Key Licensure Assessment #4: Clinical Practice
Music Education: EDUC 622
Overview
Graduate Initial Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. **Description of the Assessment and Its Use in the Program**

The culminating field placement for those enrolled in Music Education in the graduate initial teacher preparation program is clinical practice (MUSC 622). These intensive and extensive twelve-week, full-day placements in elementary and secondary schools are intended to provide candidates with the opportunity to carry out the multiple roles and responsibilities of teaching. These experiences are supervised by a university supervisor in collaboration with the cooperating teachers at the school sites. At the conclusion of the field placements, the university supervisor completes **Key Licensure Assessment #4: Clinical Practice**.

*This Key Licensure Assessment #4 is accompanied by Key Program Assessment #5. Both are assessments of the clinical practice experience. The experience is assessed using two different scoring guides – the Key Licensure Assessment is aligned with the standards of the respective specialized professional association (SPA) while the Key Program Assessment is aligned with the proficiencies articulated in the Ohio Standards for the Teaching Profession and the conceptual framework.*

To exit the licensure program at Gateway 4, a candidate must complete Key Licensure Assessments #3 - #5 (Ability to Plan Lessons, Clinical Practice, Effect on Student Learning) with at least 80% of the NASM attributes and competencies across the three assessments rated at *meets attribute/competency* and no attribute/competency rated *unacceptable*.

2. **Description of How the Assessment Specifically Aligns with the National Association of Schools of Music (NASM) Standards (2010-2011)**

The following attributes and the following music, specialization, and teaching competencies as articulated in the NASM standards are evaluated through this assessment.

| Attribute A(1): | candidate has a personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional |
| Attribute A(2): | candidate has the ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage |
| Attribute A(3): | candidate has the capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences |
| Attribute A(4): | candidate has the ability to articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators |
| Attribute A(5): | candidate has the ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds |
| Attribute A(6): | candidate has the ability to evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students |
**Attribute A(7):** candidate has the ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills

**Music Competency B(1):** candidate is a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations

**Music Competency B(4):** candidate is able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities

**Specialization Competency C(1)(a):** candidate possesses musicianship, vocal, and pedagogical skills sufficient to teach general music

**Specialization Competency NASM C(1)(c):** candidate has the ability to lead performance-based instruction

**Specialization Competency C(2)(a):** candidate possesses vocal and pedagogical skill sufficient to teach effective use of the voice

**Specialization Competency C(2)(d):** candidate possesses the performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments

**Specialization Competency C(3)(a):** candidate has knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups

**Specialization Competency C(4)(a):** candidate possesses knowledge and skill in the selected area(s) of specialization sufficient to teach beginning and intermediate students effectively

**Specialization Competency C(4)(d):** candidate has the ability to use instruments, equipment, and technologies associated with the area(s) of specialization

**Teaching Competency D(1):** candidate has the ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization

**Teaching Competency D(5):** candidate has the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations

3. **Assessment Instrument**

The data needed to complete the assessment are gathered through classroom observations and pre- and post-observation conferences with the candidate as well as through conversations with the cooperating teachers.