

COURSE SYLLABUS
Assessment in the Performance Classroom

COURSE DATES: Friday, February 26, 2016 – 5:00 – 9:00 pm
Saturday, February 27, 2016 – 8:00 am to 5:00 pm
CREDITS: 1 credits
INSTRUCTOR: Tim Schaid, Executive Director
Wisconsin Center for Music Education
608-850-3566 – schaidt@wsamamusic.org

COURSE DESCRIPTION:

Much emphasis has been placed upon assessment and data in education recently. What is the assessment process and how does it relate to evaluation? What purpose does assessment serve in education and how do we make it manageable with so many students?

This course will define the assessment process and how it differs from evaluation. Examples of outcomes, strategies and assessments will be shared so that participants can see how alignment, validity, and purposefulness can be achieved. New technology makes it possible to create authentic assessment tools that focus on self-reflection. These tools can be used with many students offering an efficient and effective way to gauge growth.

WORKSHOP PRESENTER:

Chris Gleason earned his BME at UW-Eau Claire in 1997 and his Masters Degree from UW-LaCrosse in 2002. He has taught band in the East Troy School District and the LaCrosse School District. He currently teaches concert band and jazz ensemble at Patrick Marsh Middle School in Sun Prairie, Wisconsin. Mr. Gleason's 8th Grade Band has performed at the Milwaukee Art Museum, Wisconsin State Capitol Rotunda, the "New Wisconsin Promise Conference", and the 2006 and 2009 Wisconsin State Music Conferences. The Patrick Marsh Middle School Band has commissioned composers such as Samuel R. Hazo (*Blue and Green Music* -2009), Brian Balmages (*Sun Cycles* – 2012), Michael Sweeney (*Particles* - 2013), Erik Morales (*One Giant Leap* - 2014) and John Mackey (TBA – 2015). In 1992 Mr. Gleason was selected as the Wisconsin Governor's Scholar to Interlochen Arts Camp in Interlochen, Michigan. Mr. Gleason has performed professionally at Disneyland, Valleyfair, and the Mall of America. He has been guest conductor of numerous camps and festivals including the National Band Association – Wisconsin Chapter Junior High All-State Band, Tri-State Honors Band, UW-Milwaukee Honors Band and UW-Whitewater Band Camp. He is the past-chair of the Wisconsin Comprehensive Musicianship through Performance (CMP) Committee, chair of the Wisconsin State Middle Level Honors Band and chair-elect of the Wisconsin State Middle Level Honors Program. He has taught CMP Workshops at VanderCook College of Music, the Los Angeles Unified School District in California, The Total Music Educators Workshop, numerous school districts in the Midwest, and recently in Hong Kong. Mr. Gleason was the recent recipient of the Vi Miller Award for Excellence by Dane Arts. Mr. Gleason is the founder and organizer of the *Band Festival at the Kalahari* in Wisconsin Dells. Mr. Gleason is a member of NBA, WMEA, and NafME.

OUTLINE OF CONTENT:

Course Outline:

1. Imagine Ideal Assessment
 - a. What would it look like?
 - b. What would you do?
 - c. What would you avoid doing?
2. Assessment Process
 - a. What is it?
3. Assessment Goals
 - a. Why assess?
 - b. Propositions
4. Assessment Principles
 - a. Mistakes made with assessment
 - b. Assessment associations
 - c. What excellent teachers do
 - i. Alignment
 - ii. Validity
 - iii. Sequential
 - iv. Embedded
 - v. Authentic
 - vi. Purposeful
 - vii. Choice
 - viii. Variety
 - ix. Self-assessment
 - x. See excellence
5. Assessment Tools
 - a. Rubrics
 - b. Portfolios
 - c. Google Sheets, Forms, Flubaroo, and more!
 - d. Projects
6. Practice Charts
 - a. Why do we do this?
 - b. What is the goal?
 - c. What information do we want to gain?
 - d. New ways to conceive of practice
 - i. *The Talent Code* and Myelin
7. Motivation
 - a. What truly motivates us?
 - i. Dan Pink's *Drive*
 1. Mastery
 2. Purposefulness
 3. Autonomy

STANDARDS ADDRESSED*:

Wisconsin Teaching Standards Addressed: 1, 4, 5, 7, 8

Wisconsin Music Standards Addressed: A, B, F, G

ASSIGNMENTS AND REQUIREMENTS:

- Attendance and participation at both days of the workshop is required.
- A detailed written report (2-3 pages) addressing multiple application ideas gained through the course.
- One lesson plan incorporating ideas gained through the course.

Assignments may be turned in at the workshop, mailed to Workshops, Wisconsin Center for Music Education, 1005 Quinn Drive, Waunakee, WI 53597, or emailed to workshops@wsmamusic.org **no later than February 14, 2016**. Reports turned in after this date will not be graded and beyond this deadline no credit can be awarded for this course.

REQUIRED READING:

Pink, Daniel. Drive. New York : Riverhead Books. 2009

Coyle, Daniel. The Talent Code. New York: Randomhouse, Inc.. 2009

GRADING/METHODS OF EVALUATION:

Participation and written work should be done at the highest standard of quality at the graduate level and needs to include the following:

- A 100% attendance – during the time-frame illustrated in this syllabus; participation in small and large group discussions and sharing sessions; concise written report with application ideas gained specifically through the course. Superior graduate work. This indicates not only high achievement, but also an unusual degree of initiative.
- AB 90% of the above assignment, participation levels, etc. Above average graduate work.
- B 85% of the above assignment, participation levels, etc. Satisfactory and average work.
- BC 80% of the above assignment, participation levels, etc. Less than average graduate work.
- C 75% of the above assignment, participation levels, etc. Work is barely passing at the graduate level.

If below a C is to be awarded, it means that participant did not attend the full workshop and/or did not complete the written assignment on time and in a satisfactory manner. All students must obtain a grade of C or better to pass. The following rubric details the above grading scale more specifically:

Criteria	Superior 5	Very Good 4	Average 3	Fair 2	Poor 1
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Workshop Requirements	Attended all required workshop sections and completed all required readings and assignments within the specified timeframe.	Attended all required workshop sections; most required assignments were completed on time.	Attended all required workshop sections; at least half of the required assignments were completed on time.	Attended all required workshop sections; required assignments were often late or incomplete.	Did not attend the entire workshop or did not complete the required assignments.
Workshop Participation	Highly engaged in workshop discussions and activities. Demonstrates excellent quality in discussion activities.	Attentive to workshop activities with active participation. Demonstrates very good quality in discussion activities.	Minimally engaged in workshop discussions and activities. Demonstrates adequate quality in discussion activities.	Little attention to workshop activities with reluctant participation. Demonstrates poor quality in discussion activities.	Indicates no interest in being involved in workshop activities and makes no effort to participate.
Writing Style: Written Report	Exceptionally well written and clear; few spelling or mechanical errors; logical progression of ideas.	Very well written and clear; few spelling or mechanical errors; logical progression of ideas.	Mostly well written and concise; some spelling and/or mechanical errors; mostly logical progression of ideas.	Some sections not clear and concise; some spelling and/or mechanical errors; some sections not logically presented.	Most explanations were unclear and wordy; frequent spelling and/or mechanical errors; not presented logically.
Comprehension and Application (as evidenced through Written Report)	Demonstrates excellent and consistent understanding of topics covered; innovative and creative ideas for classroom application.	Demonstrates clear understanding of topics covered; creative ideas for classroom application.	Demonstrates minimal understanding of topics covered; practical ideas for classroom application.	Some difficulty with understanding workshop subject matter; ideas for classroom application not entirely practical or logical.	Appears not to understand workshop subject matter or materials; is unable to identify ideas for classroom application.
Lesson Plan/Project	Demonstrates exceptional	Demonstrates creative	Lesson plan shows	Lesson plan not logical or	Little or no effort put

	applicability to the classroom; innovative and creative lesson; completely fits with workshop subject and content.	lesson ideas; practical application for classroom; covers subject area of workshop.	minimal effort in practical application to classroom and demonstration of subject matter.	practical, or does not fit subject matter of workshop	into lesson plan; not thought out; not practical to classroom applications; or lesson plan not completed.
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Grading Scale:	24-25	A
	22-23	AB
	21	B
	20	BC
	18-19	C
	<18	F

The Viterbo University Graduate Studies in Education Program has adopted a Teacher As Reflective Decision Maker Model and the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course is designed to contribute to the development of one or more of the WI/INTASC Standards and if applicable, IRA and/or ISLLC Standards.

Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher.

WISCONSIN STATE STANDARDS:

Wisconsin State Teaching Standards (PI 34.02) are listed numerically.

Teachers in Wisconsin will:

1. Know the subject they are teaching.
2. Know how children grow.
3. Understand that children learn differently.
4. Know how to teach.

5. Know how to manage a classroom.
6. Communicate well.
7. Be able to plan different kinds of lessons.
8. Know how to test for student progress.
9. Be able to evaluate themselves.
10. Be connected with other teachers and the community.

Wisconsin Music Standards are also referenced because this course will reinforce or teach new ideas that teachers can use in the classroom with their students. Standards are labeled alphabetically as they are listed in the Wisconsin Model Academic Standards for Music.

Students in Wisconsin will:

- A. Sing, alone and with others, a varied repertoire of music.
- B. Play, alone and with others, a varied repertoire of music.
- C. Improvise music.
- D. Compose and arrange music.
- E. Read and notate music.
- F. Analyze and describe music.
- G. Evaluate music and music performances.
- H. Relate music to the other arts and disciplines outside the arts.
- I. Relate music to history and culture.

Americans With Disabilities Act

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.