

**Oklahoma Commission for Teacher Preparation
Program Report for the
Preparation of Vocal/General Music**

C O V E R S H E E T

Institution _____ Oklahoma Wesleyan University _____

Date submitted _____ March, 15, 2013 _____

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Program documented in this report:

Name of institution's program(s) _____ General Music Education--Vocal _____

Grade levels for which candidates are being prepared _____ K-12 _____

Degree or award level _____ Bachelor of Science _____

Is this program initial or advanced? _____ **Initial**

Is this program offered at more than one site? Yes No

If yes, list sites at which the program is offered:

Title of the state license for which candidates are prepared

Vocal/General Music K-12

Program report status:

Initial review

New Program

Existing Program

**Response to One of the Following Decisions: Further Development
Required or Recognition with Probation**

Response to Recognition With Conditions

Is your unit seeking:

State accreditation for the first time (initial accreditation)

Continuing State accreditation

GENERAL DIRECTIONS

The following directions are designed to assist institutions as they complete this program report. To complete the report, institutions must provide data from 6-8 key assessments that, taken as a whole, will demonstrate candidate mastery of the state competencies. These data will also be used to answer the following questions:

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their teaching or fulfill other professional education responsibilities?
- Can candidates apply their knowledge in classrooms and schools?
- Are candidates effective in promoting student learning and creating environments to support learning?

To that end, the program report form includes the following sections:

I. Contextual Information – provides the opportunity for institutions to present general information to help reviewers understand the program.

II. Assessments and Related Data - provides the opportunity for institutions to submit 6-8 assessments, scoring guides or criteria, and assessment data as evidence that standards are being met.

III. Standards Assessment Chart - provides the opportunity for institutions to indicate which of the assessments are being used to determine if candidates meet program competencies.

IV. Evidence for Meeting Standards – provides the opportunity for institutions to discuss the assessments and assessment data in terms of competencies.

V. Use of Assessment Results to Improve Candidate and Program Performance – provides the opportunity for institutions to indicate how faculty is using the data from assessments to improve candidate performance and the program as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and effects on student learning.

Page limits are specified for each of the narrative responses required in Sections IV and V of the report, with each page approximately equivalent to one text page of single-spaced, 12-point type. Each attachment required in Sections I and II of the report should be kept to a maximum of five text pages.

When the report has been completed, please send an electronic copy to the Oklahoma Commission for Teacher Preparation (OCTP). Please also retain an electronic copy for your file until the OCTP has acknowledged receipt of your report.

Specific directions are included at the beginning of each section.

What if the program is offered at different levels or in different tracks (e.g., at the baccalaureate, master's, and alternate route)? If assessments are the same across the different levels/tracks, one report may be submitted. However, the assessment results must be disaggregated for each program level/track. If assessments are different across the different levels/tracks, a separate program report must be submitted for each program level/track. If you are unsure whether to submit one or multiple reports, contact the OCTP office.

What if the program is offered at the main campus and one or more off-campus sites? If assessments are the same on the main campus and the off-campus sites, one report may be submitted. However, the assessment results must be disaggregated for each site. If assessments are different on campus than in the off-campus sites, a separate program report must be submitted for each site. If you are unsure whether to submit one or multiple reports, contact the OCTP office.

SECTION I—CONTEXT

Provide the following contextual information:

1. Description of any state or institutional policies that may influence the application of competencies.
2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Attach the following contextual information:

1. A program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)
2. Chart with the number of candidates and completers.
3. Chart on program faculty expertise and experience.

(response limited to 6 pages, not including attachments)

SECTION I –CONTEXT

Oklahoma Wesleyan University (OKWU) is a private, Christian, Liberal Arts University located in Bartlesville, Oklahoma. The Music Program's center of operations is in the Humanities Division. There is one music education degree programs in the division of Humanities. For the Spring semester of 2013 there are eight undergraduate teacher candidates enrolled the Music Education program.

1. State and institutional policies that influence the application of SPA (Music Educators National Conference - MENC) standards.

Oklahoma is an NCATE partnership state. Oklahoma is unique in that an independent body, the Oklahoma Commission for Teacher Preparation (OCTP), governs teacher preparation in the state. The OCTP has adopted a set of 15 competencies—the Oklahoma Professional Competencies for Teacher Licensure and Certification (#1-10 = INTASC, #11-15 = Oklahoma)—to which our program is accountable. OKWU has two additional competencies for a total of 17 Teacher Candidate Competencies for our teacher education programs. In addition, OCTP provides information about possible alignment of some of the knowledge and skills contained within the Certification Examinations framework for a test field with other conceptualizations of the knowledge and skills for Vocal/General Music in a Framework Development Correlation Table (see Appendix).

The Oklahoma State Department of Education (ODOE) licenses and certifies teachers. By state law the Oklahoma Criteria for Effective Teaching Performance is the basis for the assessment of first year teachers as well as continuing teachers.

Role of the Legislature: Professional education university faculty members are required to serve in a state accredited public school for at least 10 hours in-school and 15 hours in-service per year in responsibilities related to their teaching fields.

New teachers apply for a *license* that corresponds to the levels in which they are qualified to teach: K-12 Music. Historically, new teachers have been required to complete an initial year of teaching in the *Resident Teacher Program* under the guidance of a three-person support and evaluation committee using an evaluation instrument based upon the Oklahoma Criteria for Effective Teaching Performance. Under the new legislation, this program has been suspended due to funding.

Role of the Oklahoma State Regents for Higher Education (OSRHE): The State Regents prescribe academic standards of higher education, determine functions and courses of study at Oklahoma colleges and universities, and grant degrees. The OSRHE establishes the minimum requirements for *admission to Teacher Education* and *warrants program graduates* based upon the OCTP's 15 competencies.

The OSRHE requires all candidates to demonstrate speech and listening competency in a language other than English at the novice high level, as defined by the American Council on the Teachers of Foreign Languages.

Role of the Oklahoma Commission for Teacher Preparation (OCTP): Formed in 1992, the OCTP is the accrediting body for teacher education programs in Oklahoma and its responsibilities include the accreditation of teacher preparation programs, assessment of teacher candidates, and the ongoing growth and development of teachers across the state.

OCTP requirements for professional education programs include a *portfolio* by which candidates document proficiency in the 17 Teacher Candidate Competencies and *clinical experiences* in diverse settings. Since our initial NCATE accreditation, OKWU teacher education candidates have phased into preparing electronic, rather than paper, portfolios.

The OCTP oversees development and revision of *exams* in three areas for licensure – the Oklahoma General Education Test (OGET), the Oklahoma Professional Teaching Exam (OPTE), and the Oklahoma Subject Area Test (OSAT) – and sets the cut scores for each exam. These exams are criterion referenced and competency based.

Role of the Oklahoma Department of Education/State Board of Education (ODOE): The ODOE is responsible for determining the subject areas for licensure and certification and for developing the

competencies in each area for which the licensure exams are prepared. The ODOE certifies all teacher candidates using information provided by OCTP, teacher education institutions, and other information sources. It oversees implementation of the Resident Teacher Program for first-year teachers.

Role of Oklahoma Wesleyan University: The Board of Trustees for Oklahoma Wesleyan University sets policy in the areas of admission to OKWU, degree requirements in all majors, and general education requirements. The Unit is under the governance of the Teacher Education Council (TEC) and the TEC is amenable to OKWU's Faculty Council. The Music Program at OKWU uses the Music Educators National Conference (MENC) SPA standards in conjunction with the OKWU conceptual framework (TOWER), the OKWU Teacher Candidate Competencies, as well as the Oklahoma PASS standards in determining teacher candidate competency in music teacher preparation courses. In addition, the Music Program oversees the implementation of exit assessments and exams in the areas of piano proficiency, performance skills, music theory & history, as well as music methods. These assessments and exams are criterion referenced and competency based.

2. Description of the field and clinical experiences required for the program.

Clinical experiences are integral program components for the preparation of teacher candidates at OKWU. The Teacher Education Program provides teacher candidates with the basic knowledge, skills, competencies and experiences needed to enter into and function within the prescribed educational settings. Extensive *on-site*, clinical experiences (field experiences, practicums and student teaching—the “O” in OKWU’s TOWER Conceptual Framework) allow teacher candidates the opportunity to observe and apply effective teaching principles and theories to classrooms in a variety of school settings and communities. Candidates are provided with demographic profiles for their placement schools and utilize this information in instructional planning as well as in reflection papers upon completion of each of their clinical experiences.

Music Education candidates rotate between grades K-12 during clinical placements. Each level of the clinical experiences at OKWU builds upon the previous one. The teacher candidate is learning through previous and current coursework and applying knowledge at each level. The combination and length of these clinical experiences provide teacher candidates with many opportunities to practice what they have learned.

Field Experiences. (3 Field Experiences—30 hours total—Freshmen and Sophomores) Teacher candidates enroll in three Field Experiences over a period of three semesters and therefore have the opportunity to observe teaching and learning situations in three different school settings.

Practicums. (2 Practicums—60 hours total—Juniors) The second level of clinical experience is the coupling of a methods course with a 30-hour practicum. The Elementary Music Education methods course is taught in the fall semester and the Secondary Music Methods courses (Vocal/Instrumental) are taught in the spring semester. A 30-hour practicum simultaneously accompanies both elementary and secondary courses. Practicums provide Music Education candidates with their first opportunities to apply their newly-acquired knowledge and best teaching practices by planning, teaching at least nine times and evaluating lessons in two different school settings. Candidates involved in practicums receive oral and written feedback on their teaching performance from the methods professor(s), mentor teachers and from peers.

Student Teaching. (16 weeks: 8 weeks at the elementary level, 8 weeks at the secondary level—Seniors) This capstone component is a 16-week experience starting with observation, gradually adding teaching responsibilities. Working closely with the mentor teacher, and with support from the University supervisor(s), the student teacher adds subjects until he/she teaches “solo” (without the mentor teacher in the room) for one week at each level, performing all normal duties including lesson planning, instruction, classroom management and assessment.

The student teacher is observed and assessed, in writing, at least three times at each level during semester by the University supervisor and Field Director. Should the student teacher be performing at an unacceptable level, the University supervisor and mentor teacher design an individualized plan of improvement, which they discuss with the student teacher; together devising strategies for improvement. The mentor teacher assesses the student teacher informally throughout each eight week period and then formally at

the end of each eight week period. Further feedback is received at the weekly Student Teaching Seminar where peers and faculty provide varied perspectives and insights into classroom experiences and challenges.

Partner Schools/Districts. The Teacher Education Unit has established school partners which provide teacher candidates the opportunity to experience a variety of school and classroom environments. OKWU's partners include 15 public school districts and 2 private schools located in 6 counties and 2 states. The student populations within these schools represent a wide range of socioeconomic status, parental involvement and education, family structures, ethnic and racial makeup and exceptionalities.

Mentor Teachers. Mentor teachers are selected through collaborative efforts with the University Field Director, Education Division Chair, school principals and other school administrators. Criteria for each on-site clinical experience includes the appropriate area of certification and at least three years of teaching experience; additional criteria for mentoring student teachers is the preference of those with a master's degree or national certification.

Mentor teachers, school administrators and university supervisors involved in on-site experiences are provided with information about roles, expectations and requirements for supervising teacher candidates through handbooks, letters, evaluation forms and training sessions held in August, October and February. Other purposes of these training sessions include communicating information about OKWU's education programs, gaining feedback on candidate preparation and performance, and receiving suggestions for program improvement. Feedback and suggestions received at these meetings are processed through the TEC and used to implement changes.

University Faculty Supervisors. Criteria for university faculty supervisors includes that they teach methods courses, professional education courses or specialized education courses at OKWU. Preferences for university supervisors include a master's degree or higher, a current teaching certificate and K-12 teaching experience. Many faculty supervisors participate in Oklahoma's Resident Teacher Program and have the opportunity to observe first-year teachers.

3. Description of the criteria for admission, retention, and exit from the program.

Progression through the Music Teacher Education program is marked by a series of "gates" which coincide with years and indicate the teacher candidate's passage to another level of preparation.

Pre-Entry Gate 1: Freshman Entry to the University

Pre-Entry Gate 2: Freshman Admission to the Music Program

Admission to the Music Program: The criteria for admission to the Music Program consist of the following: 1. Major instrument performance audition, 2. a music theory diagnostic pre-test, and 3. faculty consensus.

Entry Gate: Application to Teacher Education

Admission to Teacher Education: The criteria for admission to Teacher Education programs are based on University-wide policies recommended by the Director of Teacher Education through the TEC. Requirements are applicable to all of the divisions preparing teachers. The candidate is considered a fully eligible participant in a teacher education program when formally admitted to the Teacher Education Unit.

Criteria for Admission to the Teacher Education Program: After completing 45 hours of the academic program, the candidate must complete the Application for Admission to Teacher Education and submit it along with an autobiography, a philosophy of education and two Dispositions forms. Other major criteria include a cumulative GPA of 2.5 or above, a GPA of 3.0 or above in the liberal arts and sciences courses, submission of the Pre-Entry Gate portfolio, interview committee recommendation, and majority vote of the TEC.

Retention in Teacher Education: Candidates who fall below a 2.50 before admission to Teacher Education are asked to repeat any courses with a D or an F to bring up their GPA. Candidates whose GPA falls below a 2.5 after admission to Teacher Education are advised of the TEC policy stating that professional education courses must be passed at a C- or better.

Retention in Music Education: Candidates must pass all music courses with a C- or better. Candidates must repeat any music courses in which they earn a D or an F.

Intermediate Gate 1: Piano Proficiency: Students are required to pass the piano proficiency prior to graduation. The proficiency is administered started the last semester of their sophomore year, and is continually administered at the end of every semester after until it is passed.

Intermediate Gate 2: Application to Student Teaching, Practicums

Admission to Student Teaching: Applications for student teaching are due April 1 the year prior to the student teaching experience. Other major requirements to be eligible for student teaching include two Dispositions forms, admission to Teacher Education, pass the OGET, GPA of 2.5 or better, completion of Pre-Entry, Entry and Intermediate Gate portfolios, and approval of the Student Teaching Review Board.

Capstone Gate: Completion of Student Teaching, Graduation

Exit (Graduation) Criteria:

- Successful completion of all degree requirements for the Bachelor of Science in Vocal Music Education
- A minimum 2.5 cumulative grade point average
- All professional education and music courses passed with a C- or better
- Successful completion of final conducting project
- Successful completion of music methods final notebook projects
- Successful completion of the senior recital
- Successful completion of the piano proficiency
- Successful completion of the vocal proficiency
- Successful completion of student teaching
- Successful completion of the cumulative portfolio

4. Description of the relationship of the program to the unit's conceptual framework.

OKWU's teacher education faculty members seek to produce effective educators by providing quality higher education with a Christian perspective through courses and on-site (clinical) experiences.

The Conceptual Framework Design for OKWU is represented through the use of a prominent feature on campus, OKWU's La Quinta's tower. We have used the word TOWER as an acronym to summarize the fundamental aspects of our teacher education program:

Theory-Based Practices: Teacher candidates learn to utilize best teaching practices based on a variety of learning theorists.

On-Site Experiences: Teacher candidates participate in clinical experiences beginning in the freshman and sophomore years with classroom observations, continuing in the junior year with initial teaching experiences, and culminating with a semester of student teaching in the senior year.

World View: Teacher candidates develop a holistic approach to teaching from a Christian perspective through integration of biblical concepts in liberal arts, professional, and specialized courses. The Christian world view affirms the pursuit of truth (Ephesians 4:14-15), the calling of teaching (Ephesians 4:4-13), and the worth of all persons (Genesis 1:26-27; Matthew 18:10).

Expertise in Content: Teacher candidates receive broad-based content preparation in keeping with the Unit's mission of synthesizing liberal arts and specialized training with professional training.

Reflective Teaching: Teacher candidates demonstrate the ability to use reflective practices to evaluate, self-monitor, persist, and adapt in order to improve instruction and learning.

The Conceptual Framework for OKWU's music teacher preparation program provides the foundation for course content and standards, stated teacher candidate competencies, instruction, assessment, and evaluation. It illustrates the coherence existing between concepts, theorists, and

courses as well as teacher candidate knowledge, skills, and dispositions. The Conceptual Framework also reflects the intent of the Unit's objectives, the state competencies, and professional standards.

5. *Unique assessments and relationship of the program's assessments to the unit's assessment system.*

Music Education candidates undergo the same assessments that the Teacher Education Unit requires for all professional education candidates to become program completers and be recommended for licensure. In addition, Music Education teacher candidates take a unique test—the Oklahoma Subject Area Test. Assessments reported in this review are:

a. The *Oklahoma Subject Area Test* (OSAT) for Music Education majors is designed specifically to assess competencies identified in Music Education Philosophy, Music Methodologies, Music Theory, Music Performance, Conducting Skills, Listening Skills, Sight Singing Skills, Music History and Culture, Music Technology, Music and Other Disciplines, Professional development, Copyright, Group Management and Motivational Strategies, Promotion of Music and the Fine Arts in the Community and within the School, and writing of candidates seeking licensure as music (vocal or instrumental) teachers (grades K-12).

b. The *Grades Assessment* is administered throughout the course of the Music Education candidate's degree. The candidate's overall course grade from Music History I and II, Music Theory II and IV, and Basic Conducting are used to assess the candidate's ability to meet certain competencies.

c. The *Practicum Final Notebook Project and Evaluation Guide*: All Music Education majors enroll in two, 3 credit hour blocks of methods courses (Elementary and Secondary) the year before student teaching. Oral and written feedback is provided by university faculty members who observe and assess the teaching of one lesson, on-site, for each practicum using the Practicum Evaluation Guide. Classroom mentor teachers also complete the Practicum Evaluation Guide. Results of the Practicum Evaluation Guide are used as a factor in determining the practicum grade as well as a basis for potential counseling of the teacher candidate as needed. The Final Notebook Project is designed to assess the ability to write lesson plans, three-year curriculum, personal music education philosophy, professional journal reviews, video self-evaluations, teacher observations, music program layouts, and begin a compilation of music literature.

d. *Student Teaching Evaluation form—summative*: The Student Teaching Evaluation form is completed by the faculty member based on observations during solo teaching as a summative evaluation of the student teaching. The mentor teacher also does a summative evaluation using the Student Teaching Evaluation form. Results of these observations are used to compute the final grade for student teaching as well as a basis of discussion with the student teacher.

f. The *Impact Artifact* is used to assess the candidate's impact on student learning. This assessment is administered during the student teaching semester. The Impact Artifact Scoring Rubric is used as the assessment tool.

g. The *Piano Proficiency* is designed to assess the cumulative piano performance skills needed by entry-level Oklahoma music educators. The Piano Proficiency Scoring Rubric is used as the assessment tool.

h. The *Vocal Proficiency* is designed to assess the cumulative vocal performance skills needed by entry-level Oklahoma music educators. The Vocal Proficiency Scoring Rubric is used as the assessment tool.

Section I, Attachment A
Bachelor of Science in General Music Education
 School of Education
 Oklahoma Wesleyan University

* Indicates classes that are taught every other year—Updated 10/18/2011

Year One

Fall			Spring		
Course No.	Course Name	Cr.	Course No.	Course Name	Cr.
MUSI 2213	Music Theory I	3	MUSI 2323	Music Theory II	3
MUSI 2211	Aural Skills I	1	MUSI 2321	Aural Skills II	1
MUSI	Applied Music Primary	1	MUSI	Applied Music Primary	1
MUSI	Applied Music Secondary	1	MUSI	Applied Music Secondary	1
MUSI 1801	Chorale	1	MUSI 1901	Chorale	1
EDUC 1200	Teacher Ed Orientation	0	PSYC 1503	General Psychology	3
ENGL 1103	English Composition I	3	ENGL 1203	English Composition II	3
BLIT 1103	Literature of the Old Testament	3	BLIT 1203	Literature of the New Testament	3
CLAC 1202	Christian Formation	2	EDUC 1402	Introduction to Education	2
MUSI 2303	Survey of Music	3	EDUC 1402	Field Experience	0
		Total			Total
		18			18

Year Two

Fall			Spring		
Course No.	Course Name	Cr.	Course No.	Course Name	Cr.
MUSI 3213	Music Theory III	3	MUSI 3223	Music Theory IV	3
MUSI 3211	Aural Skills III	1	MUSI 3221	Aural Skills IV	1
MUSI	Applied Music Primary	1	MUSI	Applied Music Primary	1
MUSI	Applied Music Secondary	1	MUSI	Applied Music Secondary	1
MUSI 2801	Chorale	1	MUSI 2801	Chorale	1
MUSI 3533	*Music History and Literature I	3	MUSI 3643	*Music History and Literature II	3
EDUC 2403	Psychology of Child/Adol.	3	LANG 1803	Conver. Span. (Oral Prof.)	3
EDUC 2403	Field Experience	0	EDUC 3003	Psyc of Ed and Learning	3
COMM 1703	Intro to Communication	3	EDUC 3003	Field Experience	0
PHYE	Physical Education	1	PHYE	Physical Education	1
		Total			Total
		17			17

Year Three

Fall			Spring		
Course No.	Course Name	Cr.	Course No.	Course Name	Cr.
MUSI	Applied Music primary	1	MUSI	Applied Music Primary	1
MUSI 3801	Chorale	1	MUSI 3801	Chorale	1
EDMU 3113	Methods and Materials	3	EDMU 3422	Mat for Voc Mus Teach K-12	2
EDMU 3211	Elem/Mid School Practicum	1	EDMU 3221	Secondary Vocal Practicum	1
POLS 1103	U.S. Government	3	MUSI 4452	*Conducting	2
BIOL 1214	Intro to Human Bio (with Lab)	4	EDUC 4822	Classroom Management	2
MATH	College Algebra or Math Survey	3	EDUC 4323	Tests and Measurements	3
			PSYC 3320	Psyc of the Except. Child	2
			EDSC 4221	Sem in Ed Top./Reading	1
		Total			Total
		16			15

Year Four

Fall			Spring		
Course No.	Course Name	Cr.	Course No.	Course Name	Cr.
MUSI	Applied Music Primary	2	EDUC 4801	Portfolio Seminar	1
MUSI 4801	Chorale	1	EDUC 4121	Educational Issues	1
PHIL 2303	Philosophy of Christian Thought	3	EDUC 4800	Student teaching	11
PHYS 1104	Intro to Physical Science	4	EDUC 4800L	Student Teaching Seminar	0
MUSI 4900	Senior Recital	0		Student teaching can be taken Fall or Spring.	3
LIT 2103	Introduction to Literature	3			
HIST	U.S. or World History I and II	3			
		Total			Total
		16			16

Total Hours: 130

SECTION II— ASSESSMENTS AND RELATED DATA

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the subject area competencies. All programs must provide a minimum of six assessments. State licensure test results in the content area must be submitted as proof of candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

	Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³
1	[Licensure assessment, or other content-based assessment] OSAT	Exam	Prior to Licensure
2	[Content-based assessment] Grades	Course Grades	Throughout the Program
3	[Assessment of candidate ability to plan instruction] Practicum Final Notebook	Project	Throughout the Methods courses during their Junior year
4	[Assessment of student teaching or internship] Student Teaching Summative Evaluation	Performance Evaluation	During the Student Teaching Semester
5	[Assessment of candidate effect on student learning] Impact Artifact	Performance Evaluation	During the Student Teaching Semester
6	[Additional assessment that addresses program competencies (<i>required</i>)] Piano Proficiency	Performance Evaluation	Prior to Graduation
7	[Additional assessment that addresses program competencies (<i>optional</i>)] Vocal Proficiency	Performance Evaluation	Prior to Graduation
8	[Additional assessment that addresses program competencies (<i>optional</i>)]		

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio, etc.).

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required course [specify title and number], or completion of the program).

SECTION III—STANDARDS ASSESSMENT CHART

For each Oklahoma competency on the chart below, identify the assessment(s) in Section II that addresses the competency. One assessment may apply to multiple competencies. In Section IV you will describe these assessments in greater detail and summarize and analyze candidate results to document that a majority of your candidates are meeting state standards. To save space, the details of the state competencies are not identified here, but are available on the State Department of Education website. The full set of competencies provides more specific information about what should be assessed.

OKLAHOMA STANDARD ⁴	APPLICABLE ASSESSMENTS FROM SECTION II
1. Understands the basic philosophy of music education and is able to justify music within the school curriculum	X#1 X#3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
2. Understands how music and fine arts experiences enhance student life experience and can promote music and other arts in the community as well as within the school.	X#1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
3. Has knowledge of effective methodologies and practices for encouraging self-analysis and musical independence.	X#1 X#3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 X#4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
4. Understands proper breathing techniques and tone production techniques.	X#1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 X#7 <input type="checkbox"/> #2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
5. Has a knowledge of quality literature, both choral and solo, as well as folk songs appropriate for children.	X#1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 X#2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
6. Understands the changing voice, both male and female.	X#1 X#3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8

⁴ OCTP will provide a link to the full set of state competencies.

OKLAHOMA STANDARD ⁴	APPLICABLE ASSESSMENTS FROM SECTION II
7. Has knowledge of where to locate professional consultants and printed music resources, such as music stores, music publisher catalogues, and textbook companies.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
8. Has a working knowledge of how to coordinate vocal music with all academic disciplines including other fine arts areas.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
9. Has proficiency in piano, including knowledge of scales, chords and the ability to warm up a choir and play simple accompaniments.	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #8
10. Participates in ongoing professional development which includes involvement with professional associations.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
11. Has the ability to recognize and evaluate sequential musical development for all students, including those with disabilities.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
12. Has competency in conducting, including the ability to show musical nuance.	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
13. Is able to prepare a series of lesson plans appropriate to teaching level K-12.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
14. Has the ability to sing a diatonic melody at sight, using a consistent sight singing method and the skill to teach that method appropriately at each grade level.	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
15. Has the ability to count rhythms using a consistent rhythmic reading system and the skills to teach that method appropriately at each grade level.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8

OKLAHOMA STANDARD ⁴	APPLICABLE ASSESSMENTS FROM SECTION II
16. Has knowledge of the music education approaches such as Carl Orff, Zoltan Kodaly, and Jaques-Dalcroze and is able to prepare and teach a lesson according to each of these approaches.	X#1 X#3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
17. Has broad knowledge and understanding of music history including various styles, periods and cultures.	X#1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 X#2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
18. Has broad knowledge and understanding of a variety of music and musical practices representative of different cultural and ethnic groups.	X#1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 X#2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
19. Has the ability to use technology in the music classroom, such as basic knowledge of MIDI, sequencing and notational software programs, sound system set-up, and to make recordings.	X#1 X#3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 X#2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
20. Understands basic laws of copyright pertaining to the correct use of copyrighted printed music and related responsibilities.	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 X#2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
21. Understands the competencies in Oklahoma’s core curriculum in General Music and exhibits the skill to incorporate them into various vocal music classes.	X#1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8

SECTION IV—EVIDENCE FOR MEETING COMPETENCIES

DIRECTIONS: Information on the 6-8 key assessments listed in Section II and their findings must be reported in this section. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Competencies and assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

1. Content knowledge⁵
2. Pedagogical and professional knowledge, skills and dispositions
3. Effects on student learning¹¹

For each assessment, the compiler should prepare one document that includes the following items:

- (1) A two-page narrative that includes the following:
 - a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;

and

- (2) Assessment Documentation
 - e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
 - f. The scoring guide for the assessment; and
 - g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

#1 (Required) CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge.
--

Submit the following information:

⁵ In some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered “content knowledge” assessments for the purpose of this report.

¹¹ Effects on student learning include the creation of environments that support student learning.

1. The names of all licensure tests or professional examinations required by the state of Oklahoma for content and pedagogical or professional knowledge.
2. Description of the correlation between licensure test data and applicable state competencies.
3. Aggregated pass rates for each year over the past 3 years, including the most recent academic year. Data must be presented on all candidates, even if there were fewer than 10 test takers during a single year. Eighty percent of program completers¹² who have taken the **content** test must pass the state licensure test.
4. The mean and range of sub-scores for the most recent year.

(response limited to 2 pages)

#2 (Required) CONTENT KNOWLEDGE: Assessment of content knowledge in (*Name of Program*). Examples of assessments include comprehensive exams,¹³ GPAs or grades¹⁴, content major¹⁵, course projects¹⁶, and portfolio tasks.¹⁷

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

#3 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction (e.g., unit plan) or activities for other roles as a professional educator. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, teacher work samples, individualized education plans, needs assessments, or intervention plans. An example would be a differentiated unit of instruction.

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

¹² Oklahoma uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements.

¹³ If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the competencies.

¹⁴ If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the competencies.

¹⁵ If completion of a content major is used as the assessment or included in the assessment, describe how the program of study aligns with the competencies.

¹⁶ If completion of a content major is used as the assessment or included in the assessment, describe how the program of study aligns with the Oklahoma competencies.

¹⁷ For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

#4 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. The assessment instrument used in student teaching and the internship or other clinical experiences should be submitted.

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

#5 (Required)-EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

#6 (Required): Additional assessment that addresses state competencies. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

#7 (Optional): Additional assessment that addresses state competencies. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

#8 (Optional): Additional assessment that addresses state competencies. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV.

(response limited to 2 pages)

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) effects on student learning and on creating environments that support learning.

(response limited to 3 pages)

Section V—Use of Assessment Results to Improve Candidate and Program Performance

All of the above assessments are new and have been realigned to the Oklahoma Standards for Vocal/General Music. Because these are new assessments, no data currently exists. However, data will be compiled and analyzed for improvement during the 2013-2014 Academic Year.

In a recent training session with a NASPE auditor, it was brought to our attention that the Student Teaching Evaluation form used by all of our programs needs development. This evaluation form is part of Assessment Four. It is a generic form that is used throughout the School of Education. We have created an addendum that aligns with the Oklahoma Standards for Vocal/General Music for our Music Education program. This addendum is included in this report, along with our current Student Teaching Evaluation form. We were told that the descriptors used in the current Student Teaching Evaluation form were not sufficiently defined. The School of Education is working to revise this form. The new form will be included in our SPA submission in Fall 2013.

A sample rough draft of the new Student Teaching Evaluation form has been included as Section V, Attachment A. This draft indicates the direction in which we are planning to go with this new form. It will be presented to our Teacher Education Council in April 2013 to begin the approval process.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at

<http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at

<http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx>

ATTACHMENT A
Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

Program: Vocal/General Music		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers⁶
2011-2012	5	0
2010-2011	4	0
2009-2010	0	0

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

Oklahoma uses the NCATE definition of *Program completers* as persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

ATTACHMENT B Faculty Information

Directions: Complete following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University ¹⁸	Assignment: Indicate the role of the faculty member ¹⁹	Faculty Rank ²⁰	Tenure Track (Yes/No)	Scholarship, ²¹ Leadership in Professional Associations, and Service: ²² List up to 3 major contributions in the past 3 years ²³	Teaching or other professional experience in P-12 schools ²⁴
Elmore, Ashlee	<i>Masters in Music Education, University of Oklahoma, Norman</i>	Professor of Elementary and Secondary Music Methods and Clinical Supervisor	Adjunct Professor	No	Kodaly Level I & II Certifications Oklahoma Kodaly Educators, Member Organization of American Kodaly Educators, Member	Bartlesville Children's Choir, Founder/Director 2007-2011. Dewey Public Schools, Elementary Music Specialist, Middle School Choir Director, 2001-2004. Oklahoma State Department of Education Certified Music Teacher, 2000-Present. Tulsa Children's Choir 2013.
Stewart, Jonathan	<i>ABD/DMA Music Education, Boston University</i>	Faculty Chair and Clinical Supervisor	Assistant Professor	No	Run annual Oklahoma Wesleyan University Choral Camp. Boston University doctoral dissertation research in contemporary a cappella and learning by ear. Member of the American Choral Directors Association, the National Association for Music Education, and the Contemporary A Cappella Society of America.	Choral Clinics in area high schools for both High School and Middle School choirs.

¹⁸ e.g., PhD in Curriculum & Instruction, University of Nebraska

¹⁹ e.g., faculty, clinical supervisor, department chair, etc.

²⁰ e.g., professor, associate professor, assistant professor, adjunct professor, instructor, administrator, etc.

²¹ *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

²² *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

²³ e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

²⁴ Briefly describe the nature of recent experience (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

Updated February 2013

Section IV, Assessment #1 Oklahoma Subject Area Test (OSAT) Vocal/General Music Certification Examination

1. A brief description of the assessment and its use in the program.

The Oklahoma Subject Area Test is a three-part comprehensive state certification exam consisting of multiple choice questions and a constructed-response question that is designed to assess subject matter knowledge and skills required of entry-level educators in Oklahoma that is administered by the Oklahoma Commission for Teacher Preparation (OCTP). All Music Education candidates must pass the Vocal/General Music OSAT to teach in the state of Oklahoma. The explicit purpose of each OSAT is to help identify those examinees who have demonstrated the level of subject matter knowledge and skills required by the state for entry-level educators in Oklahoma.

All OSATs are criterion referenced; that is, each test is designed to measure an examinee's knowledge in relation to an established standard of competence (criterion) rather than in relation to the performance of other examinees on the test. The Evaluation Systems Group of Pearson is contracted by the State of Oklahoma to develop all of Oklahoma's teaching certification exams and has provided the information necessary for this report concerning the OSAT Music test development. Pearson and the OCTP work in partnership to ensure alignment with the Oklahoma teaching competencies. No one is allowed to pre-view or review any Oklahoma OSAT certification exam; however, Pearson Evaluation Systems has provided guidance to test takers, teacher preparation programs, and statewide stakeholders regarding the appropriate interpretation and use of program test scores. Pearson also provided a correlation table (see OSAT and OCTP Standards Alignment Chart below) that allows programs to demonstrate for accreditation purposes the alignment of the Vocal/General Music OSAT with the OCTP standards.

The validation process used by Evaluation Systems group of Pearson followed professionally accepted procedures for the validation of licensure/certification tests. The validation process focused primarily on establishing that the content of the tests was appropriate for the purpose of the testing program. Content validation of the test objectives occurred both through correlation with documentation of content requirements as well as through a survey of job incumbents using the following methods. (1) Test objectives were aligned with relevant laws and regulations and student and national standards, where available, to provide documentation of the basis of the test objectives. Thus, the content of the tests was verified as being relevant. 2. A Content Validation Survey of the proposed test objectives was conducted among public school educators and college and university faculty. The survey asked educators to make judgments for each proposed test objective regarding its importance to the job of an educator in the state. High ratings of importance provided additional evidence regarding the validity of the content for the certification assessment. Each time there is a change in the OCTP standards, Pearson and the OCTP work together to bring Oklahoma secondary and college level Music and Music Education faculty together to establish validity and reliability in the Vocal/General Music OSAT exam.

In the teaching certification process for Oklahoma, the most important testing outcome is the pass/fail decision. Total test decision consistency is a reliability statistic that describes the consistency of the pass/fail decision on the total test. Each test form is carefully divided to create

two halves that are parallel in terms of item content and item statistics. Performance on the two test halves are then compared to provide a decision consistency statistic. The minimum passing score for each OSAT is based on the professional judgments and recommendations of Oklahoma educators and is established by the Oklahoma Commission for Teacher Preparation. The minimum passing score for the Vocal/General Music OSAT is 240.

Each test includes a section of 64 selected-response (multiple-choice) questions and one constructed-response question. Each selected-response question has four response options. For these sections, candidates indicate answers on an electronically scored answer sheet. Candidate's score on the selected-response question section is based on the total number of selected-response questions answered correctly. The constructed response item is written to assess understanding in Subarea IV, Music History and Culture, which consists of the competencies listed below. The weighting of the multiple-choice response to the written exam is 85/15, respectively.

The OSAT for Vocal/General Music measures four subareas, each of which is divided into multiple competencies that are listed below.

Subarea I—Listening Skills

- Competency 0001 Analyze the elements of music presented in a recorded example;
- Competency 0002 Analyze elements of a musical performance presented in a recorded example;
- Competency 0003 Understand the historical or cultural context of a work in a recorded example;

Subarea II—Vocal Performance and Music Methodology

- Competency 0004 Understand the principles of singing;
- Competency 0005 Understand choral and vocal ensemble rehearsal and performance techniques and repertoire;
- Competency 0006 Demonstrate knowledge of conducting techniques and score reading;
- Competency 0007 Understand principles of music methodology;

Subarea III—Music Theory and Composition

- Competency 0008 Understand musical notation;
- Competency 0009 Understand the elements of melody;
- Competency 0010 Understand the elements of harmony;
- Competency 0011 Apply knowledge of musical composition and arrangement;

Subarea IV—Music History and Culture

- Competency 0012 Understand Western music history from the Middle ages to 1750;
- Competency 0013 Understand Western music history from 1750 to the present;
- Competency 0014 Understand U.S. and World music.

2. Description of how this assessment specifically aligns with OCTP standards.

The OSAT Exam in Vocal/General Music includes questions that ask students to demonstrate knowledge of listening skills, vocal performance and music methodology, music theory and composition, and music history and culture. In addition to this, candidates complete a written exam question. Thus they measure OCTP program standards 1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 14, 15, 16, 17, 18, 19, and 21.

The OCTP has aligned Vocal/General Music OSAT competencies and state competencies in the Framework Development Correlation Table. The Framework Development Correlation Table provides information about possible alignment of some of the knowledge and skills contained within the CEOE framework for a test field with other conceptualizations of the knowledge and skills of a field. It was produced using Oklahoma and educator association standards documents that were publicly available at the time of framework development. In the preparation of the Correlation Table, the alignment of a CEOE test competency with standards documents was indicated if the content of a standard was covered, in whole or in part, by the CEOE test competency. For some CEOE test competencies, multiple standards from Oklahoma, or other documents were aligned with the content of a CEOE test competency. An indication of alignment in the Correlation Table does not necessarily imply complete congruence of the content of a CEOE test competency with the standard.

3. A brief analysis of the data findings:

No data exists from this Music Education Teacher Evaluation at this time.

4. An interpretation of how the data provides evidence for meeting standards:

No data exists from this Music Education Teacher Evaluation at this time.

5. Attachment of assessment documentation:

- a. An explanation of the assessment (or grading) system is attached. (Section IV, Attachment 1a).
- b. No data is available at this time but a table is setup to record data. (Section IV, Attachment 1b).

**Certification Examinations for Oklahoma Educators (CEOE)
Framework Development Correlation Table**

The Framework Development Correlation Table provides information about possible alignment of some of the knowledge and skills contained within the CEOE framework for a test field with other conceptualizations of the knowledge and skills of a field. It was produced using Oklahoma and educator association standards documents that were publicly available at the time of framework development. In the preparation of the Correlation Table, the alignment of a CEOE test competency with standards documents was indicated if the content of a standard was covered, in whole or in part, by the CEOE test competency. For some CEOE test competencies, multiple standards from Oklahoma, or other documents were aligned with the content of a CEOE test competency. An indication of alignment in the Correlation Table does not necessarily imply complete congruence of the content of a CEOE test competency with the standard.

Matrix Showing Match between Full Subject Matter Competencies for Vocal/General Music and CEOE Test Objectives

Oklahoma Subject Matter Competencies	CEOE Test Objectives
1. Understands the basic philosophy of music education and is able to justify music within the school curriculum.	0019 Understand functions and purposes of music and various approaches to music education.
	0021 Understand the relationships between music and other disciplines in the curriculum.
2. Understands how music and fine arts experiences enhance student life experience and can promote music and the other arts in the community as well as within the school (including group motivational strategies and group management methods).	0019 Understand functions and purposes of music and various approaches to music education.
	0021 Understand the relationships between music and other disciplines in the curriculum.
3. Has knowledge of effective methodologies and practices for encouraging self-analysis and musical independence.	0005 Understand how to evaluate musical works.
	0009 Understand choral and small vocal ensemble performance.
4. Understands proper breathing techniques and tone production techniques.	0006 Understand the principles and methods of vocal sound production.
	0007 Understand the principles of singing.
	0015 Understand pitch and rhythmic errors in a musical recording.
5. Has a knowledge of quality literature (collection of written music), both choral and solo, as well as folk songs appropriate	0009 Understand choral and small vocal ensemble performance.

Oklahoma Subject Matter Competencies	CEOE Test Objectives
for children.	
6. Understands the changing voice, both male and female.	0006 Understand the principles and methods of vocal sound production.
7. Has knowledge of where to locate professional consultants and printed music resources such as music stores, music publisher catalogues, and textbook companies.	0012 (OPTE) The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.
8. Has a working knowledge of how to coordinate vocal music with all academic disciplines, including other fine arts areas.	0020 Understand how music relates to culture and to other art forms.
9. Has proficiency in piano, including knowledge of scales, chords, and the ability to warm up a choir and play simple accompaniments.	0003 Understand chordal structure and harmonic function. 0008 Understand keyboard, percussion, and other instruments used for accompaniment. 0009 Understand choral and small vocal ensemble performance.
10. Participates in ongoing professional development that includes involvement with professional associations.	0010 (OPTE) The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
11. Has the ability to recognize and evaluate sequential musical development for all students, including those with disabilities.	0019 Understand functions and purposes of music and various approaches to music education.
12. Has competency in conducting, including the ability to show musical nuance (subtle distinction or variation).	0010 Understand techniques of conducting. 0014 Understand vocal elements in a musical recording.
13. Is able to prepare a series of lesson plans appropriate to each teaching level K–12.	0001 (OPTE) The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels, including early childhood,

Oklahoma Subject Matter Competencies	CEOE Test Objectives
	<p>elementary, middle level, and secondary.</p> <p>0003 (OPTE) The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success.</p> <p>0005 (OPTE) The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>0006 (OPTE) The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p> <p>0007 (OPTE) The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>
<p>14. Has the ability to sing a diatonic (relating to a musical scale having eight tones to the octave and using a fixed pattern of intervals without chromatic deviation) melody at sight, using a consistent sight singing method and the skill to teach that method appropriately at each grade level.</p>	<p>0002 Understand the elements of melody.</p> <p>0006 Understand the principles and methods of vocal sound production.</p> <p>0012 Understand the elements of melody and harmony in a musical recording.</p> <p>0019 Understand functions and purposes of music and various approaches to music education.</p>
<p>15. Has the ability to count rhythms using a consistent rhythmic reading system and the skills to teach that method appropriately at each grade level.</p>	<p>0001 Understand musical notation and related concepts.</p> <p>0013 Understand the elements of rhythm,</p>

Oklahoma Subject Matter Competencies	CEOE Test Objectives
	<p>tempo, and dynamics in a musical recording.</p> <p>0019 Understand functions and purposes of music and various approaches to music education.</p>
<p>16. Has knowledge of the music education approaches such as Carl Orff, Zoltar Kodaly, and Jaques-Dalcroze and is able to prepare and teach a lesson according to each of these approaches.</p>	<p>0019 Understand functions and purposes of music and various approaches to music education.</p>
<p>17. Has broad knowledge and understanding of music history, including various styles, periods, and cultures.</p>	<p>0011 Understand the historical or cultural context of a work in a musical recording.</p> <p>0016 Understand music from Europe.</p> <p>0017 Understand music from North and South America.</p> <p>0018 Understand music from Africa and Asia.</p>
<p>18. Has broad knowledge and understanding of a variety of music and musical practices representative of different cultural and ethnic groups.</p>	<p>0016 Understand music from Europe.</p> <p>0017 Understand music from North and South America.</p> <p>0018 Understand music from Africa and Asia.</p>
<p>19. Has the ability to use technology in the music classroom, such as basic knowledge of MIDI (musical instrument digital interface); sequencing and notation software programs; basic computer skills (word processing and page layout software programs); sound system setup, including microphone placement and operating a mixing console; and setting up and making recordings.</p>	<p>0004 Understand music from Africa and Asia.</p> <p>0009 Understand choral and small vocal ensemble performance.</p>
<p>20. Understands basic laws of copyright pertaining to the correct use of copyrighted printed music and related</p>	<p>0013 (OPTE) The teacher understands the legal aspects of teaching, including the rights of students and parents/families, as well as the legal rights and</p>

Oklahoma Subject Matter Competencies	CEOE Test Objectives
responsibilities.	responsibilities of the teacher.
21. Understand the competencies in the <i>Priority Academic Student Skills</i> in General Music and exhibits the skill to incorporate them into various vocal music classes.	All Competencies

Section IV, Attachment 1b
Assessment #1 Oklahoma Subject Area Test
Data Chart*

	State of Oklahoma Mean Scores	OKWU Mean Scores	# Unacceptable Below 240	%	#Acceptable 240-259	%	#Commendable 260-279	%	#Exemplary 280-300	%
Range of Scores										
Overall										
Subareas:										
Music Theory										
Music Performance										
Listening Skills										
Music History and Culture										
Music and Other Disciplines										
Constructed Response										

* The Framework Development Correlation Table to the Oklahoma Standards for Vocal/General Music for the Oklahoma Subject Area Test is provided in Section IV, Attachment 1a, per Oklahoma Commission for Teacher Preparation.

Section IV, Assessment #2 – Assessment of Content Knowledge in Music.
Grades from Content Area Course Requirements

1. A brief description of the assessment and its use in the program.

This assessment involves a list of required courses from the Music Education program which reflect the major content areas included in OCTP Standards. Five courses have been selected in order to cover the major content areas for Music Education and to give a reasonable cross section of student performance. The areas of content include courses that focus on conducting, music theory, and music history. This assessment is used in the program to determine if candidates are making appropriate progress in developing the content mastery necessary to teach in the classroom.

2. Description of how this assessment specifically aligns with OCTP standards.

Selected courses are required coursework for Music Education candidates and cover the major content areas within the OCTP standards. The course and course assessment descriptions given below present how the grades from these courses demonstrate candidate proficiency in the identified OCTP standards, 5, 7, 12, 17, 18, 19, and 20. See Section IV, Attachment 2a below.

3. A brief analysis of the data findings:

No data exists from this Music Education Teacher Evaluation at this time.

4. An interpretation of how the data provides evidence for meeting standards:

No data exists from this Music Education Teacher Evaluation at this time.

5. Attachment of assessment documentation:

- a. An explanation of the assessment (or grading) system is attached.
(Section IV, Attachment 2a – below)
- b. The scoring guide is attached. (Section IV, Attachment 2b – below).
- c. No data is available at this time but a table is setup to record data.
(Section IV, Attachment 2c).

Section IV, Attachment 2a
Assessment #2: Content Knowledge and Course Grades
Content Area Course Requirements Aligned with OCTP Standards

OCTP Standard	Required Music Courses
<p>5-Candidate has knowledge of quality literature (collection of written music), both choral and solo, as well as folk songs appropriate for children.</p>	<p>MUSI 3533 Music History & Literature I The study of the development of secular and sacred musical styles, genres, forms, and performance groups from Ancient Greece, Rome, the Early Church, Ars Nova, and Renaissance to the Baroque period. Knowledge of quality instrumental, choral and solo vocal literature by major composers, including specific compositions. The history and qualities of various genres, periods and cultures will be identified, analyzed and recorded, including folk song repertoire.</p> <p>MUSI 3643 Music History & Literature II The study of the development of secular and sacred music styles, genres, forms and performance groups from the emergence of Classical Style through the Classical, Romantic, Impressionistic periods. Knowledge of quality instrumental, choral and solo vocal literature by major composers, including specific compositions. The history and qualities of various genres, periods and cultures will be identified, analyzed and recorded, including folk song repertoire.</p> <p>MUSI 4452 Basic Conducting A course requiring complete theory training as relating to the mechanics of choral, orchestral, and band scores. Basic, modern, and variant time-beating patterns, baton and manual technique, expressive gestures, complete score study, and interpretation of choral, band, and orchestral music assessed through regularly occurring conducting skills tests and exams throughout the semester. Knowledge of quality choral and solo vocal literature, where to locate professional consultants, printed music and textbooks, and a wide understanding of music and music practices representative of several cultural and ethnic groups to be included as part of a required card file. Copyright law, as pertains to modern society and music, will be addressed and instruction as to utilizing the United States Copyright Office website to maintain currency in copyright law for years to come will be given and tested.</p>
<p>7-Has knowledge of where to locate professional consultants and printed music resources, such as music stores, music publisher catalogues, and textbook companies.</p>	<p>MUSI 4452 Basic Conducting A course requiring complete theory training as relating to the mechanics of choral, orchestral, and band scores. Basic, modern, and variant time-beating patterns, baton and manual technique, expressive gestures, complete score study, and interpretation of choral, band, and orchestral music assessed through regularly occurring conducting skills tests and exams throughout the semester. Knowledge of quality choral and solo vocal literature, where to locate professional consultants, printed music and textbooks, and a wide understanding of music and music practices representative of several cultural and ethnic groups to be included as part of a required card file. Copyright law, as pertains to modern society and music, will be addressed and instruction as to utilizing the United States Copyright Office website to maintain currency in copyright law for years to come will be given and tested.</p>
<p>12-Has competency in conducting, including the ability to show musical nuance (subtle</p>	<p>MUSI 4452 Basic Conducting A course requiring complete theory training as relating to the mechanics of choral, orchestral, and band scores. Basic, modern, and variant time-beating patterns, baton and manual technique, expressive gestures, complete score study, and interpretation of choral, band, and orchestral music assessed through</p>

<p>distinction or variation).</p>	<p>regularly occurring conducting skills tests and exams throughout the semester. Knowledge of quality choral and solo vocal literature, where to locate professional consultants, printed music and textbooks, and a wide understanding of music and music practices representative of several cultural and ethnic groups to be included as part of a required card file. Copyright law, as pertains to modern society and music, will be addressed and instruction as to utilizing the United States Copyright Office website to maintain currency in copyright law for years to come will be given and tested.</p>
<p>17-Has broad knowledge and understanding of music history including various styles, periods and cultures.</p>	<p>MUSI 3533 Music History & Literature I The study of the development of secular and sacred musical styles, genres, forms, and performance groups from Ancient Greece, Rome, the Early Church, Ars Nova, and Renaissance to the Baroque period. Knowledge of quality instrumental, choral and solo vocal literature by major composers, including specific compositions. The history and qualities of various genres, periods and cultures will be identified, analyzed and recorded, including folk song repertoire.</p> <p>MUSI 3643 Music History & Literature II The study of the development of secular and sacred music styles, genres, forms and performance groups from the emergence of Classical Style through the Classical, Romantic, Impressionistic periods. Knowledge of quality instrumental, choral and solo vocal literature by major composers, including specific compositions. The history and qualities of various genres, periods and cultures will be identified, analyzed and recorded, including folk song repertoire.</p>
<p>18-Has broad knowledge and understanding of a variety of music and musical practices representative of different cultural and ethnic groups.</p>	<p>MUSI 4452 Basic Conducting A course requiring complete theory training as relating to the mechanics of choral, orchestral, and band scores. Basic, modern, and variant time-beating patterns, baton and manual technique, expressive gestures, complete score study, and interpretation of choral, band, and orchestral music assessed through regularly occurring conducting skills tests and exams throughout the semester. Knowledge of quality choral and solo vocal literature, where to locate professional consultants, printed music and textbooks, and a wide understanding of music and music practices representative of several cultural and ethnic groups to be included as part of a required card file. Copyright law, as pertains to modern society and music, will be addressed and instruction as to utilizing the United States Copyright Office website to maintain currency in copyright law for years to come will be given and tested.</p>
<p>19-Has the ability to use technology in the music classroom, such as basic knowledge of MIDI (musical instrument digital interface), sequencing and notational software programs, sound system set-up, and to make recordings.</p>	<p>*MUSI 2323 Music Theory II Linking musical elements in time, including elementary counterpoint, beams and flags, doublings, SATB writing with voice leading, suspensions and seventh chords. Assignments will be done on Finale notational software to gain proficiency in utilizing technology to create musical scores.</p> <p>*MUSI 3223 Music Theory IV Utilizing all knowledge gained in Music Theory I – III in order to analyze all aspects of music including chords, inversions, non-chord tones, keys, modulations, and formal structure. Arranged and original tonal and atonal compositions will be constructed utilizing Finale notational software in order to continue to gain proficiency in utilizing technology to create musical scores.</p>
<p>20-Understands basic laws of</p>	<p>MUSI 4452 Basic Conducting A course requiring complete theory training as relating to the mechanics of</p>

copyright pertaining to the correct use of copyrighted printed music and related responsibilities.	choral, orchestral, and band scores. Basic, modern, and variant time-beating patterns, baton and manual technique, expressive gestures, complete score study, and interpretation of choral, band, and orchestral music assessed through regularly occurring conducting skills tests and exams throughout the semester. Knowledge of quality choral and solo vocal literature, where to locate professional consultants, printed music and textbooks, and a wide understanding of music and music practices representative of several cultural and ethnic groups to be included as part of a required card file. Copyright law, as pertains to modern society and music, will be addressed and instruction as to utilizing the United States Copyright Office website to maintain currency in copyright law for years to come will be given and tested.
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Section IV, Attachment 2b
Assessment #2, Content Knowledge and Course Grades
and Scoring Guide

University Scoring Guide for Letter Grades and GPAs

I. Catalogue description of letter grades

A=Superior	A=4 points
A-	
B+	
B=Above Average	B=3 points
B-	
C+	
C=Average	C=2 points
C-	
D+	
D=Below Average	D=1 points
D-	
F=Failure	F=0 points

I=Incomplete (Becomes “F” if not completed within eight weeks)

WP=Withdrawn Passing (not computed in grade point average)

WF=Withdrawn Failing

Computing GPA

In calculating a grade-point average, the number of grade points earned is divided by the number of hours attempted. Grade points are determined by multiplying the number of credit hours by the weight of the grade received. For example, an “A” in a three hour earns 12 grade points. Divide the 12 by three for a result of a 4.0 GPA.

II. Music Education Program Policy

Requirements for graduation and recommendation for Licensure/ Standard Certification: The candidate must earn a minimum grade of “C-” in each course in the Major Requirements and Professional Core Requirements and must earn grades of “S” in Teacher Education Orientation, Field Experiences, and Practicums.

**Section IV, Attachment 2c,
Assessment #2, Content Knowledge and Course Grades Data**

No data is available at this time but a table is setup to record data.

OCTP Standard	Exemplary (# of Students)	Commendable (# of Students)	Acceptable (# of Students)	Unacceptable (# of Students)	Mean Score
5					
7					
12					
17					
18					
19					
20					
Mean					

**Section IV, Assessment #3 – Assessment of Content Knowledge in Music.
Practicum Final Notebook Project**

1. A brief description of the assessment and its use in the program:

Each Music Education candidate is required to take both the Elementary Music Methods and the Secondary Music Methods courses. The final notebook project may vary depending on individual student interest. The Final Notebook project for each course is worth 500 points, over half of the grade for the entire course. All of the materials and lessons garnered and created as course requirements are compiled and organized into a three-ring binder, which ultimately serve as a reference tool to aid each student in their eventual classrooms. As description of the contents required for the notebooks is listed below.

Elementary Music Methods and Materials Notebooks are divided into and consist of the following sections with the indicated grading criteria

1. 100 POINTS: Text Book (*Patricia Shehan Campbell and Carol Scott-Kassner. Music In Childhood, Thompson Schirmer, Belmont, CA, Third Edition, 2006, ENHANCED*)
 - a. Lecture and Discussion Notes
 - b. For Each Chapter:
 - i. Completed quizzes
 - i. Questions
 - ii. Projects
2. 300 POINTS: Lesson Plans Organized by Grade Level
 - a. At least two lessons for each grade level K-6.
 - b. Lesson plans must cover, using modern technology (*Standards 3, 8, 11, 13, 15, 16, 19*)
 - i. Musical Elements of: Rhythm, melody, form, harmony, expression (tempo, dynamics, etc.), timbre, texture, as well as Listening activities, Orff instruments, Movement, Special learners, Cooperative learning, Singing, and Multicultural music.
3. 100 POINTS: Final Project: Three created General Music School Programs
 - a. Patriotic
 - b. Seasonal
 - c. General Theme

Secondary Music Methods and Materials Notebooks are divided into and consist of the following sections with the indicated grading criteria

1. 50 POINTS: Text Book (*John Glenn Paton, Foundations in Singing, McGraw Hill Boston, MA, Eighth Edition, 2006*)
 - a. Lecture and Discussion Notes
 - b. Completed quizzes for each chapter
 - c. Midterm Test (Chapters 1-6)
 - d. Final (Chapters 1-14)
2. 100 POINTS: 5 Choral Technique Observations: Each student is required to observe five choral rehearsals taught by the area's leading industry professionals and submit an evaluation of their classroom and rehearsal techniques.
 - a. 2 rehearsal observations are of each student's choosing
 - b. 3 rehearsal observations are done as a class under instructor's supervision
 - i. Grades 6-9 Madison Middle School & Bartlesville Mid-High
 - ii. Grades 10-12 Bartlesville High School
 - iii. Bartlesville Choral Society, a community audition-voiced choir ranging from ages 14 through adult
3. 200 POINTS: Choral Rehearsal Technique Unit (*Standards 1, 3, 6, 8, 11, 13, 15, 19*)
 - a. Each student teaches a choral piece, selected by the instructor, to the class, using their choral rehearsal techniques garnered throughout the semester. Instruction of

- piece is divided over 3 class periods, each with student-provided lesson plan and included in notebook.
 - b. Students complete a self-critique to be placed in notebook
 - c. Students receive an instructor critique to be placed in notebook
 - 4. 50 POINTS: Accompanying Unit
 - a. Using the accompanying techniques garnered through the course, students will be required to accompany one of the pieces for a peer during the Choral Rehearsal Technique Unit.
 - b. Students complete a self-critique to be placed in notebook
 - c. Students receive an instructor critique to be placed in notebook
 - 5. 100 POINTS: Contest/Sight Reading Unit
 - a. Using the techniques garnered through the course, students will be required to teach and direct three different sight reading pieces to the class, per the Oklahoma Secondary Schools Activity Association (OSSAA) rules and regulations. Student-Lesson Plans provided and included in notebook.
 - b. Students complete a self-critique to be placed in notebook
 - c. Students receive an instructor critique to be placed in notebook
 - d. Students will review OSSAA guidelines for contest piece selection and submit hypothetical contest selections at both, Middle School and High School Level for
 - i. Mixed-voice choir
 - ii. Women’s choir
 - iii. Male choir
 - 6. 100 POINTS: Proof of membership in a professional music education association (Standard 10)

2. Description of how this assessment specifically aligns with OCTP standards:

The final notebook project is required for Music Education candidates and covers major content areas within the OCTP standards. The final notebook project assessment description below demonstrates candidate proficiency in the identified OCTP Standards, 1, 3, 6, 8, 10, 11, 13, 15, 16, and 19. See Section IV, Attachment 3a below.

3. A brief analysis of the data findings:

No data exists from this Music Education Teacher Evaluation at this time.

4. An interpretation of how the data provides evidence for meeting standards:

No data exists from this Music Education Teacher Evaluation at this time.

5. Attachment of assessment documentation:

- a. An explanation of the assessment (or grading) system is attached.
- b. The scoring guides are attached. (Section IV, Attachment 3b – below).
- c. No data is available at this time but a table is setup to record data. (Section IV, Attachment 3c—below).

Section IV, Attachment 3a
Assessment #3, Practicum Final Notebook Project
Grading System

University Scoring Guide for Letter Grades and GPAs

I. Catalogue description of letter grades

A=Superior	A=4 points
A-	
B+	
B=Above Average	B=3 points
B-	
C+	
C=Average	C=2 points
C-	
D+	
D=Below Average	D=1 points
D-	
F=Failure	F=0 points

I=Incomplete (Becomes “F” if not completed within eight weeks)

WP=Withdrawn Passing (not computed in grade point average)

WF=Withdrawn Failing

Computing GPA

In calculating a grade-point average, the number of grade points earned is divided by the number of hours attempted. Grade points are determined by multiplying the number of credit hours by the weight of the grade received. For example, an “A” in a three hour earns 12 grade points. Divide the 12 by three for a result of a 4.0 GPA.

Education Assessment Scale

Designation	Score	Percentage	Grade	GPA, Dispositions	ACT	SAT	OGET, OSAT, OPTE
Exemplary	4	100 – 93	A	4.0 – 3.7	36 – 33	1600 – 1488	300 – 280
Commendable	3	92.99 – 80	A- – B-	3.6 – 3.2	32 – 29	1487 – 1280	279 – 260
Acceptable	2	79.99 – 70	C+ – C-	3.1 – 2.8	28 – 25	1279 – 1120	259 – 240
Unacceptable	1	Below 70	Below C-	Below 2.8	Below 25	Below 1120	Below 240

<u>Exemplary</u>	<u>Commendable</u>	<u>Acceptable</u>	<u>Unacceptable</u>
<ul style="list-style-type: none"> • Highest quality • Consistently displayed • Fulfills all requirements • Accurate content • Excellent organization • Full comprehension • Exceptional reflection • 0-5 mechanical errors 	<ul style="list-style-type: none"> • Above average quality • Regularly displayed • Fulfills most requirements • Substantially accurate content • Significant organization • Good comprehension • Significant reflection • 6-10 mechanical errors 	<ul style="list-style-type: none"> • Average quality • Often displayed • Fulfills minimum requirements • Sufficiently accurate content • Basic organization • Ample comprehension • Adequate reflection • 11-15 mechanical errors 	<ul style="list-style-type: none"> • Below average quality • Seldom or never displayed • Fulfills few or no requirements • Inaccurate content • Unorganized • Little or no comprehension • Poor or no reflection • 16 or more mechanical errors • Missing or not attempted

Section IV, Attachment 3b
Assessment #3, Practicum Final Notebook Project
Scoring Rubrics

Elementary Notebook Scoring Rubric

OCTP Standard	4 Exemplary	3 Commendable	2 Acceptable	1 Unacceptable	0 No Evidence	Score
3-Has knowledge of effective methodologies and practices for encouraging self-analysis and musical independence	Initiates learning activities based upon effective methods and best practices, including assessments of learner self-analysis and increasing musical independence	Applies knowledge of methods and best practices in ways that theory suggests should encourage learners to self-analyze and work toward musical independence	Explains how various methods and practices should result in learner self-analysis and increasing musical independence	Cannot identify methods or practices for encouraging self-analysis and musical independence		
8-Has a working knowledge of how to coordinate vocal music with all academic disciplines including other fine arts areas	Invents learning activities that coordinate vocal music with all other academic disciplines, including other fine arts areas	Uses knowledge of how to integrate learning across disciplines to coordinate vocal music with another academic discipline and or other fine arts area	Describes how vocal music could be coordinated with other academic disciplines, including other fine arts areas	Cannot state how to coordinate vocal music with other academic disciplines		
11- Has the ability to recognize and evaluate sequential music development for all students, including those with disabilities	Evaluates musical development in typical learners and at least two learners with one or more disabilities	Evaluates musical development in typical learners and at least one learner with one or more disabilities	Can explain how to evaluate sequential musical development in terms of typical learners and is able to describe a research- or theory-based instructional	Cannot explain how to evaluate sequential musical development in terms of typical learners or describe a research- or theory-based instructional strategy to		

			strategy to evaluate learners with disabilities	evaluate learners with disabilities		
13-Is able to prepare a series of lesson plans appropriate to each teaching level K-12	Constructs lesson plans for units appropriate to each teaching level from K-12 based upon proven learning theory and practice	Demonstrates the ability to plan a series of lesson appropriate to each teaching level from K-12 by differentiating appropriate curriculum and instructional strategies for each learning group	Generalizes appropriate curriculum and instructional strategies by broad developmental levels such as early primary, later primary, early secondary, and later secondary grades	Cannot identify appropriate curriculum and instructional strategies appropriate to each teaching level K-12		
15-Has the ability to count rhythms using a consistent rhythmic reading system and the skills to teach that method appropriately at each grade level	Constructs lesson plans based upon proven learning theory and practice to teach a consistent rhythmic reading system for counting rhythms to each grade level from K-12	Demonstrates the ability to teach a consistent rhythmic reading system for counting rhythms to each grade level by differentiating appropriate curriculum and instructional strategies for each learning group	Explains how to count rhythms using a consistent rhythmic reading system and demonstrates the ability to teach this method by broad developmental levels such as early primary, later primary, early secondary, and later secondary grades	Cannot explain how to count rhythms using a consistent rhythmic reading system or demonstrate the ability to teach this method by broad developmental levels such as early primary, later primary, early secondary, and later secondary grades		
16-Has knowledge of music education approaches such as Carl Orff, Zoltan Kodaly, and	Creates lesson plans that either integrate knowledge of or separately address the music	Uses knowledge of more than one music education approaches to prepare and teach a lesson	Describes the music education approach of Carl Orff, Zoltan Kodaly, or Jacques-Dalcroze and	Cannot describe the music education approach of Carl Orff, Zoltan Kodaly, or Jacques-		

Jacques-Dalcroze and is able to prepare and teach a lesson according to each of these approaches	education approaches of Carl Orff, Zoltan Kodaly, and Jacques-Dalcroze	according to these approaches	differentiate curriculum and instructional strategies according to that approach	Dalcroze, or differentiate curriculum and instructional strategies according to that approach		
19-Has the ability to use technology in the music classroom, such as basic knowledge of MIDI (musical instrument digital interface), sequencing and notational software programs, sound system set-up, and to make recordings	Creates lesson plans that integrate technology in the music classroom, including more than one example such as MIDI, sequencing and notational software, sound system set-up, and recording	Demonstrates the ability to use technology in the music classroom by creating lesson plans using MIDI, sequencing and notational software, sound system set-up, or recording	Can explain how to use technology in the music classroom and describes one example such as MIDI, sequencing and notational software, sound system set-up, or recording			
					Total Score:	

Secondary Notebook Scoring Rubric

OCTP Standard	4 Exemplary	3 Commendable	2 Acceptable	1 Unacceptable	0 No Evidence	Score
1-Understands the basic philosophy of music education and is able to justify music within the school curriculum	Advocates for the importance of music within the school curriculum by using multiple examples integrating the philosophy of music education	Applies understanding of the philosophy of music education to justifying the importance of music within the school curriculum, using examples to illustrate this justification	Describes the basic philosophy of music education and the importance of music within the school curriculum	Cannot describe the basic philosophy of music education or the importance of music within the school curriculum		
3-Has knowledge of effective methodologies and practices for encouraging self-analysis and musical independence	Initiates learning activities based upon effective methods and best practices, including assessments of learner self-analysis and increasing musical independence	Applies knowledge of methods and best practices in ways that theory suggests should encourage learners to self-analyze and work toward musical independence	Explains how various methods and practices should result in learner self-analysis and increasing musical independence	Cannot identify methods or practices for encouraging self-analysis and musical independence		
6-Understands the changing voice, both male and female	Demonstrates applied understanding of the changing voice, both male and female, in lesson planning, curriculum, and instructional strategies	Describes physical characteristics of the changing male and female voice and elaborates on the social-emotional implications of these changes in an adolescent	Describes physical characteristics of the changing male and female voice	Cannot describe physical characteristics of the changing male and female voice		
8-Has a working	Invents learning	Uses knowledge of	Describes how vocal music	Cannot state how to		

knowledge of how to coordinate vocal music with all academic disciplines including other fine arts areas	activities that coordinate vocal music with all other academic disciplines, including other fine arts areas	how to integrate learning across disciplines to coordinate vocal music with another academic discipline and or other fine arts area	could be coordinated with other academic disciplines, including other fine arts areas	coordinate vocal music with other academic disciplines		
10-Participates in ongoing professional development, which includes involvement with professional associations.	Provides proof of a membership within a professional music education association.			Does not provide proof of a membership within a professional music education association.		
11- Has the ability to recognize and evaluate sequential music development for all students, including those with disabilities	Evaluates musical development in typical learners and at least two learners with one or more disabilities	Evaluates musical development in typical learners and at least one learner with one or more disabilities	Explains how to evaluate sequential musical development in terms of typical learners and is able to describe a research- or theory-based instructional strategy to evaluate learners with disabilities	Cannot explain how to evaluate sequential musical development in terms of typical learners or describe a research- or theory-based instructional strategy to evaluate learners with disabilities		
13-Is able to prepare a series of lesson plans appropriate to each teaching level K-12	Constructs lesson plans for units appropriate to each teaching level from K-12 based upon proven learning theory and practice	Demonstrates the ability to plan a series of lesson appropriate to each teaching level from K-12 by differentiating appropriate curriculum	Generalizes appropriate curriculum and instructional strategies by broad developmental levels such as early primary, later primary, early	Cannot identify appropriate curriculum and instructional strategies appropriate to each teaching level K-12		

		and instructional strategies for each learning group	secondary, and later secondary grades			
15-Has the ability to count rhythms using a consistent rhythmic reading system and the skills to teach that method appropriately at each grade level	Constructs lesson plans based upon proven learning theory and practice to teach a consistent rhythmic reading system for counting rhythms to each grade level from K-12	Demonstrates the ability to teach a consistent rhythmic reading system for counting rhythms to each grade level by differentiating appropriate curriculum and instructional strategies for each learning group	Explains how to count rhythms using a consistent rhythmic reading system and demonstrates the ability to teach this method by broad developmental levels such as early primary, later primary, early secondary, and later secondary grades	Cannot explain how to count rhythms using a consistent rhythmic reading system or demonstrate the ability to teach this method by broad developmental levels such as early primary, later primary, early secondary, and later secondary grades		
19-Has the ability to use technology in the music classroom, such as basic knowledge of MIDI (musical instrument digital interface), sequencing and notational software programs, sound system set-up, and to make recordings	Creates lesson plans that integrate technology in the music classroom, including more than one example such as MIDI, sequencing and notational software, sound system set-up, and recording	Demonstrates the ability to use technology in the music classroom by creating lesson plans using MIDI, sequencing and notational software, sound system set-up, or recording	Explains how to use technology in the music classroom and describes one example such as MIDI, sequencing and notational software, sound system set-up, or recording	Cannot explain how to use technology in the music classroom and describes one example such as MIDI, sequencing and notational software, sound system set-up, or recording		
					Total Score:	

Section IV, Attachment 3c
Assessment #3, Practicum Final Notebook Project
Data Tables

Elementary Notebook Data Table

OCTP Standard	Exemplary (# of Students)	Commendable (# of Students)	Acceptable (# of Students)	Unacceptable (# of Students)	Mean Score
3					
8					
11					
13					
15					
16					
19					
Mean					

Secondary Notebook Data Table

OCTP Standard	Exemplary (# of Students)	Commendable (# of Students)	Acceptable (# of Students)	Unacceptable (# of Students)	Mean Score
1					
3					
6					
8					
10					
11					
13					
15					
19					
Mean					

**Section IV, Assessment #4, OKWU Music Education
Student Teacher Summative Evaluation**

1. A brief description of the assessment and its use in the program:

Candidates are evaluated with the Student Teacher Evaluation form and the Music Education Teacher Evaluation form (an addendum provided below) that assesses the OCTP standards. All Music Education program candidates receive a copy of the Student Teacher and Music Education Evaluation form prior to student teaching and discuss the performance level required to earn the scores indicated on the rubric. The form is then used in the last two weeks of the student teacher's clinical experience to evaluate their performance. The OKWU faculty supervisor and the student teacher's mentor teacher do the evaluation using this form.

2. Description of how this assessment specifically aligns with OCTP standards:

Several elements of the Student Teacher Evaluation scoring rubric are aligned with OCTP standards. The specific standards the Music Education Teacher Evaluation assesses include the following OCTP standards: 3, 8, and 13.

3. A brief analysis of the data findings:

No data exists from this Music Education Teacher Evaluation form at this time.

4. An interpretation of how the data provides evidence for meeting standards:

No data exists from this Music Education Teacher Evaluation form at this time.

5. Attachment of assessment documentation:

- a. A description of the assignment is attached (Section IV, Attachment 4a).
- b. A copy of the Student Teaching Evaluation Form is attached (Section IV, Attachment 4b).
- c. The Music Addendum aligned with the relevant OCTP standards is attached (Section IV, Attachment 4c)
- d. No data is available at this time but a table is setup to record data. (Section IV, Attachment 4c).

**Section IV, Attachment 4a
Assessment #4**

**Description of Student Teaching Evaluation Assignment with use of the
Music Education Program Student Teacher Evaluation Form**

Student Teaching. (16 weeks—Seniors) This capstone component is a 16-week experience starting with observation, gradually adding teaching responsibilities. Working closely with the mentor teacher, and with support from the University supervisor(s), the student teacher adds subjects until he/she teaches “solo” (without the mentor teacher in the room) for two weeks, performing all normal duties including lesson planning, instruction, classroom management and assessment.

The student teacher is observed and assessed, in writing, at least five times during the semester by the University supervisor. Should the student teacher be performing at an unacceptable level, the University supervisor and mentor teacher design an individualized plan of improvement which they discuss with the student teacher, together devising strategies for improvement. The mentor teacher assesses the student teacher informally throughout the semester and then formally at the end of the semester. Further feedback is received at the weekly Student Teaching Seminar where peers and faculty provide varied perspectives and insights into classroom experiences and challenges. After all observations have taken place, a final, summative score on each of the standards will be recorded for each student teacher (candidate).

Section IV, Attachment 4c Assessment #4, OKWU - Music Education – Student Teacher Observation/Evaluation

Student Teacher _____ Date _____
 Grade Level/Subject _____ School _____
 Mentor Teacher _____ Observer _____

The categories utilized in this evaluation form are aligned with the following documents: OWU’s Conceptual Framework, OWU’s Teacher Candidate Competencies, Oklahoma General Competencies for Licensure & Certification, Oklahoma’s Resident Teacher Observation Instrument, Oklahoma’s Criteria for Effective Teaching Performance, INTASC Standards, Oklahoma’s K-12 music curriculum-Priority Academic Student Skills (PASS).

This evaluation is:

- _____ **Formative** – monitors progress during the semester—provides information for needed improvements as well as encouragement—usually connected with one lesson—many items may not have been observed.
- _____ **Summative**—assesses mastery—most, if not all items should have been observed and evaluated.

Using the following scale, please circle the specific response that you feel best reflects the student teacher’s ability in each area. Your written comments are greatly appreciated.

Exemplary 4	Commendable 3	Acceptable 2	Unacceptable 1	Not applicable NA	Not observed NO				
Planning and Preparation CF=T-O-W-E-R TCC=1,2,3,4,7,9,14,15,16 PASS OK=3,4,6,10,12,18									
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Writes appropriate objectives (learner outcomes) consistent with district, state of Oklahoma, and specialized professional association guidelines.				4	3	2	1	NA	NO
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Makes long-range plans.				4	3	2	1	NA	NO
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Develops effective lesson plans which enhance objectives, meet student needs, and incorporate learning principles.				4	3	2	1	NA	NO
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Designs lessons consistent with the school’s purpose and philosophical framework.				4	3	2	1	NA	NO
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Selects materials and equipment necessary for teaching the lesson plan.				4	3	2	1	NA	NO
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Develops original materials to complement instruction, e.g. bulletin boards, handouts, visuals, concept organizers, etc.				4	3	2	1	NA	NO
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Maintains notebook of all lesson plans with reflections.				4	3	2	1	NA	NO
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Bases lessons on appropriate research and theories.				4	3	2	1	NA	NO

Comments and Improvement Plan: _____

Teaching Methods and Presentation CF=T-O-E-R TCC=1,2,3,4,5,6,7,8,9,10,11,12,14,15,17 PASS OK=1,2,3,7,15,19

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Communicates objectives to students.				4	3	2	1	NA	NO
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Effectively uses an initiating activity to engage learners.				4	3	2	1	NA	NO
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Relates topics to previous learning and student experiences.				4	3	2	1	NA	NO
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Teaches objectives through a variety of methods.				4	3	2	1	NA	NO
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Provides instruction appropriate to grade level and student needs.				4	3	2	1	NA	NO
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Uses variety and creativity in teaching.				4	3	2	1	NA	NO
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Demonstrates or models desired behaviors, skills, or products.				4	3	2	1	NA	NO

○ Provides clear and complete directions.	4	3	2	1	NA	NO
○ Provides guided practice.	4	3	2	1	NA	NO
○ Involves all students in learning.	4	3	2	1	NA	NO
○ Checks for understanding.	4	3	2	1	NA	NO
○ Monitors student progress toward objectives.	4	3	2	1	NA	NO
○ Addresses special needs students appropriately.	4	3	2	1	NA	NO
○ Adapts lesson plans when necessary based on monitoring.	4	3	2	1	NA	NO
○ Uses questioning at varying levels.	4	3	2	1	NA	NO
○ Responds appropriately to student questions.	4	3	2	1	NA	NO
○ Provides for independent practice.	4	3	2	1	NA	NO
○ Paces lessons appropriately.	4	3	2	1	NA	NO
○ Uses technology effectively to affect student learning.	4	3	2	1	NA	NO
○ Provides closure.	4	3	2	1	NA	NO
○ Uses community resources.	4	3	2	1	NA	NO
○ Provides application of knowledge learned to life.	4	3	2	1	NA	NO
○ Assists students in understanding how careers apply to curriculum.	4	3	2	1	NA	NO
○ Demonstrates philosophical approaches to instruction consistent with Christian principles and values.	4	3	2	1	NA	NO

Comments and Improvement Plan: _____

Content Expertise CF=T-O-W-E-R TCC=1,2,3,4,5,9,15,17 PASS OK=4,5,6,8,9,11,13,14,16,17,20

○ Exhibits strong content area knowledge consistent with appropriate specialized professional association.	4	3	2	1	NA	NO
○ Shows enthusiasm for content area.	4	3	2	1	NA	NO
○ Provides information in addition to that in the textbook or music.	4	3	2	1	NA	NO
○ Enhances material with personal experiences.	4	3	2	1	NA	NO

Comments and Improvement Plan: _____

Assessment CF=T-O-E-R TCC=1,2,3,4,7,8,9,10,14,15 PASS OK=3,4,5,6,10,12,13,14,16,17

○ Measures obtainment of objective(s) and effectiveness of instruction using formal and informal assessment methods.	4	3	2	1	NA	NO
○ Implements a variety of assessment techniques.	4	3	2	1	NA	NO
○ Selects or writes tests or other assessments to determine extent objectives were met.	4	3	2	1	NA	NO
○ Informs students of assessment procedures.	4	3	2	1	NA	NO
○ Scores and returns student work promptly.	4	3	2	1	NA	NO
○ Maintains records of student progress.	4	3	2	1	NA	NO
○ Reports achievement of students to students and parents.	4	3	2	1	NA	NO
○ Uses assessment information to reflect on learning and make changes in instruction that will have a positive effect on student learning.	4	3	2	1	NA	NO

Comments and Improvement Plan: _____

Classroom Management/Climate CF=T-O-W-R TCC=2,3,5,6,9,13,15 PASS OK=1,2,3,10,17

- Works with existing management plan or writes one in collaboration with mentor. 4 3 2 1 NA NO
- Communicates management plan to students. 4 3 2 1 NA NO
- Shows awareness of continuous monitoring of student behavior. 4 3 2 1 NA NO
- Makes appropriate discipline decisions which are fair, firm, and consistent. 4 3 2 1 NA NO
- Exhibits accepting attitude toward all students. 4 3 2 1 NA NO
- Encourages mutual respect between teacher and students. 4 3 2 1 NA NO
- Treats all students fairly. 4 3 2 1 NA NO
- Encourages positive student actions. 4 3 2 1 NA NO
- Encourages positive student actions. 4 3 2 1 NA NO
- Uses praise when appropriate. 4 3 2 1 NA NO
- Motivates students to learn. 4 3 2 1 NA NO
- Manages classroom time wisely. 4 3 2 1 NA NO
- Maintains attractive, functional, and safe classroom. 4 3 2 1 NA NO

Comments and Improvement Plan:

Personal Characteristics/Dispositions CF=O-W-R PASS OK=1,2,9

- Exhibits appropriate dress and grooming. 4 3 2 1 NA NO
- Shows enthusiasm and interest. 4 3 2 1 NA NO
- Exhibits a sense of humor. 4 3 2 1 NA NO
- Believes that all students can learn. 4 3 2 1 NA NO
- Models appropriate behaviors, both in and out of the classroom. 4 3 2 1 NA NO
- Demonstrates Christian attitudes and behaviors. 4 3 2 1 NA NO

Comments and Improvement Plan:

Professionalism CF=O-W-R TCC=5,7,9,10,12,13,15,17 PASS OK=1,2,6,7,9,10,17,19

- Works as a member of educational team. 4 3 2 1 NA NO
- Participates willingly in school activities, faculty meetings, in-service workshops, etc. 4 3 2 1 NA NO
- Complies with school policies. 4 3 2 1 NA NO
- Demonstrates punctuality, dependability, and flexibility. 4 3 2 1 NA NO
- Displays tact, courtesy, and a positive attitude. 4 3 2 1 NA NO
- Maintains confidentiality. 4 3 2 1 NA NO
- Displays good rapport with parents and community patrons. 4 3 2 1 NA NO
- Reflects on teaching and actions and makes adjustments as necessary. 4 3 2 1 NA NO
- Accepts and uses suggestions of others. 4 3 2 1 NA NO
- Modifies behavior following constructive suggestions. 4 3 2 1 NA NO
- Shows evidence of appropriate decision making. 4 3 2 1 NA NO
- Responds in a timely manner to students, faculty and administrators. 4 3 2 1 NA NO

Comments and Improvement Plan:

Communication CF=O-R TCC=6,7,9,10,15 PASS OK=1,2,7,9,11,13,14,15

○ Speaks effectively and clearly.	4	3	2	1	NA	NO
○ Models clear, in-tune singing.	4	3	2	1	NA	NO
○ Models efficient and effective conducting skills.	4	3	2	1	NA	NO
○ Uses correct grammar and vocabulary in written and oral communication.	4	3	2	1	NA	NO
○ Listens to students, parents, faculty, and administrators.	4	3	2	1	NA	NO
○ Uses appropriate nonverbal behavior.	4	3	2	1	NA	NO
○ Displays clear handwriting.	4	3	2	1	NA	NO

Comments and Improvement Plan:

Section IV, Attachment 4c
Assessment #4, OKWU - Music Education –
Student Teacher Evaluation Addendum

Student Teacher _____ Date _____
 Grade Level/Subject _____ School _____
 Mentor Teacher _____ Observer _____

This evaluation is:

_____ **Formative** – monitors progress during the semester—provides information for needed improvements as well as encouragement usually connected with one lesson—many items may not have been observed.

_____ **Summative**--assesses mastery--most, if not all items should have been observed and evaluated.

Using the following scale, please circle the specific response that you feel best reflects the student teacher’s ability in each area. Your written comments are greatly appreciated.

Exemplary **Commendable** **Acceptable** **Unacceptable** **Not Observed**
4 **3** **2** **1** **NO**

OCTP Standard	4 Exemplary	3 Commendable	2 Acceptable	1 Unacceptable	0 No Evidence	Score
3-Has knowledge of effective methodologies and practices for encouraging self-analysis and musical independence	Initiates learning activities based upon effective methods and best practices, including assessments of learner self-analysis and increasing musical independence	Applies knowledge of methods and best practices in ways that theory suggests should encourage learners to self-analyze and work toward musical independence	Explains how various methods and practices should result in learner self-analysis and increasing musical independence	Cannot identify methods or practices for encouraging self-analysis and musical independence		
8-Has a working knowledge of how to coordinate vocal music with all academic	Invents learning activities that coordinate vocal music with all other academic disciplines,	Uses knowledge of how to integrate learning across disciplines to coordinate	Describes how vocal music could be coordinated with other academic disciplines, including other	Cannot state how to coordinate vocal music with other academic disciplines		

disciplines including other fine arts areas	including other fine arts areas	vocal music with another academic discipline and or other fine arts area	fine arts areas			
13-Is able to prepare a series of lesson plans appropriate to each teaching level K-12	Constructs lesson plans for units appropriate to each teaching level from K-12 based upon proven learning theory and practice	Demonstrates the ability to plan a series of lesson appropriate to each teaching level from K-12 by differentiating appropriate curriculum and instructional strategies for each learning group	Generalizes appropriate curriculum and instructional strategies by broad developmental levels such as early primary, later primary, early secondary, and later secondary grades	Cannot identify appropriate curriculum and instructional strategies appropriate to each teaching level K-12		
					Total Score:	

**Section IV, Attachment 4c,
Assessment #4, Student Teacher Summative Evaluation**

No data is available at this time but a table is setup to record data.

OCTP Standard	Exemplary (# of Students)	Commendable (# of Students)	Acceptable (# of Students)	Unacceptable (# of Students)	Mean Score
3					
8					
13					
Mean					

Section IV, Assessment #5 – Instructional Impact Artifacts

1. A brief description of the assessment and its use in the program:

Recognizing the accountability for assessing student learning that classroom, teachers must document. The Education faculty designed and piloted an Instructional Impact Artifacts Evaluation. The Impact Lesson which is planned, taught and evaluated by Music Education majors during their student teaching is part of their electronic portfolio artifact submission. One rubric is utilized to determine the quality of the artifacts and the document as a whole and the other is to assess candidate performance in the listed OCTP standards.

2. Description of how this assessment specifically aligns with OCTP standards:

The primary objective of the assessment project is to measure the Teacher Candidates' ability to integrate their knowledge of Music, student needs, and effective pedagogy. Teacher Candidates are asked to answer the question: "What impact does your instruction have on student learning?" The Instructional Impact Artifacts Evaluation is aligned specifically with OCTP Standards, 11 and 13. This assignment calls for the candidate to develop a lesson plan that measures students' abilities and growth in the areas of personal response to a variety of texts (OCTP Standard 13) as well as demonstrate respect for and support of diverse learners (OCTP Standard 11). Research has shown that if students are to increase their achievement in a content area, then a teacher must make relevant and meaningful connections to the content for the student and to raise the standard in students' abilities to critically think.

3. A brief analysis of the data findings:

No data exists from this Music Education Teacher Evaluation at this time.

4. An interpretation of how the data provides evidence for meeting standards:

No data exists from this Music Education Teacher Evaluation at this time.

5. Attachment of assessment documentation:

- a. The Instructional Impact Artifacts assignment is attached (Section IV, Attachment 5a).
- b. The scoring rubrics are attached (Section IV, Attachment 5b).
- c. No data is available at this time but a table is setup to record data (Section IV, Attachment 5c).

Section IV, Attachment 5a
Assessment #5, OKWU-Music Education
Instructional Impact Artifacts Instructions for Candidates

What impact does your instruction have on student learning? To answer the question, prepare a lesson or a series of lessons that follow the classroom procedures outlined and then submit the listed artifacts to your portfolio:

Classroom Procedures

1. Before instruction:
 - a. Determine your objectives and write lesson plans (OCTP Standard 13)
 - b. Prepare and give students the pre-test
 - i. Majority of students score *below* 80%
 - ii. Prepare statistics
2. Provide instruction
 - a. Monitor and assess student learning during instruction (OCTP Standard 11)
 - i. Formative assessment(s) to determine progress
 - ii. Re-teach, remediate
3. After instruction:
 - a. Give students the post-test* (OCTP Standard 11)
 - i. Pre-test and post-test are identical
 - ii. 80% of students score 80% (B-) or above
 - iii. Prepare statistics
 - b. Prepare portfolio artifacts (as listed below)
*Post-test scores must represent 80% of students passing at 80% (B-) or above

Submit to Portfolio—Instructional Impact Artifacts

1. *Lesson Plan(s)*.
2. *Assessment Information*.
 - a. Student work samples (good, average and poor work samples).
 - b. The pre- and post-test itself with answer key.
 - c. Statistics for pre- and post-test.
3. *Instructional Reflections Paper*.
 - a. Reflect on the effectiveness of your instruction—use of best practices.
 - i. Describe the context of the classroom and student diversity for one class (use School/District Profile, ask mentor teacher).
 1. Student characteristics: grade, class size—# males/females, ethnic makeup, overall socioeconomic status, non-English or broken English speakers, exceptionalities (IEP's, 504's, gifted, etc), developmental characteristics (physical, cognitive, social, moral).
 - a. How were student characteristics incorporated into instruction?
 - b. What accommodations and/or adaptations were made for students with special needs? (OCTP Standard 11).

2. Learning environment: subject and topic; equipment, technology and supplies available; student learning characteristics and intelligences, school's test results.
3. What implications did student characteristics and the learning environment have on your teaching methods, activities and assessments?

ii. Describe the teaching and learning process.

1. Show connections between what you learned in college coursework and what you taught.
2. Your perceptions of your instruction.
 - a. What instructional strategies were utilized and why were these strategies selected?
 - b. What motivational techniques were utilized and why were these strategies selected?
 - c. What assessment strategies were used before, during and after instruction and why were these strategies selected?
3. How did student reaction to your instruction?
 - a. What was the level of student comprehension?
 - b. What challenges did you encounter?
 - c. How did you handle them?
4. What were the learning needs of individual students that compelled you to change your instructional plans?
 - a. Describe the implementation of strategies to improve student learning.
 - b. Describe differences in students after re-teaching and/or remediation.
5. Compare pre-test and post-test information.
 - a. What did you learn about your students from the pre-test?
 - b. How did your pre-test data influence how you designed your instruction?
 - c. Discuss scores and statistics in light of the influence your instruction had on student learning.
 - d. What did your students learn?
 - e. How well did your students meet the objectives?
 - f. Analyze the results in terms of the context of the classroom previously described.
 - g. What accounts for the difference in the pre- and post-test scores?

iii. Discuss how you could improve your instruction in the future.

1. Describe the level of your successes and failures.
2. What did you learn from this experience?

3. What was your most significant insight from this experience?
4. What would you do differently in the future to be more effective?
 - a. Provide mentor teacher comments (if possible) as to the effectiveness of your instruction.

**Section IV, Attachment 5a
Assessment #5, Impact Artifact
Scoring Rubric**

OCTP Standard	4 Exemplary	3 Commendable	2 Acceptable	1 Unacceptable	0 No Evidence	Score
11-Has the ability to recognize and evaluate sequential musical development for all students, including those with disabilities	Evaluates musical development in typical learners and at least two learners with one or more disabilities	Evaluates musical development in typical learners and at least one learner with one or more disabilities	Can explain how to evaluate sequential musical development in terms of typical learners and is able to describe a research- or theory-based instructional strategy to evaluate learners with disabilities	Cannot explain how to evaluate sequential musical development in terms of typical learners or describe a research- or theory-based instructional strategy to evaluate learners with disabilities		
13-Is able to prepare a series of lesson plans appropriate to each teaching level K-12	Constructs lesson plans for units appropriate to each teaching level from K-12 based upon proven learning theory and practice	Demonstrates the ability to plan a series of lesson appropriate to each teaching level from K-12 by differentiating appropriate curriculum and instructional strategies for each learning group	Generalizes appropriate curriculum and instructional strategies by broad developmental levels such as early primary, later primary, early secondary, and later secondary grades	Cannot identify appropriate curriculum and instructional strategies appropriate to each teaching level K-12		
					Total Score:	

Section IV, Attachment 5b
Assessment #5, Impact Artifact
Data Table

No data is available at this time but a table is setup to record data.

OCTP Standard	Exemplary (# of Students)	Commendable (# of Students)	Acceptable (# of Students)	Unacceptable (# of Students)	Mean Score
11					
13					
Mean					

**Section IV, Assessment #6
Piano Proficiency**

1. A brief description of the assessment and its use in the program:

All Music Education majors are required to pass a piano proficiency exam prior to their graduation. The requirements vary based off of their major emphasis. The requirements for each offered are listed below.

2. Description of how this assessment specifically aligns with OCTP standards:

The primary objective of this assignment is to measure the Teacher Candidates' ability to demonstrate basic piano skills needed in Music Education. The Piano Proficiency Assessment is aligned specifically with OCTP Standard 9.

3. A brief analysis of the data findings:

No data exists from this Music Education Teacher Evaluation at this time.

4. An interpretation of how the data provides evidence for meeting standards:

No data exists from this Music Education Teacher Evaluation at this time.

5. Attachment of assessment documentation:

- a. The Piano Proficiency requirements are attached (Section IV, Attachment 6a)
- b. The scoring rubric is attached (Section IV, Attachment 6b).
- c. No data is available at this time but a table is setup to record data. (Section IV, Attachment 6c).

**Section IV, Attachment 6a
Assessment #6 Piano Proficiency
Requirements**

**Oklahoma Wesleyan University
PIANO PROFICIENCY EXAM**

Majors: BA Music: Vocal Emphasis
BS General Music Education-Vocal: Vocal Emphasis

THIS EXAM MUST BE COMPLETED BEFORE GRADUATION. THE EXAM IS GIVEN BEGINNING WITH THE END OF SPRING SEMESTER OF YOUR SOPHOMORE YEAR. THE EXAM WILL BE GIVEN EACH FOLLOWING SEMESTER UNTIL THE STUDENT HAS COMPLETED ALL SECTIONS.

1. All major and harmonic minor scales, two octaves, with cadences.
2. Play 5 finger major scale patterns for vocal warm ups in any key on piano.
3. Simple harmonized accompaniment of a simple melody line at sight.
4. Sight-read a hymn up to four sharps and four flats on piano.
5. Perform one memorized work from one of the "masters" as agreed upon with your piano teacher.

Oklahoma Wesleyan University

PIANO PROFICIENCY EXAM

Majors: BA Music: Piano Emphasis

BS General Music Education-Vocal: Piano Emphasis

THIS EXAM MUST BE COMPLETED BEFORE GRADUATION. THE EXAM IS GIVEN BEGINNING WITH THE END OF SPRING SEMESTER OF YOUR SOPHOMORE YEAR. THE EXAM WILL BE GIVEN EACH FOLLOWING SEMESTER UNTIL THE STUDENT HAS COMPLETED ALL SECTIONS.

1. Complete all major, harmonic minor, natural minor and melodic minor scales, four octaves, with cadences.
2. Play 5 finger patterns for vocal warm ups in any key.
3. Sight-read a melodic line and add an appropriate accompaniment. This piece must then be transposed to two other keys.
4. Sight-read any hymn or four-part choral style work.
5. Sight-read an open score choral piece.
6. Perform two memorized works from one of the "Masters" as agreed upon with your piano teacher.

Section IV, Attachment 6b
Assessment #6, Piano Proficiency
Scoring Rubric

OCTP Standard	4 Exemplary	3 Commendable	2 Acceptable	1 Unacceptable	0 No Evidence	Score
	Exemplary if all three parts of Standard 9 are exemplary	Commendable if all three parts of Standard 9 are commendable or a combination of commendable and exemplary	Acceptable if any one part of Standard 9 is acceptable and none are unacceptable	Unacceptable if any one part of Standard 9 is unacceptable		
9-Has proficiency in piano, including knowledge of scales and chords	Reproduces knowledge of scales and chords by demonstrating the ability to play two octaves of any of the 15 major and 15 harmonic minor scales in eighth note rhythms with confidence, steady tempo of quarter = 84 or higher , ending with the requested cadential chord sequence in quarter note rhythms in time with the rest of the scale.	Reproduces knowledge of scales and chords by demonstrating the ability to play two octaves of any of the 15 major and 15 harmonic minor scales in eighth note rhythms with confidence, steady tempo of quarter = 72 or higher , ending with the requested cadential chord sequence in quarter note rhythms in time with the rest of the scale.	Reproduces knowledge of scales and chords by demonstrating the ability to play two octaves of any of the 15 major and 15 harmonic minor scales in eighth note rhythms with confidence, steady tempo of quarter = 60 or higher , ending with the requested cadential chord sequence in quarter note rhythms in time with the rest of the scale.	Cannot show knowledge of scales and chords by demonstrating the ability to play two octaves of any of the 15 major and 15 harmonic minor scales in eighth note rhythms with confidence and at a steady tempo of at least quarter = 60 . The requested ending cadential chord sequence could not be played in quarter note rhythms in time with the	Consistently models Inconsistently models Demonstrates some knowledge Demonstrates	

				rest of the scale.		
9-Has proficiency in piano, including the ability to warm up a choir	Models piano proficiency by demonstrating the ability to warm-up a choir by playing 5 finger ascending and descending scales, ascending and descending triads, and ascending and descending 3 rd /2 nd patterns in any key by going up or down by half or whole step in eighth note rhythms with confidence at a steady tempo of quarter = 120 or higher.	Models piano proficiency by demonstrating the ability to warm-up a choir by playing 5 finger ascending and descending scales, ascending and descending triads, and ascending and descending 3 rd /2 nd patterns in any key by going up or down by half or whole step in eighth note rhythms with confidence at a steady tempo of quarter = 108 or higher.	Models piano proficiency by demonstrating the ability to warm-up a choir by playing 5 finger ascending and descending scales, ascending and descending triads, and ascending and descending 3 rd /2 nd patterns in any key by going up or down by half or whole step in eighth note rhythms with confidence at a steady tempo of quarter = 96 or higher.	Cannot model piano proficiency by demonstrating the ability to warm-up a choir by playing 5 finger ascending and descending scales, ascending and descending triads, and ascending and descending 3 rd /2 nd patterns in any key by going up or down by half or whole step in eighth note rhythms with confidence at a steady tempo of at least quarter = 96.		
9-Has proficiency in piano, including the ability to play simple accompaniments	Always (100%) exhibits the ability to play simple accompaniments by harmonizing simple melodic lines by sight using appropriate arpeggiated or block chord accompaniment figures and	Most of the time (≥85%) exhibits the ability to play simple accompaniments by harmonizing simple melodic lines by sight using appropriate arpeggiated or block chord accompaniment figures and	Some of the time (≥70%) exhibits the ability to play simple accompaniments by harmonizing simple melodic lines by sight using appropriate arpeggiated or block chord accompaniment figures and	Cannot (≤69%) play simple accompaniments by harmonizing simple melodic lines by sight using appropriate arpeggiated or block chord accompaniment figures. Cannot play a steady tempo,		

	plays with a steady tempo, up to the metronomic marking, uses correct chords and renders accompaniment musically.	plays with a steady tempo, up to the metronomic marking, uses correct chords and renders accompaniment musically.	plays with a steady tempo, up to the metronomic marking, uses correct chords and renders accompaniment musically.	up to the metronomic marking, use correct chords and render accompaniment musically.		
					Total Score:	

Section IV, Attachment 6c
Assessment #6, Piano Proficiency
Data Table

No data is available at this time but a table is setup to record data.

OCTP Standard	Exemplary (# of Students)	Commendable (# of Students)	Acceptable (# of Students)	Unacceptable (# of Students)	Mean Score
9					
9					
9					
Mean					

Section IV, Assessment #7
Vocal Proficiency

1. A brief description of the assessment and its use in the program:

All Music Education majors are required to pass a vocal proficiency exam prior to their graduation. The requirements for the proficiency are listed below.

2. Description of how this assessment specifically aligns with OCTP standards:

The primary objective of this assignment is to measure the Teacher Candidates' ability to demonstrate basic vocal skills needed in Music Education. The Vocal Proficiency Assessment is aligned specifically with OCTP Standards 4 and 14.

3. A brief analysis of the data findings:

No data exists from this Music Education Teacher Evaluation at this time.

4. An interpretation of how the data provides evidence for meeting standards:

No data exists from this Music Education Teacher Evaluation at this time.

5. Attachment of assessment documentation:

- a. The Vocal Proficiency requirements are attached (Section IV, Attachment 7a).
- b. The scoring rubric is attached (Section IV, Attachment 7b).
- c. No data is available at this time but a table is setup to record data. (Section IV, Attachment 7c).

Section IV, Attachment 7a
Assessment #7 Vocal Proficiency
Exam Requirements

Oklahoma Wesleyan University
VOCAL PROFICIENCY EXAM

Majors: BS General Music Education-Vocal

THIS EXAM MUST BE COMPLETED BEFORE GRADUATION. THE EXAM IS GIVEN BEGINNING WITH THE END OF SPRING SEMESTER OF YOUR SOPHOMORE YEAR. THE EXAM WILL BE GIVEN EACH FOLLOWING SEMESTER UNTIL THE STUDENT HAS COMPLETED ALL SECTIONS.

1. Must be able to sing a major, natural minor, harmonic minor and melodic minor scale using a moveable Do based system.
2. Must be able to sing a diatonic melody at sight, using a consistent sight singing method.
3. Will sing at least two pieces and demonstrate an understanding of proper breath control and tone production.

**Section IV, Attachment 7b
Assessment #7, Piano Proficiency
Scoring Rubric**

OCTP Standard	4 Exemplary	3 Commendable	2 Acceptable	1 Unacceptable	0 No Evidence	Score
	Exemplary if both criteria are exemplary	Commendable if both criteria are commendable or a combination of commendable and exemplary	Acceptable if any one criteria is acceptable and none are unacceptable	Unacceptable if any one criteria is unacceptable		
4- Understands proper breathing technique	Demonstrates understanding of proper breathing technique by always (100%) using diaphragmatic and inner costal musculature for inhale and exhale support throughout repertoire performance. This was apparent by the singing of long phrases and consistent support in both loud and soft tones.	Demonstrates understanding of proper breathing technique by most of the time (≥85%) using diaphragmatic and inner costal musculature for inhale and exhale support throughout repertoire performance. This was apparent by the singing of fairly long phrases and relatively support in both loud tones, but inconsistent support in soft tones.	Demonstrates understanding of proper breathing technique by some of the time (≥70%) using diaphragmatic and inner costal musculature for inhale and exhale support throughout repertoire performance. This was apparent by the singing of medium length phrases and inconsistent support in both loud and soft tones.	Demonstrates understanding of proper breathing technique by hardly ever (≤69%) using diaphragmatic and inner costal musculature for inhale and exhale support throughout repertoire performance. This was apparent by the inability to sing most phrases and inability support in both loud and soft tones.		
4- Understands proper tone	Demonstrates an understanding	Demonstrates an understanding	Demonstrates an understanding	Demonstrates an understanding		

production techniques	of proper tone production technique by always (100%) singing with good tone quality, proper placement and tonal vitality.	of proper tone production technique by most of the time (≥85%) singing with good tone quality, proper placement and tonal vitality throughout the vocal range.	of proper tone production technique by some of the time (≥70%) singing with good tone quality, proper placement and tonal vitality throughout the vocal range.	of proper tone production technique by hardly ever (≤69%) singing with good tone quality, proper placement and tonal vitality throughout the vocal range.		
	Exemplary if both criteria are exemplary	Commendable if both criteria are commendable or a combination of commendable and exemplary	Acceptable if any one criteria is acceptable and none are unacceptable	Unacceptable if any one criteria is unacceptable		
14-Has the ability to sing a diatonic melody at sight, using a consistent sight singing method	Demonstrates the ability to sing a diatonic melody at sight proficiently utilizing solfege with accuracy of all (100%) pitches and rhythms.	Demonstrates the ability to sing a diatonic melody at sight consistently utilizing solfege with accuracy of most (≥85%) pitches and rhythms.	Demonstrates the ability to sing a diatonic melody at sight sometimes utilizing solfege with accuracy of some (≥70%) pitches and rhythms.	Cannot demonstrate the ability to sing a diatonic melody at sight utilizing solfege and is inaccurate in singing pitches and rhythms.		
					Total Score:	

Section IV, Attachment 7c
Assessment #7, Piano Proficiency
Data Table

No data is available at this time but a table is setup to record data.

OCTP Standard	Exemplary (# of Students)	Commendable (# of Students)	Acceptable (# of Students)	Unacceptable (# of Students)	Mean Score
4					
4					
14					
Mean					

Section V, Attachment A
Draft of New Student Teaching Evaluation Form

INTASC Core Standards and Oklahoma General Competencies

Standard	4 Exemplary	3 Commendable	2 Acceptable	1 Unacceptable	0 No Evidence	Score
1: Content Pedagogy- Understands the central concepts and methods of inquiry of the subject matter discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students	Implements a unit of lesson plans that integrates the central concepts and methods of inquiry of the subject matter discipline(s) he/she teaches, including learning experiences that make these aspects of subject matter meaningful for students	Applies understanding of the central concepts and methods of inquiry of the subject matter discipline(s) he/she teaches by writing a unit of lesson plans, including learning experiences that make these aspects of subject matter meaningful for students	Explains the central concepts and methods of inquiry of the subject matter discipline(s) he/she teaches and describes how to plan learning experiences that make these aspects of subject matter meaningful for students	Cannot explain the central concepts and methods of inquiry of the subject matter discipline(s) he/she teaches or describe how to plan learning experiences that make these aspects of subject matter meaningful for students		
2: Student Development- Understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary	Implements a unit of lesson plans that integrates an understanding of how students learn and develop that incorporate learning opportunities to support the intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary	Applies understanding of how students learn and develop by writing lesson plans that incorporate learning opportunities to support their intellectual, social, and physical development at more than one grade level including early childhood, elementary, middle level, and secondary	Explains how students learn and develop, and describes learning opportunities that would support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary	Cannot explain how students learn and develop, or describe learning opportunities that would support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary		
3: Diverse Learners- Understands that students vary in	Implements a unit of lesson plans that integrate an	Applies understanding of how students vary in their approaches to	Explains how students vary in their approaches to learning	Cannot explain how students vary in their approaches to learning or		

their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners	understanding of how students vary in their approaches to learning that incorporate instructional opportunities that are adaptable to individual differences of learners	learning by writing a unit of lesson plans that incorporate instructional opportunities that are adaptable to individual differences of learners	and describes instructional opportunities that are adaptable to individual differences of learners	describe instructional opportunities that are adaptable to individual differences of learners		
4: Multiple Instructional Strategies- Understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills and effective use of technology	Implements a unit of lesson plans that integrate an understanding of curriculum integration processes by incorporating a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills and effective use of technology	Applies understanding of curriculum integration processes by writing a unit of lesson plans that incorporate a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills and effective use of technology	Explains curriculum integration processes and describes a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills and effective use of technology	Cannot explain curriculum integration processes or describe a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills and effective use of technology		
5: Motivation and Management-Uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and	Implements a unit of lesson plans that integrates an understanding of best practices related to motivation that creates a learning environment that encourages positive social interaction, self-motivation and active	Applies understanding of best practices related to motivation by writing a unit of lesson plans to create a learning environment that encourages positive social interaction, self-motivation and active engagement in	Explains what are the best practices related to motivation and behavior and describes how these create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus providing	Cannot explain what are the best practices related to motivation and behavior or describe how these create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus providing		

active engagement in learning, thus providing opportunities for success	engagement in learning, thus providing opportunities for success	learning, thus providing opportunities for success	opportunities for success	opportunities for success		
6: Communication- Develops knowledge and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom	Implements a unit of lessons that integrates an understanding of effective communication that incorporate a variety of techniques that foster active inquiry, collaboration, and supportive interaction in the classroom	Applies understanding of effective communication by writing a unit of lessons that incorporate a variety of techniques to foster active inquiry, collaboration, and supportive interaction in the classroom	Explains what is effective communication and describes a variety of techniques to foster active inquiry, collaboration, and supportive interaction in the classroom	Cannot explain what is effective communication or describe a variety of techniques to foster active inquiry, collaboration, and supportive interaction in the classroom		
7: Planning and adapting-Plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and instruction	Implements a unit of lessons that integrates an understanding of instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community and maintains a notebook of lesson plans that document adjustments based upon assessment and instruction	Applies understanding of how instruction should be based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community by writing a series of lesson plans that incorporate these components as well as allows for adaptation based upon assessment and instruction	Explains how instruction should be based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and describes how instruction should be adapted based upon assessment and instruction	Cannot explain how instruction should be based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, or describe how instruction should be adapted based upon assessment and instruction		
8: Assessment- Understands and uses a variety of assessment	Implements a unit of lessons that integrates an understanding of assessment by	Applies and understanding of assessment strategies by writing a unit of	Explains a variety of assessment strategies and describes how they can be used to evaluate	Cannot explain a variety of assessment strategies or describe how they can be used to evaluate and		

strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner	incorporating a variety of assessment strategies that are used for evaluation and modification of the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner	lesson plans that incorporate these strategies to allow for evaluation and modification of the teaching/learning process to ensure the continuous intellectual, social, and physical development of the learner	and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner	modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner		
9: Reflective Practice-Evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and modifies those actions when needed, and actively seeks out opportunities for continued professional growth	Applies understanding of reflective practice by maintaining a journal or portfolio that documents the candidate's self-evaluation, modification of actions, and efforts to seek out opportunities for professional growth	Applies understanding of reflective practice by maintaining a journal or portfolio that documents the candidate's self-evaluation, modification of actions, or efforts to seek out opportunities for professional growth	Explains what is reflective practice including the process of self-evaluation and describes how an educator should modify personal choices and actions when needed and actively seek out opportunities for continued professional growth	Cannot explain what is reflective practice including the process of self-evaluation or describe how an educator should modify personal choices and actions when needed and actively seek out opportunities for continued professional growth		
10: School and Community Development-Fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage	Applies understanding of positive interaction by maintaining a journal or portfolio that documents ways that the candidate has sought to actively engage school colleagues, parents/families, and	Applies understanding of positive interaction by maintaining a journal or portfolio that documents ways that the candidate has sought to actively engage school colleagues, parents/families, or	Explains the importance of positive interaction with school colleagues, parents/families, and organizations in the community and describes ways to actively engage them in support of students'	Cannot explain the importance of positive interaction with school colleagues, parents/families, and organizations in the community or describe ways to actively engage them in support of students' learning and		

them in support of students' learning and well being	organizations in the community in support of students' learning and well being	organizations in the community in support of students' learning and well being	learning and well being	well being		
11: Careers- Understands the importance of assisting students with career awareness and the application of career concepts to the academic curriculum	Implements a unit of lessons that integrates an understanding of assisting students with career awareness that incorporate applications of career concepts to the academic curriculum	Applies understanding of assisting students with career awareness by writing a unit of lesson plans that incorporate applications of career concepts to the academic curriculum	Explains the importance of assisting students with career awareness and describes how to apply career concepts to the academic curriculum	Cannot explain the importance of assisting students with career awareness or describe how to apply career concepts to the academic curriculum		
12: Lifelong Learning- Understands the process of lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when change leads to greater student learning and development	Applies understanding of lifelong learning by maintaining a journal or portfolio that documents ways that the candidate has made learning enjoyable and has changed to foster greater student learning and development	Applies understanding of lifelong learning by maintaining a journal or portfolio that documents ways that the candidate has made learning enjoyable and/or has been willing to change to foster greater student learning and/or development	Explains the process of lifelong learning and the need to change when change leads to greater student learning and development and describes ways to make learning enjoyable	Cannot explain the process of lifelong learning or the need to change when change leads to greater student learning and development or describe ways to make learning enjoyable		
13: Legal Issues- Understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher	Applies understanding of the legal aspects of teaching by maintaining a journal or portfolio that documents ways the candidate has protected the rights of students and parents/families and upheld the legal rights	Applies understanding of the legal aspects of teaching by maintaining a journal or portfolio that documents ways the candidate has protected the rights of students and parents/families or upheld the legal rights	Explains the legal aspects of teaching and describes the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher	Cannot explain the legal aspects of teaching or describe the rights of students and parents/families, or the legal rights and responsibilities of the teacher		

	and responsibilities of the teacher	and responsibilities of the teacher				
14: Oklahoma Core Curriculum (PASS)- Understands and is able to develop instructional strategies/plans based on the Oklahoma Core Curriculum	Implements a unit of lesson plans that integrates an understanding of standards-based instructional strategies based on the Oklahoma Core Curriculum	Applies understanding of standards-based instructional strategies by writing a unit of lesson plans that incorporates the PASS objectives	Explains how to develop standards-based instructional strategies/plans and describes how to base these on the Oklahoma Core Curriculum	Cannot explain how to develop standards-based instructional strategies/plans or describe how to base these on the Oklahoma Core Curriculum		
15: Oklahoma Criteria for Effective Teaching- Understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies	Implements a unit of lesson plans that integrates an understanding of the State teacher evaluation process and the "Oklahoma Criteria for Effective Teaching Performance" by incorporating these criteria in the instructional design	Applies understanding of the State teacher evaluation process and the "Oklahoma Criteria for Effective Teaching Performance" by writing a unit of lesson plans that incorporate these criteria in designing instructional strategies	Explains the State teacher evaluation process and the "Oklahoma Criteria for Effective Teaching Performance," and describes how to incorporate these criteria in designing instructional strategies	Cannot explain the State teacher evaluation process or the "Oklahoma Criteria for Effective Teaching Performance," or describe how to incorporate these criteria in designing instructional strategies		
					Total Score:	