MMED603 Curriculum and Assessment
Summer 2015

Instructor
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Required Texts/Materials
*Making Musical Meaning: Unlocking the Value of Music Education in the Age of Innovation*
Author: Elizabeth Sokolowski
Publisher: GIA Publications, Inc.
ISBN # 1579999158
Cost: $18.95
168 pages
Available at amazon.com or via iBooks (iTunes store)

**PRE-ASSIGNMENT:** Use the reading organizer to organize your thoughts and the important points/content/skills/knowledge regarding the text. The organizer will be used and referenced throughout the week, and also as an assessment completion component of the course. *Please bring your completed reading organizer to class each day (either in print or be able to reference an electronic version).*

**LINK TO READING ORGANIZER:**

**LINK TO COURSE DROPBOX:**
https://www.dropbox.com/sh/81xothuz0emwrr/AACSG6DuX6AErhTMksHCPBjZa?dl=0

Program Objectives
*Students completing graduate music education coursework through The University of the Arts...*
- Understand the essential tenets of music education
- Understand the importance of standards-based education, quality design and assessment strategies, and foundational teaching methods
- Demonstrate an understanding and application of the four domains of professional practice through quality teaching and musicianship
- Communicate and collaborate with peers in diverse musical environments and school communities
- Are creative and innovative musicians who share these musical strengths with their learners through teaching
- Understand the diverse cultural, communal, and learning needs of 21st century students

Course Description
This course will focus on the study of current trends in curricula development, sound instructional practices and authentic means of assessment. Students will gain an understanding of the components of standards-based curriculum development through several models of design. Experiences in analyzing and writing goal-oriented lesson and unit plans, which tie to the intents and purposes of established school district curricula will be a primary focus. The timely and viable measurement and assessment of student learning, and its connection to goal driven curricula, and the various modes of natural classroom assessment will be core components of this course. Finally, effective instructional practices will bridge the learning and planning for students of sound curriculum and assessment practices.
### Student Learning Outcomes

1. Students will know and be able to analyze and identify various modes of curriculum and assessment.
2. Students will gain the capacity to utilize sound instructional techniques.
3. Students will be able to recognize comprehensive standards-based curricula, and design unit plans and lesson plans connected to curricula.
4. Students will understand and recognize various modes and styles of natural classroom assessment. They will be able to identify diverse assessment tools, and to design assessments naturally supporting the curriculum. Students will gain an understanding of the value of timely and viable feedback to benefit learning.
5. Students will understand that the fundamental and interrelated connections between goal-oriented curriculum, assessment design and sound instructional delivery will provide success for learners in their musical education environments.

### Grading Criteria and Assessment Methods

Course assessment, evaluation and grading is based upon three factors: (1) the completion of the pre-assignment, (2) active engagement in daily course studies and (3) in the completion of the final assignment/post-assignment.

Below is the rubric that will be utilized by faculty to assess and evaluate students in these three categories of learning and understanding.

*Please note that pre-assignment and final/post assignments should be included in the course outline at the end of this syllabus.*

<table>
<thead>
<tr>
<th></th>
<th>Basic</th>
<th>Average</th>
<th>Superior</th>
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<tbody>
<tr>
<td><strong>Pre-assignment</strong></td>
<td>Provides basic/unsatisfactory content and concepts in preparation for this course.</td>
<td>Accurately identifies content and concepts relevant to this course.</td>
<td>Demonstrates a deep understanding and preparation of content and concepts relevant to this course.</td>
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<tr>
<td><strong>During class formative assessments</strong></td>
<td>Fails to actively engage in course content, application, and engagement of daily coursework.</td>
<td>Engages actively in course content and application of concepts in daily coursework.</td>
<td>Demonstrates a thorough and deep engagement in course content, application and understanding of daily coursework.</td>
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<tr>
<td><strong>Final/Post-assignment</strong></td>
<td>Does not adequately complete the final assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.</td>
<td>Final assignment/post-assignment evidences appropriate structure and organization, understanding of course goals and outcomes. It is submitted on time.</td>
<td>Final assignment/post-assignment is fluid and engaging. It is organized, well structured and clear, and evidences a deep understanding and application of course goals. It is submitted on time.</td>
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The Grading Policy can be found in the Course Catalogue.

### Academic Integrity Policy

A primary tenet of this course is to prepare students for professional responsibilities as teachers. The timely arrival to class as well as the daily preparation and engagement in course studies is essential.

University policy on Academic Integrity may be found in the UArts catalog.

If students are not clear about what constitutes plagiarism, you might recommend *Introduction to Research and Documentation* available on the University Libraries website.
Absences
Due to the compressed nature of the five-day intensive course structure, absences from class will not be accepted. Students who arrive late to class or leave early will be held accountable for missed time through additional assignments to be completed outside of course hours.

Technology
Policies on Technology may be found in the Course Catalogue.

Class Format
All summer music studies courses that meet in-person are five-day intensive courses typically running for 8 hours per day. Students are responsible for preparation of materials, for engaging in course content as per the course description, and in being responsive to completion of pre and post coursework as detailed in the course outline. Courses offered online may be in a different format and may run for a longer amount of time, specific to the needs and intents of the course content.

Educational Accessibility
Students who believe they are eligible for course accommodations under the ADA or Section 504 or have had accommodations or modifications in the past, should contact the Office of Educational Accessibility at 215-717-6616 or access@uarts.edu to arrange for appropriate accommodations and to obtain an accommodations letter, if applicable. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from the Office of Educational Accessibility. Accommodation letters can be provided to qualified students at any time during the semester, but grades earned before the letter is received by the faculty cannot be changed.

Course Outline

PRE-ASSIGNMENT:
Use the reading organizer to organize your thoughts and the important points/content/skills/knowledge regarding the text. The organizer will be used and referenced throughout the week, and also as an assessment completion component of the course. Please bring your completed reading organizer to class each day (either in print or be able to reference an electronic version).

OUTLINE:
Course Syllabus is subject to change.
Any changes/adaptations to course will be emailed to students.
Overview of course syllabus and assignments
   - Student perspectives of needs
Effective Teaching Strategies Overview
   - Lesson Design – established templates, basics of design, required components, expectation for detail and depth,
   - scenario development
   - Assessment and Evidence
Pennsylvania State Humanities Standards
National Standards for Music Education
2008 NAEP Arts Report (Read Intro and Music Sections and complete PMI Chart)
Charlotte Danielson: 4 Domains of Professional Practice
   - Introduction and “visual report out” of BIG IDEAS
   - Danielson: 4 Domains Synthesized
   - Review PDE430 and ID similarities and differences to 4 domains
   - Review UArts student teaching final evaluation
- Transfer to MUED: Danielson.MUED.Indicators
Pennsylvania Standards Aligned System
  - Components of and why
  - Navigation of SAS
Ken Robinson on Learning (full)
Partnership for 21st Century Learning and 21st Century Skills
  - Introduction to website and framework
  - 21st Century Skills Arts Map
  - Connection of P21 Skills and Music
  - MAP of 21st century skills to MUED standards
Opening Curriculum Presentation
Your Philosophy of Music Education
Bloom’s Taxonomy
Understanding by Design INTRODUCTION
  - UbD intro
  - Review UbD.Background.Notes
  - Recap/reinforce Bloom’s and UbD synthesis
Curriculum: Writing goal-oriented curricula/units/lesson plans
Instruction: Effective Teaching and Instructional Strategies - Part 1
Assessment: Design elements of assessment
  Creating valid and reliable assessments
Curriculum Mapping
  - Heidi Hayes Jacobs theory – WHAT IS CURRICULUM MAPPING?
  - Heidi Hayes Jacobs TEDxNYED 3/5/11: Actively listen to presentation to ID big ideas and key words, what you agree and disagree with
  - “Upgrades” are strategic replacements of dated practices
  - Connections to 21st century skills
  - “RE-search” = to search again = outdated
  - NEW FORMS and NOT RE-form
  - Show Apple student movie winner
Robert Marzano: High Yield Strategies
  - Overview of 9 high yield strategies
  - Complete matrix to connect strategies and MUED
Carol Ann Tomlinson: Differentiated Instruction
  - Ties to Marzano’s work
  - Ben Zander on perspective
Basic Needs of All Learners
Types of Learner Engagement
Willard Daggett: Rigor and Relevance Framework
  - www.leadered.com
Curriculum: UbD and Planning for Evidence
Instruction: Effective Teaching and Instructional Strategies
Assessment: Diversity of Authentic Design
  Performance Assessments
Curriculum: Understanding how to write Big Ideas, Essential Questions and Enduring Understandings
Writing at the Lesson Planning level through objectives and evidence

Instruction: Effective Teaching and Instructional Strategies - Part 3
Assessment: Continuation of Authentic Assessment Design

Curriculum: Authentic assessment strategies that support objectives and evidence through the UbD framework
Assessment: Advocacy through Evidence