

# Tracking Student Achievement in Music Performance

## Developing Student Learning Objectives for Growth Model Assessments

**Abstract:** Student achievement growth data are increasingly used for assessing teacher effectiveness and tracking student achievement in the classroom. Guided by the student learning objective (SLO) framework, music teachers are now responsible for collecting, tracking, and reporting student growth data. Often, the reported data do not accurately reflect the true teaching and learning that occurs in music classrooms due to insufficient teacher training and/or the use of district-suggested SLOs that do not fit the parameters of music teaching. This article discusses the development of objectives, benchmarks, and learning targets that are meaningful to music performance and satisfy state and district requirements. Several methods are provided to accurately and efficiently track and report student growth data.

**Keywords:** achievement, data, evaluation, measurement, model, music, SLO, standardized testing, student learning objective, teacher effectiveness, value-added

The landscape of educational assessment is rapidly changing with the adoption of growth measurement models, as reform policies are now tying student growth evidence to formal teacher evaluations.<sup>1</sup> For teachers of the common core subjects, student growth achievement data are gathered through high-stakes standardized testing combined with value-added measurement models.<sup>2</sup> For non-Common

Core subjects, such as music, student learning objective statements (SLOs) are gradually becoming one of the predominant methods for incorporating student growth and achievement measures into the teacher evaluation process.<sup>3</sup> A growing number of states are piloting and implementing SLOs that incorporate a measure of student growth in the teacher evaluation process.<sup>4</sup> In many instances, music teachers with minimal

*How you track student progress can make a difference in their learning and your teaching.*

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# Student Growth Objectives For Music

**Kelly A. Parkes, Frederick Burrack**



## **Student Growth Objectives For Music:**

*The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 1* Timothy S. Brophy, 2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook s first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook s second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of *The Oxford Handbook of Assessment in Music Education* pave the way forward for music educators and researchers in the field

**Teacher Evaluation in Music** Cara Faith Bernard, Joseph Michael Abramo, 2019-01-04 *Teacher Evaluation in Music A Guide for Music Teachers in the U S* aims to help music teachers navigate the controversial terrain of teacher evaluation Rather than entering the debate on policy divorced from practice this book is intended as a pragmatic approach to help music teachers to thrive within teacher evaluation systems and as a way to improve practice Using Shulman s concept of content knowledge general pedagogical knowledge and pedagogical content knowledge this book strives to help music teachers find a balance between advocating for themselves and their programs and for using teacher evaluation to improve their teaching The book covers history of policy and law of teacher evaluation and the competing uses of teacher evaluation to rate teachers or as a professional development tool The descriptions of policies laws and competing uses are approached in a way to help music teachers use teacher evaluation for their benefit to grow as professionals This book has chapters devoted to giving detailed and specific strategies in key areas that research has suggested music teachers struggle to implement questioning literacy differentiated instruction and assessment Complimenting these key areas are sample lesson plans which apply the strategies of questioning differentiation literacy and assessment discussed in each chapter These lessons serve as a resource and guide for teachers to develop their own lessons and improve their practice The final chapter gives guidance on how music teachers may talk to administrators and evaluators to make teacher evaluation productive Through these detailed descriptions of understanding teacher evaluation talking to evaluators and improving practice music teachers may not just survive but thrive in these systems of accountability

*Using*

*Formative Assessment to Support Student Learning Objectives* M. Christina Schneider, Robert L. Johnson, 2018-08-06 As student learning objectives become an increasingly prominent approach to setting goals and growth measures in schools teachers competence in formative assessment is essential *Using Formative Assessment to Support Student Learning Objectives* introduces current and future educators to SLOs as tools for shaping career and college ready students Written in concise and straightforward language and replete with step by step exercises real life examples and illustrative charts this useful guide provides pre and in service educators with the theoretical background and practical tools needed to implement the latest SLO research in their classrooms

**Using Music to Enhance Student Learning** Jana R. Fallin, PhD, Mollie Gregory Tower, Debbie Tannert, 2021-07-28 *Using Music to Enhance Student Learning A Practical Guide for Elementary Classroom Teachers Third Edition* provides Elementary Education students with the tools and pedagogical skills they need to integrate music into the general education classroom setting The goal of this interdisciplinary approach is to increase student engagement in Language Arts Math Science and Social Studies with minimal music theory involved while stimulating social and emotional development Supported by current research in an ever changing field the strategies and methods collected here are suitable for pre and in service teachers alike highlighting intuitive musical pathways that are effective in maintaining a student s attention building motivation and enhancing learning in all subjects New to this edition A new chapter The Brain Connection detailing music s impact on learning Updated listening maps unique to *Using Music to Enhance Student Learning* and its teaching method A revised and comprehensive songbook as an appendix no longer a separate booklet Updated listening examples to reflect diverse populations Modified references throughout to account for recent research A robust companion website features full color animated listening maps streaming audio tracks sample syllabi and quizzes assignment rubrics links for additional resources and more Ideal for promoting learning experiences in both music and general classroom subjects *Using Music to Enhance Student Learning* presents musical integration strategies that are practical efficient and easy to infuse into standard curricula

**Developing and Applying Assessments in the Music Classroom** Kelly A. Parkes, Frederick Burrack, 2020-04-13 *Developing and Applying Assessments in the Music Classroom* addresses the challenges faced by today s K 12 educators and future music educators who are expected to utilize and incorporate assessment data as a hallmark of student learning and reflection of effective teaching Highlighting best practices while presenting current scholarship and literature this practical workbook style text provides future music teachers with a framework for integrating assessment processes in the face of a certain lack of understanding and possible dissatisfaction with assessment tools and tasks Each chapter is prefaced by an overview outlining learning expectations and essential questions and supplemented throughout by an array of pedagogical features Discussion prompts Activities and worksheets Learning experiences Expanded reference lists Citing examples across a range of musical settings e g band chorus orchestra jazz and piano and guitar labs *Developing and Applying Assessments in the Music Classroom* builds from

the classroom assessment paradigm encouraging teachers to create assessment tasks most appropriate to their curricula goals and planned student outcomes Joined by fellow experts in the field Brian C Wesolowski and Phillip Payne the authors invite readers to explore and apply the material in authentic ways to inspire student learning through a comprehensive approach to educative assessment

**21st Century Innovation in Music Education** Kun Setyaning Astuti,Gary McPherson,Bambang Sugeng,Nila Kurniasari,Tutut Herawan,Christopher Drake,Ashadi,Endah Retnowati,Adi Cilik Pierewan,2019-11-27 Music is an expression of feelings of the soul conveyed through the medium of sound But not all sounds are music It might be said that only an organised sound or series of sounds can be called music Thus music is connected to the eternal and constant flow and order of the universe to the laws and rhythms of nature It can also be said that musical order is comparable to the natural order of the universe There are laws of a certain nature in the natural sciences and likewise in music there are structures and procedures or even rules that should be followed to produce beautiful music The International Conference Innovations for 21st Century Music Education and Research provided a timely opportunity to take stock of the latest developments in music education and brought together educators researchers and members of the broader community in a welcoming forum in which they were able to express theoretical and practical views concepts research results and principles to help support the further development of music education

*The Psychology of Teaching and Learning Music* Edward R. McClellan,2023-06-13 The Psychology of Teaching and Learning Music introduces readers to the key theoretical principles concepts and research findings about learning and how these concepts and principles can be applied in the music classroom Beginning with an overview of the study of teaching and learning and moving through applying theory to practice and reflective practice in the process of personal growth this text focuses on music learning theories behavioral approaches cognitive social cognitive development and constructive views of learning It includes culture and community learning differences motivation effective curricular design assessment and how to create learning environments illustrated by practical case studies projects exercises and photos Showing students how to apply the psychology theory and research in practice as music educators this book provides a valuable resource for undergraduate and graduate music education students and faculty

*The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 2* Timothy Brophy,2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook s first volume emphasizes international and

theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook s second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field

**Practical Music Education Technology** Richard Dammers, Marjorie LoPresti, 2020 Today s music teachers are caught in a conundrum about technology while all are interested in it and told to utilize it in music instruction a lack of equipment and funding act as enormous barriers to technology access In fact studies indicate that the mere perception of these obstacles may be partly responsible for the gap between these teachers interest in technology and the lack of technology integration in the classroom As a result students potentially miss out on active hands on music technology instruction at school In Practical Music Education Technology veteran music educators Rick Dammers and Marjorie LoPresti help music teachers introduce technology into the classroom by providing accessible strategies to support and enrich students musical learning The authors highlight a plethora of free online tools at teachers disposal and provide options that can be flexible for all school environments and types of teachers from those with large budgets to those operating on a shoestring from those well versed in technology to non experts Each chapter outlines pedagogically appropriate resources and strategies that facilitate support and enhance music learning performance and creation Additionally model lesson plans featuring classroom tested uses of technology aim to empower student engagement while also keeping music learning goals at the forefront All teaching ideas presented can be tailored to individual teachers needs and preferences making Practical Music Education Technology an essential guide to music technology for the everyday music teacher

Music Learning Today William I. Bauer, 2020 Music Learning Today Digital Pedagogy for Creating Performing and Responding to Music presents an approach to conceptualizing and utilizing technology as a tool for music learning Designed for use by pre and in service music teachers it provides the essential understandings required to become an adaptive expert with music technology creating and implementing lessons units and curriculum that take advantage of technological affordances to assist students in developing their musicianship Author William I Bauer makes connections among music knowledge and skill outcomes the research on human cognition and music learning best practices in music pedagogy and technology His essential premise is that music educators and students benefit through use of technology as a tool to support learning in the three musical processes creating performing and responding to music The philosophical and theoretical rationales along with the practical information discussed in the book are applicable to all experience levels However the technological applications described are focused at a beginning to intermediate level relevant to both pre service and in service music educators and their

students This expanded second edition features an all new student friendly design and updated discussions of recent technological developments with applications for music teaching and learning The revamped companion website also offers a new teacher s guide with sample syllabi and lessons for each chapter

### **A Field Guide to Student Teaching in Music**

Ann C. Clements, Sarah H. Watts, Douglas C. McCall, 2021-06-28 A Field Guide to Student Teaching in Music Second Edition serves as a practical guide for the music education student one that recognizes the importance of effective coursework while addressing the unique field based aspects of the music classroom Student teaching in music is a singular experience presenting challenges beyond those encountered in general education classroom settings educators must plan for singing and movement performances and rehearsals intensive parent involvement uniforms community outreach and much more This guide explores such topics common to all music placements as well as those specific to general choral and instrumental music classrooms building on theoretical materials often covered in music methods courses and yet not beholden to any one pedagogy thus allowing for a dynamic and flexible approach for various classroom settings New to the second edition Companion website featuring downloadable worksheets r sum support a cooperating teacher guide and more [www.musicstudentteaching.com](http://www.musicstudentteaching.com) A new chapter on the transition from student to student teacher Expanded discussions on the interview process including mock interviews interviewing techniques and online interview prep Updated content throughout to reflect current practices in the field Leading readers through the transition from student to teacher A Field Guide to Student Teaching in Music Second Edition represents a necessary update to the first edition text published a decade ago an indispensable resource that provides the insights and skillsets students need to launch successful careers as music educators

### **Giving Voice to Democracy in Music Education**

Lisa C. DeLorenzo, 2015-10-23 This book examines how music education presents opportunities to shape democratic awareness through political pedagogical and humanistic perspectives Focusing on democracy as a vital dimension in teaching music the essays in this volume have particular relevance to teaching music as democratic practice in both public schooling and in teacher education Although music educators have much to learn from others in the educational field the actual teaching of music involves social and political dimensions unique to the arts In addition teaching music as democratic practice demands a pedagogical foundation not often examined in the general teacher education community Essays include the teaching of the arts as a critical response to democratic participation exploring democracy in the music classroom with such issues as safe spaces sexual orientation music of the Holocaust improvisation race and technology and music teaching music teacher education as a form of social justice Engaging with current scholarship the book not only probes the philosophical nature of music and democracy but also presents ways of democratizing music curriculum and human interactions within the classroom This volume offers the collective wisdom of international scholars teachers and teacher educators and will be essential reading for those who teach music as a vital force for change and social justice in both local and global contexts

*Expanding Professionalism in Music and Higher Music*

*Education* Heidi Westerlund, Helena Gaunt, 2021-06-07 This book addresses the need to rethink the concept and enactment of professionalism in music and how such concepts underpin professional higher music education There is an urgent imperative to enable the potential of professional musicians in our contemporary societies to be more fully realised recognising both intense challenges that are currently threatening some traditional music practices and significant scope for new practices to be imagined in response to deep veins of societal need Professionalism encompasses the conduct aims values responsibilities and ongoing development of a practising professional in the field Professional higher music education engages both with providing future professionals with relevant education in particular craft skills and with nurturing their visions for their work as artists in future societies The major focus of the book is on performance traditions that have dominated professional higher education notably western classical music

*Teaching Music in Higher Education* Colleen M. Conway, 2020-01-20 With five newly written chapters and sizable additions to nine original chapters this second edition of *Teaching Music in Higher Education* provides a welcome update to author Colleen M Conway's essential guide In the book's new chapters Conway offers insights beyond music and cognition including gender identity sexual identity and issues of cultural diversity not addressed in the first edition Conway also covers technology in instructional settings and includes new references and updated student vignettes Designed for faculty and graduate assistants working with undergraduate music majors as well as non majors in colleges and universities the book is designed to fit within a typical 15 week semester The book's three sections address concerns about undergraduate curricula that meet National Association of School of Music requirements as well as teacher education requirements for music education majors in most states Part I includes chapters on assessment and grading in music courses understanding students cognitive musical and identity growth and syllabus design Part II focuses on creating a culture for learning instructional strategies to facilitate active learning and applied studio teaching Part III addresses growth in teaching practices for the college music professor and focuses on the job search in higher education feedback from students and navigating a career in higher education The book features highly useful templates including a departmental assessment report forms for student midterm and final evaluation a Faculty Activities Report for music professors and a tenure and promotion materials packet Each of the three sections of the book makes reference to relevant research from the higher education or learning sciences literature as well as suggestions for further reading in the various topic areas

*Commercial and Popular Music in Higher Education* Jonathan R. Kladder, 2022-06-15 *Commercial and Popular Music in Higher Education* brings together working examples of pedagogy in emerging areas of popular and commercial music to offer practical insights and provide a theoretical framework for today's music educators Written by a diverse group of experts the eight chapters address a range of contemporary contexts including digital instrument ensembles digital audio workstations hip hop courses pop vocal performance rock bands studio production and more Considering both the challenges and the benefits of integrating commercial and popular music into teaching the contributors explore how doing so can



enhance student learning The authors show how a constructivist approach to music pedagogy enables student led real world learning in higher education and consider how diversity equity and inclusion intersect with teaching popular music performance Compiling experiences and expert resources this book provides a vital framework for all instructors teaching commercial and popular music     *Instructional Objectives in Music* J. David Boyle,1974     Meeting the Challenges to Measurement in an Era of Accountability Henry Braun,2016-01-29 Under pressure and support from the federal government states have increasingly turned to indicators based on student test scores to evaluate teachers and schools as well as students themselves The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests such as in mathematics or English language arts with a focus on grades 4 8 Teachers in these subject areas however constitute less than thirty percent of the teacher workforce in a district Comparatively little has been written about the measurement of achievement in the other grades and subjects This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas with particular attention to their use in the evaluation of teachers and schools in all It addresses traditional end of course tests as well as alternative measures such as portfolios exhibitions and student learning objectives In each case issues related to design and development psychometric considerations and validity challenges are covered from both a generic and a content specific perspective The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research based applications of educational measurement and assessment Edited by leading experts these books are comprehensive and practical resources on the latest developments in the field The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license     *The Journey from Music Student to Teacher* Michael Raiber,David Teachout,2022-07-29 The Journey from Music Student to Teacher A Professional Approach Second Edition helps prospective educators transition from music student to professional music teacher This textbook acknowledges that students must first reconcile their assumptions about learning and teaching before they can make thoughtful informed decisions about their own professional education Building upon personal experience is essential to an enhanced approach to the profession and the topics and activities presented here guide readers to think not as students but as professionals addressing the primary stages of teacher development In three parts Discovery of Self Discovery of Teaching and Discovery of Student Learning the authors connect readers to theoretical foundations and the processes of becoming an insider to the profession This updated Second Edition includes Integration of the 2014 National Core Arts Standards Discussion of NAFMEs Model Cornerstone Assessments Explorations of issues of equity access and inclusion for marginalized populations and new examples of culturally responsive pedagogy Added coverage of innovative practices including popular music technology for autonomous music making songwriting and composition Streamlined discussion of learning theory focusing on the basic foundations of behaviorism

cognitivism and constructivism The accompanying companion website at [www.routledge.com/cw/raiber](http://www.routledge.com/cw/raiber) provides revised and updated Connecting to the Profession features that help enhance students understanding of the ideas presented in the text links to videos of K 12 music teaching and interviews with teachers and additional resources for instructors Featuring networking activities to aid in self reflection a glossary of terms and a wealth of online resources and tools The Journey from Music Student to Teacher is the culmination of more than 25 years of experience in secondary music classrooms providing a framework for establishing professional role identity among preservice music educators during their introduction to the field

Navigating Music and Sound Education Julie Ballantyne, Brydie-Leigh Bartleet, 2010-01-08 Navigating Music and Sound Education has been specifically written for pre service teachers who are studying music education curriculum or pedagogy subjects It features the voices of leading international academics in the field to illuminate issues of importance in preparing pre service teacher education students The engaging examples provided in each chapter are drawn from real life educational settings and enable readers to critically explore the perspectives presented by the authors and consider the application of such perspectives in their future practice

**Instrumental Music Education** Evan Feldman, Ari Contzius, 2020-07-26 Instrumental Music Education Teaching with the Musical and Practical in Harmony Third Edition is intended for college instrumental music education majors studying to be band and orchestra directors at the elementary middle school and high school levels This textbook presents a research based look at the topics vital to running a successful instrumental music program while balancing musical theoretical and practical approaches A central theme is the compelling parallel between language and music including sound to symbol pedagogies Understanding this connection improves the teaching of melody rhythm composition and improvisation The companion website contains over 120 pedagogy videos for wind string and percussion instruments performed by professional players and teachers over 50 rehearsal videos rhythm flashcards and two additional chapters The Rehearsal Toolkit and Job Search and Interview It also includes over 50 tracks of acoustically pure drones and demonstration exercises for use in rehearsals sectionals and lessons New to This Edition A new chapter on teaching beginning band using sound to symbol pedagogies Expanded coverage for strings and orchestra including a new chapter on teaching beginning strings A new chapter on conducting technique Expanded material on teaching students with disabilities Concert etiquette and the concert experience Expanded coverage on the science of learning including the Dunning Kruger effect and the effective use of repetition in rehearsal Techniques for improving students practice habits

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