits desired performance; little or no improvement needed.”

Finally, the WEST-E scores for 2013-2014 were obtained for 11 music education students who took a total of 22 tests from Music areas. Each WEST-E measures a candidate’s knowledge of the content of a specific subject area, e.g., Music: Instrumental, Music: Choral, and Music: General. All three Music tests are made up of approximately 110 multiple-choice questions in Aural Skills, Music Theory, Music History and Culture, Music Creation and Performance, and Music and other Disciplines. The passing score for all three tests is 240. The overall average score for the 11 EWU music education students who took the WEST-Es in the 2013-2014 academic year was 261.45, while the

overall average score for EWU non-music students was 250. Music education students' average scores by content-area were a little lower than the average scores by content area of all of Washington State. EWU music education students' average score for Music: Choral was 262.86 compared to the Washington state average of 270.3. EWU music education students' average score for Music: General was 256.75 compared to the Washington state average of 261.4, and EWU music education students' average score for Music: Instrumental was 265.43 compared to the Washington state average of 269.5.

Of the 22 tests taken in music in 2013-2014, 20 were passed and two were failed, providing a 91% pass rate. All students who re-took a test that they failed were able to pass the second test taking. Music: Choral scores ranged from 2.71 to 3.43 with the lowest scores in Domain 1 (Aural Skills) and highest scores in Domain 4 (Music Creation and Performance). Music: General scores ranged from 2.50 to 3.63 with the lowest score in Music History and Culture, and the highest score in Music and Other Disciplines. Scores for Music: Instrumental ranged from 3.00 to 3.71 with lowest scores in Music History and Culture, and highest scores in Music and Other Disciplines.

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