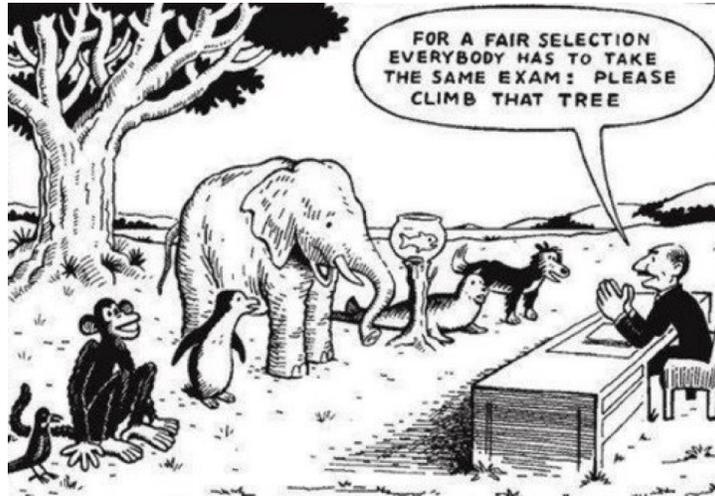


MTAL 615 Assessment and Reflective Practice

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Wed, Time: 6-7:50 pm Spring, 2020 Location: MUS 319 and Foshay Learning Center



Course Description

Examination of major aspects of assessment and reflective practice that comprise the profession of music teaching and learning. Emphasis placed on K-12 level.

This course will review conceptual bases for music assessment and reflective practice. Tools for assessment will be reviewed and applications to practice stressed. A few standardized measures in music will be reviewed. Statistics useful for assessment will be studied as well as contemporary techniques such as rubric construction, portfolio design, and technology applications. Teacher-designed assessment will be stressed. Techniques for teacher and student reflection will be featured. This course is suitable for all graduate students in music teaching and learning and for interested graduate students in other programs. It is a required course for those in the masters-level K-12 Contemporary Teaching Practice.

Rationale

The course is based on the notion that sensitive assessment of music learning is a fundamental aspect of teaching AND learning. Also, the kind of self-evaluation that comes from reflecting on one's teaching is also important. Encouraging self-reflection by students is related. **Without understanding and practice of these aspects of our field, real and lasting value in what we do is unlikely.**

Here are some important questions: How do we best assess our students' success in learning music? Is our assessment approach related to our personal teaching philosophy? Are we able to explain to our stakeholders how we assess or students' musical understanding? We may know how well our students perform on any given day but is this enough? How well do our students think about music independently of our guidance and how can we assess this? How well do our students integrate theory and history understanding in their musicianship? Will experience in composition and improvisation make my students better musicians? How do we properly assess music aptitude of young children? How can we best assess creative thinking ability? In thinking about our own practice, how do we assess **our own growth** as teachers? How open are we to learn from other teachers? As classroom educators, how do we design teacher-made assessment tools that are valid and

reliable? How are rating scales best designed? What standardized measures in music understanding are available today? How can we encourage our students to be self-reflective? What are the dangers of standardized testing?

These and other questions about music assessment and reflective practice will be the focus of this course.

Learning Objectives

The primary objectives are to familiarize students with the:

- Understanding of important conceptual frames for assessment and reflective practice, including:
 - Why assess and reflect
 - Clarification of terms such as “assessment,” “measurement,” and “evaluation”
 - Importance of assessment in music teaching as a part of personal philosophy and curriculum development
 - Intro to what defines reflective practice
 - Theoretical approaches to learning
 - Links to one’s own philosophy that guides reflective practice
 - History of assessment practices and policies in the United States, including current standards efforts and professional policies
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- Statistics useful in assessing musical understanding
- Published, standardized tests in music, their content, methods of administration, developmental history
- Relationships between achievement and aptitude in music
- Critical writings on measurement and evaluation, both in and outside of music
- Teacher-designed measurement tools, their construction and limitations
- New developments in assessment, including approaches based on portfolios, project-centered learning and other approaches
- Rating scales, rubrics, and other systems of measurement and evaluation that make good sense for music education
- Approaches to self-assessment and reflective practice in general and in music teaching and learning in particular
- Linkages of all the above to personal practice in years ahead

Prerequisite(s): Graduate Standing, MTAL 500 Research Foundations in Music Teaching and Learning, preferred but not required

Course Content

Certain objectives which are listed above relate more directly to assessment and some to reflective practice, but all relate to the broader idea of knowing what students know and how best to teach them. Recent writings in music psychology and music education will inform this discussion and close attention will be given to the realistic implementation of better measurement and evaluation efforts in the classroom, studio and rehearsal hall.

The course is organized into three phases: Conceptual Frames, Tools of the Trade, and Applications to Practice

Highlights:

- Class introduction, distinction between evaluation and measurement, evaluation as a holistic process, the importance of measurement and evaluation, misuse of tests, positive role of measurement and evaluation in fine music instruction, introduction to interesting social issues in assessment, a review of basic statistical concepts that form a basis of assessment (as well as research in general)
- The role of assessment in educational decision making.
- A look at as some of the standardized measures in music
- Issues of reliability and validity
- Digital Portfolios
- Teacher-made tests
- Rating Scales for Musical Performance; Non-traditional approaches to measurement and evaluation Rubric construction.
- Detailed study of performance measures
- Processes of self-reflection and student reflection
- Portfolio assessment for students and teachers.

Reading and Materials

Required Text: Shaw, B. (2018). *Music assessment for better ensembles*. New York: Oxford University Press. (available at University Bookstore and online from multiple sources such as Amazon in both paperback and Kindle editions)

Readings in addition to above will be selected from the following:

1. Brophy, T. (ed.) (2019) *Oxford handbook on policy and practice in music education*, Volumes 1 and 2. New York: Oxford University Press. (soon to be available online at USC).
2. Chapters from *Reflective Practices in Arts Education* (Book by Burnard and Hennesey (eds). On line access at USC
<https://link-springer-com.libproxy1.usc.edu/book/10.1007%2F1-4020-4703-7>
3. 2014 National Standards for music (USA)
<https://nafme.org/my-classroom/standards/core-music-standards/>
4. Thorndike, R. & Thorndike-Christ, T. 8th edition. (2010). *Measurement and Evaluation in Psychology and Education*. Boston: Pearson.
5. Farrell, S. (1997). *Tools for powerful student evaluation: A practical source of authentic assessment strategies for music teachers*. Ft. Lauderdale: FL: Meredith Music Publications.
6. Lyman, H. B. (1998). *Test scores and what they mean*, 6th ed. Needham Heights, MA: Allyn & Bacon.

Written Assignments

1. Short papers. There will be two short papers:
 1. *Links to Assessment and Reflective Practice from Personal Philosophy*. 6-8-page paper on the connection between your philosophy of music teaching and learning and integration of assessment to your practice.
 2. *Assessment in Action*: 8-page paper based on more innovative assessment and reflective practice use in one of the four musical experiences considered in Part III of the course. This might be the start of an article for *MEJ* or the *Instrumentalist* or other practitioner-based magazine.
(50% of grade)
2. Statistical Worksheet. This will require simple calculation of statistical functions appropriate for use in assessment work (10% of grade)

3. a. Masters Students: *Key Assessment Trial for edTPA*. This assignment is intended for you to have experience designing your own teacher-made assessments. It builds on the classroom work that we have done in teacher-made test design and in the more progressive, constructivist aspects of assessment work in performative settings. It requires the creation of a unit of instruction over multiple weeks (minimum of three lessons), followed by the creation of a teacher-made test that contains multiple choice test items design to evaluate the more objective knowledge and skills contained within the unit; it also requires the creation of an approach to assessment that uses some combination of portfolio, self-assessment, student reflection, and/or rubric construction that addresses assessment for some aspect of the unit instruction and for the performative final project assignment such as a composition, improvisation, music listening task, or performance.
- b. Doctoral Students: Above OR: *Assessment in Higher Education*. This 8-page paper will be an independently designed paper that focuses on a topic of assessment in higher education such as:
- Assessing student teachers
 - Development of portfolios for professor evaluation
 - Assessment of college courses by students
 - External assessment of music teachers: edTPA, Praxis (40% or grade)

Grading Breakdown

Short Papers (2)	50%
Statistical Worksheet	10%
<i>Key Assessment Trial for edTPA</i>	
Or <i>Assessment in Higher Education</i>	40%
Total	100%

Course Schedule: A Weekly Breakdown

	Topics for Class	Readings for Week Chapters from Shaw, Additional Readings	Due Date for Written Work
Part 1 Conceptual Frames			
Week 1 (wed) Jan. 15	Course Introduction; Importance of Assessment in Music Teaching and Learning; Intro to Reflective Practice	Shaw 1-2; West, 2012	
Week 2 Jan 22	Philosophical Base; Critical Pedagogy; Links to One's Personal Philosophy as a Base	Shaw 3, Mantie, 2019; Abrahms, 2018	
Week 3, Jan 29	Historical Perspectives on Assessment in the United States; More on Reflective Practice	Smith, 2019; Burnard, 2006	
Week 4 Feb. 5	Guest Speaker: James Frankel, <i>MusicFirst</i> ; Glimpse into Technology and Curriculum: Relation to Assessment	Bauer, 2019	Short Paper 1: Links to Assessment and Reflective Practice from Personal Philosophy
Part 2 Tools of the Trade			
Week 5 Feb 12	Useful Statistical Concepts for Assessment; Properties of a Standardized Assessment and its Administration	Lyman, 1998; Assorted Handouts Given in Class	

Week 6 Feb 19	Standardized Tests in Music; What to Expect from a Test Manual; Critics of Standardized Testing	Kohn, 2000; Assorted Handouts Given in Class Including Study of Manuals	Statistics Worksheet
Week 7 Feb 26	Teacher-Made Assessment Tools/Rubric Construction	Shaw 4; Thorndike, Thorndike-Christ, 2010, Scheider, et. al., 2019	
Week 8 March 4	Teacher Construction of Innovative Approaches	Farrell, 1997; Wolf, 1987	
Week 9 March 11 (Split Class)	Preparation for Key Assessment Project (Masters Students) OR Assessment in Higher Education (Doctoral Students); National Core Standards	Orzolek, 2019 (doctoral Students Only); 2014 New National Standards (NAfME) ; Model Cornerstone Assessments	
USC Spring Break			
Part 3 Applications to Practice			
Week 10 Mar 25	Applications for Instrumental Performance Settings	Shaw 5-6	
Week 11 April 1	Applications for Choral Performance Settings; Assessment in Concert Preparation	Shaw 7: Holcomb, 2019	
Week 12, April 8	Applications for General Music Settings; More on Teacher Reflection; Discussion of Second Paper	Marlatt, 2019; Kerchner, 2006	Key Assessment Project: Planning for edTPA OR Assessment in Higher Education

Week 13, April 15	Applications for Improvisation; Creative Aptitude Assessment	McPherson, 2019; Webster, 2019	
Week 14, April 22	Applications to Composition	Randles, 2019; Deutsch, 2016	
Week 15 April 29	No Class		
Week 16	Approaches to Grading; Course Summary, Shaw 8-9 Exam Week, Class Presentation of Second Paper: Assessment in Action Second Paper Due: May 4 (Monday, 12:00 PM)		

Attendance Policy

Attendance is required for all classes. Students are responsible for material missed due to absence.

Incompletes

No incompletes are offered for this course except in the event of major documented illness and/or family emergency

Support Systems for Writing

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicssupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations.

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421
studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.

Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.-5:00 p.m. Monday through Friday. The phone number for DSP is (213) 740-0776. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations.

Information for Certification:

This course addresses several overlapping objectives and competencies, including:
California Commission on Teaching Credentials (CCTC) Teacher Performance Expectations (TPE):
1 (I, P, A), 2 (I, P, A), 3 (I, P, A), 4 (I, P, A), 5 (I, P, A), 6 (I, P, A)
EdTPA: 11, 12, 13, 14, 15