

Year 2

Student Learning Outcomes (SLOs) for Bachelor of Music: Teacher Licensure

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. **I.1** Demonstrate an intellectual and aural understanding of the basic structural elements of music through the use of the basic vocabulary of music.
2. **I.2** Understand and analyze the role of music within a variety of cultures and historical periods, its impact on society, and its stylistic interpretation.
3. **I.3** Demonstrate an awareness of structure and style through the development of skills necessary to create, critique, and perform music from a variety of cultures and historical periods.
4. **I.4** Demonstrate musical comprehension and leadership necessary to conduct an ensemble.
5. **I.5** Understand, use and apply technology appropriate to professional needs.
6. **II.1** The competent music teacher is able to relate various types of music knowledge and skills within and across the arts.
7. **II.2** The competent music teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of music.
8. **III.1** Demonstrate good communication skills.
9. **III.2** Use basic skills of measurement and assessment in instructional decision-making.
10. **III.3** Demonstrate knowledge of past and present developments, issues in research, and social influences in the field of education.

Overview of Measures/Instruments

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
<p>I.1 Demonstrate an intellectual and aural understanding of the basic structural elements of music through the use of the basic vocabulary of music.</p>	<p>C & W</p>	<p>Recital performances, semester and advanced standing jury performances are assessed using performance assessment forms that include basic, universal criteria used to evaluate all performances as well as instrument-specific criteria. Administered every semester.</p>	<p>Performance assessment forms use the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).</p>
		<p>Evaluation of portfolios submitted prior to graduation using a rubric specifically for portfolios. Specific artifacts evaluated include select assignments from Music Theory, Analysis, and/or Arranging courses.</p>	<p>The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).</p>
		<p>Results of exit survey.</p>	<p>Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.</p>
		<p>Results of Music Content Area State Licensure Exam (ILTS, Illinois Licensure Testing System).</p>	<p>Students are expected to be at or above the statewide average in Subareas 1 and 2: Listening Skills and Music Theory.</p>
		<p>Results of the edTPA portfolio exam</p>	<p>Students submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.</p>

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
I.2 Understand and analyze the role of music within a variety of cultures and historical periods, its impact on society, and its stylistic interpretation.	C & W	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include papers from Music History courses and Non-Western Music (if taken).	The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).
		Results of exit survey	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.
		Results of Music Content Area State Licensure Exam (ILTS, Illinois Licensure Testing System).	Students are expected to be at or above the statewide average in Subareas 1 and 2: Listening Skills and Music Theory.
		Results of the edTPA portfolio exam	Students submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.
I.3 Demonstrate an awareness of structure and style through the development of	C & W	Semester juries are assessed using performance assessment forms that include basic, universal criteria used to evaluate all performances as well as instrument-specific criteria. Administered every semester.	Performance assessment forms use the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).

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skills necessary to create, critique, and perform music from a variety of cultures and historical periods.		Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include recital programs demonstrating a variety of literature and papers from Music History courses and Non-Western Music, if taken.	The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).
		Results of exit survey.	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.
		Results of Music Content Area State Licensure Exam (ILTS, Illinois Licensure Testing System).	Students are expected to be at or above the statewide average in Subarea 3: Creating and Performing Music, and 4: Music History and Culture
		Results of the edTPA portfolio exam	Students submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.
I.4 Demonstrate musical comprehension and leadership	C & S	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include evaluations and/or video excerpts from Conducting courses.	The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses:

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
necessary to conduct an ensemble.			Highly Competent – HC (75%) Competent – C (25%) Minimally Competent – MC (0%) Not Competent - NC (0%)
		Results of exit interviews.	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.
		Results of the edTPA portfolio exam	Students are asked to submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed over eight weeks during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.
1.5 Understand, use and apply technology appropriate to professional needs.	C	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include electronic and/or hard copy examples of technology projects completed in music coursework.	The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent – HC (75%) Competent – C (25%) Minimally Competent – MC (0%) Not Competent - NC (0%)
		Results of exit interviews.	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.
		Results of the edTPA portfolio exam	Students are asked to submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed over eight weeks during student teaching and includes context specific instruction and significant

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.
II.1 The competent music teacher is able to relate various types of music knowledge and skills within and across thearts.	R	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include lesson plans and/or documentation of other interdisciplinary experiences.	The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).
		Results of exit interviews.	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.
		Results of the edTPA portfolio exam	Students are asked to submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed over eight weeks during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.
II.2 The competent music teacher understands and	C, W & S	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include lesson plans and teaching evaluations.	The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).

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is able to apply pedagogical knowledge and skills appropriate to the teaching of music.		Results of Music Content Area Certification Exams (ILTS, Illinois Licensure Testing System).	Students are expected to be at or above the statewide average in Subarea 5: Music Education.
		Results of exit interviews.	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.
III.1 Demonstrate good communication skills.	W& S	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include papers, speeches, and or presentations.	The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).
		Results of dispositions data tracking.	All methods class teachers have completed a dispositions evaluation for each enrolled student. Effective communication is an area of assessment.
		Results of the edTPA portfolio exam	Students are asked to submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed over eight weeks during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.
III.2 Use basic skills of	C & W	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include	The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in

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measurement and assessment in instructional decision-making.		lesson plans and/or student-designed assessment tools.	parentheses: Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).
		Results of Music Content Area Certification Exams (ILTS, Illinois Licensure Testing System).	Students are expected to be at or above the statewide average in Subarea 5: Music Education.
		Results of exit interviews.	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.
		Results of the edTPA portfolio exam	Students are asked to submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed over eight weeks during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.
III.3 Demonstrate knowledge of past and present developments, issues in research, and social influences in	R	Evaluation of portfolios submitted prior to graduation. Specific artifacts evaluated include papers from Music Education and/or professional education coursework.	The portfolio rubric uses the following levels, with the percentage of students expected to be at each level in parentheses: Highly Competent (75%), Competent (25%), Minimally Competent (0%), Not Competent (0%).
		Results of Music Content Area Certification Exams (ILTS, Illinois Licensure Testing System).	Students are expected to be at or above the statewide average in Subarea 5: Music Education.

SLO(s)	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
the field of education.		Results of exit interviews.	Feedback indicating that this learning objective is being addressed in appropriate areas of the curriculum.
		Results of the edTPA portfolio exam	Students are asked to submit a comprehensive portfolio exam that demonstrates knowledge of planning, instruction, and assessment. This is completed over eight weeks during student teaching and includes context specific instruction and significant writing and reflection. Exams are evaluated by Pearson Education, Inc. scorers and a passing score is required for teacher licensure, but not for EIU graduation/completion of an education degree.

**Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

CLAS Deans' comments on MUS B.Mus.-Teacher Licensure (accredited) report

Reviewer: Christopher Mitchell

Please note: This is a **STARTING POINT** for conversation, with no rubric per se. We will be developing a rubric collaboratively (amongst chairs, Associate Deans, and our new EIU Assessment Coordinator, Yvette Smith) in the spring of 2021 based on peer/aspirant institution models, then we'll evaluate it by that. Meanwhile, if you'd like to modify your document based on these comments, feel free. We appreciate your patience with this process as it evolves!

1. SLOs are generally clear and measurable, with use of Bloom's Taxonomy in the lower- to-middle (demonstrate, analyze, understand, apply, relate) and higher (create, critique) categories.
 - a. Can the language of SLOs II.1 and II.2 (#6 and #7, respectively, on the cover sheet) be made more consistent with the style of the others? These two begin with "The competent music teacher" whereas the others begin with the action verb (e.g. "Understand, use, and apply...").
2. I assume your exit surveys ("Measures/Instruments") are qualitative by the way you talk about how used ("feedback")? Might make that clearer in each case. Can you be a little more specific about how the feedback will indicate the SLO is addressed?
3. For the Music Content Area State Licensure Exam measure/instrument— you state in each case the expectation is at or above statewide average for specific subareas. Is that average consistent enough that it could be quoted here? Or at least, "The last reported academic year had a state average of XX in subareas..."
4. For the "dispositions data tracking" measure/instrument (SLO III.4, or #8 on the cover sheet)— what does disposition data look like for this program? In other words, how do you observe from the data if the communication is effective or not? Is it verbiage along those lines? What would the expectation be? (i.e. % demonstrating different levels of effectiveness, similar to what you have elsewhere).
5. VERY trivial formatting/consistency issue— for SLOs I.4 and I.5 you incorporate the abbreviations HC, C, etc. whereas they don't appear in the others. Either is fine, of course.

On the whole, the plan seems comprehensive and ready for data collection.