APSU Teacher Unit
Annual Program Review (APR) Report
2013 – 2014

Music – K-12

I. **Name of Program: Music K-12**

II. **Provide list of Reviewers**
- Dr. Eric Branscome (Coordinator of Music Education),
- Dr. Douglas Rose (Music Department Chair),
- Mr. John Schnettler (Director Athletic Bands)
- Dr. Korre Foster (Director of Choral Activities),
- Anthony Johnson, Consulting Teacher for Related Arts, Clarksville-Montgomery County School System

III. **Program Description:**
The Department of Music offers a Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) with a K-12 music teaching license with vocal, keyboard, and instrumental specializations. Specific requirements for each specialization are available on the music department website (http://www.apsu.edu/music/advising-majors).
The Department offers Master of Music (M.M.) with a concentration in music education. Students may pursue a M.M. degree with a concentration in music education, and may also pursue initial licensure by completing six additional courses in education. Specific requirements for the M.M. concentration in music education (and music education with initial licensure) programs are available.

IV. **Changes in Program**
In the 2013-2014 academic year, one new course was added to the music education curriculum, MUS 4500 Music Curriculum and Assessment. This course was added to the required program due to the increased emphasis on arts assessment in music education across the nation, with particular regard to Tennessee's Student Growth Portfolio Model in the arts. This course also serves as the music education methods course in the Residency 1 semester (the course meets on campus for 8 weeks, and then students are in a 5-week pre-student-teaching placement for 5 weeks). The College of Education offers a course in Assessment (EDUC 4270) but this course focuses mainly on TCAP and classroom evaluation procedures, and does not address the unique needs of arts assessment, or student evaluation in a musical context.

To make room for this course in the curriculum, EDUC 4160 Teaching Diverse Students was removed from the course requirements for music education majors. Standards from EDUC 4160 are addressed in MUS 2030 (World Music) and in the music education methods course. Since this course was removed from the music program requirements,

music education majors no longer receive the minor in professional education. Music department faculty felt this was an acceptable move, given the need for the new music assessment course in the program.

V.   Program Strengths

- 100% of the music education completers from 2012-2013 passed all praxis exams.
- APSU's Collegiate National Association for Music Education chapter received the organization's chapter growth award from the national office.
- Music education majors score consistently high marks (satisfactory to outstanding) in their evaluations (APSU Teacher Education Standards)
- APSU Music Department offers a wide array of professional development workshops for local teachers in which many of the music education students have participated
- The new Residency 1 Music Education course (MUS 4500) was offered for the first time in the spring semester. Students spoke very favorably of the course and mentor teachers indicated that they were impressed by the students' knowledge of music assessment.
- APSU offers a lot of outreach opportunities for music education majors to work with students from local schools in a variety of capacities. These programs provide hands-on teaching experiences for music education majors and should enhance career readiness. These programs include.
    - APSU Honor Band
    - Midsouth Marching Band Invitational
    - String Festival
    - North Tennessee Concert Festival
    - Choir Fest
    - Big Sing
    - Children's Arts InterAction Program
    - APSU Preschool Music Instruction
    - APSU Community School of the Arts
    - Children's Concert Series
    - Camp Granada (Summer Music Day Camp)
    - Watauga Arts Academy
    - Homeschool Music Program
    - Adopt-a-Band (sponsored by the department's NAfME chapter)
    - Instrument Petting Zoo (sponsored by the department's PMA, SAI, and NAfME chapters)

VI.   Program Weaknesses

- While all completers are passing the Praxis 2 Exam, there are some music education majors who do not pass the exam on their first attempt.
- Generally, APSU's music education majors receive passing scores on the edTPA, but some rubrics are at or near the national average. As a whole, edTPA scores need to improve.

- The music education graduate program is in need of revision, as indicated on the department's recent NASM Accreditation Report. The main areas of needed attention are curriculum and graduate enrollment.
- Currently, APSU has a small number of guitar music education majors. A state-wide initiative has been enacted to grow the number of guitar programs in Tennessee's schools indicating a potential need for more guitar music education majors. To meet this need, more guitar music education majors will need to be recruited to APSU

VII. Assessment of Candidates

- Despite faculty's effort to increase music students' awareness of teacher education program requirements, there are some junior and senior-level music education majors who do not attempt Praxis 1 in the freshman or sophomore years. Generally, students who delay praxis 1 until the junior or senior year are unsuccessful on their first attempt.
- For the past two years, the music department has begun to offer Praxis 2 study sessions. Generally students who do not pass Praxis 2 on their first attempt are the students who did not attend a study session. Other comments regarding students who did not pass:
    - There is a strong correlation between GPA and Praxis 2 scores indicating that the students may not be strong test-takers.
    - There is a strong correlation between concentration and Praxis 2 scores. Generally, instrumentalists score higher and are more likely to pass the exam on the first attempt than vocalists.
    - There is a strong correlation between the amount of preparation time and the likelihood of passing the test on the first attempt.
- The first group of music majors attempted the edTPA in the 2013-2014 academic year. Two students in the fall semester did not receive passing scores and were asked to resubmit one of the edTPA tasks to the retake committee. These students did not have the advantage of the music education residency 1 course where practice would have been available in edTPA terminology and concepts. Two students in the fall 2014 semester will be student teaching who have taken MUS 4500 and their scores should indicate the effectiveness of the practice edTPA in this course.
- The number of vocal music education majors is significantly less than the number of instrumentalists.

    Short-term actions

- The Praxis 2 study sessions will be amended to
    - focus more stringently on the writing component of the new exam
    - More effectively draw students' attention to the official study guides and the need for adequate preparation.
- Music faculty were sent a copy of the Music Praxis brochure and will ensure their related courses address the standards of the new Praxis exam.

- Enhanced recruiting efforts for music education majors, particularly among vocalists, guitarists, and orchestral string players.

Long-term actions

- As accountability for teacher education programs increases, the music education program will consider and eventually implement an audition / application for entry into the music education program, hopefully leading to more highly qualified candidates, consistently higher pass rates on edTPA, and Praxis, and more highly qualified graduates of APSU's music education program.
- Enhanced recruiting efforts for music education majors, particularly among vocalists, guitarists, and orchestral string players.

IX.   Assessment of Program Operations

- Enrollment in the music education program continues to increase, but not at the desirable rate, particularly among vocal music education majors.

Job placement remains high indicating an over-all high quality music education program and a growing awareness of APSU's music education program. (This inventory includes 2012-2013 graduates from fall and spring semester, and students who are currently enrolled in the MM program)

- Michael P. Johnson   Starting his first full year at Pisgah Elementary School (Elementary Music)
- Jordan Tupper   Pope John Paul II High School Band Director
- Anna Caldwell   Northwest High School   Choir Director
- Adam Wood   Madison Academic Academy   Band Director
- Jordan Frederick   Hall Middle School   Band Director
- Daniel Milner   Glenellen Elementary School   Elementary Music
- John Glenn-Hoekstra   Richview Middle School   Band Director
- Heather-Glenn Hoekstra   Moore Magnet Elementary School   Elementary Music Teacher
- Stephanie Elder   Immaculate Conception School   General Music
- Daniel Mason   Pulaski Middle School   General Music
- Mandy Mason   Richland School   Band & General Music
- Zach Thompson   Invest Collegiate School   Choir & General Music
- Robert Neuemeyer   Kenwood Middle School   General Music
- Anthony Johnson   Clarksville Montgomery County Schools
                              Consulting Teacher for Related Arts

X.   Summary of Proposed Changes

- Praxis review sessions will be modified to focus more stringently on the writing component of the new exam
- Continued focus on edTPA in music education courses
- Enhanced recruiting efforts for music education majors, particularly among vocalists, guitarists, and orchestral string players.
- Audition / application for entry into the music education program.
- Enhanced recruiting efforts for music education majors, particularly among vocalists, guitarists, and orchestral string players.
- The National Standards for Music Education were replaced in the 2014 summer by the new National Core Arts Standards. Courses will need to be amended to include the new standards.

XI.   Assessment System

- Praxis results by domain
- edTPA results by rubric (made available by Dr. Barron)
- Livetext Standars review of all music education majors in the Residency 1 program