Assessment SRIG Newsletter

A Special Research Interest Group of MENC's Society for Research in Music Education
http://assessment.webhop.org

From the Editor:

Welcome to issue number 25 of the Assessment SRIG Newsletter. It's been a busy and active spring so far, and many of us had a chance to catch up in Milwaukee. While Saturday wasn't the ideal time for our panel session and business meeting, both sessions were informative and generated some good discussion.

All the best for a relaxing and productive spring and summer,

Bret Smith
Chair, Assessment SRIG

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1. Updates from 2008 Biennial In-Service Conference

The 61st MENC National Biennial In-Service Conference was held April 9-13 in Milwaukee, WI. The Assessment SRIG presented a panel discussion entitled "Music Student Assessment and Program Assessment in American Colleges" moderated by Bret Smith. Panelists were Dr. Suzanne Burton, University of Delaware, Dr. William I. Bauer, Case Western Reserve University, and Dr. Peter McAllister, University of Arizona. Panelists presented information regarding accreditation through NCATE, TEAC, and NASM, and the various issues pertaining to state-level accreditation of music teacher education programs. Handouts and powerpoint will be available through the SRIG website (http://assessment.webhop.org) soon.

The SRIG conducted its biennial elections online this year--an efficient system that appeared to work well and allowed more member participation in the process (73 members voted). We are pleased to announce the election of Dr. Timothy Brophy, University of Florida, to the position of chair-elect, to serve as chair from 2010-2012. Dr. William Bauer will become Chair as of July 1, 2008. Congratulations to Tim, and thanks to Dr. Kelly Parkes, Virginia Polytechnic University, who also agreed to be nominated to the position. Bret Smith volunteered to continue editing the newsletter.

Many attendees were surprised by the announcement that the 2010 Biennial Conference in Kansas City has been cancelled. As this is the formal vehicle for conducting SRIG business, it is unclear what mechanisms will evolve to address these needs. It was rumored that a smaller national event will be scheduled in Washington DC in 2009, but no formal announcements have reached me yet. We will endeavor to update the membership on developments through the

newsletter and website. A statement on MENC's website can be found here:
http://www.menc.org/news/view/menc-leadership-sets-new-national-conference-schedule

The MENC National Exectuive Board is conducting a survey regarding the structure of the national conferences. The online survey takes approximately 5 minutes to complete. Your participation in this survey would be most appreciated. Please visit the following link and complete the online survey by June 1, 2008:
http://www.surveymonkey.com/s.aspx?sm=3dTj358A0DFETgfb5vGsUA_3d_3d

If you have problems accessing the survey, please contact the survey administrator--Dr. Barbara McLain (payne@hawaii.edu).

2. Using del.icio.us to Further SRIG Goals

*A Collaborative Approach to Collecting Online Assessment Resources*

William I. Bauer

Music educators and music education researchers have access to innumerable online resources related to assessment. Web sites that describe best practices in assessment, assist in the creation of assessment instruments, explain procedures for conducting analyses of data, and discuss policy issues related to assessment are but a few of the myriad of electronic materials that exist. A challenge when using the Internet to learn more about any topic is sifting through the many items available to find information that is accurate and trustworthy. Just as traditional publications that have been peer-reviewed allow the reader to have greater confidence in their contents, one way to ensure that a web resource can be trusted is to know that a person with expertise in that area has recommended it.

Assessment SRIG members obviously have a great deal of knowledge and experience in all aspects of assessment, and are the ideal individuals to assemble a directory of quality, online assessment resources. This can be accomplished by working collaboratively, utilizing a social bookmarking tool called *del.icio.us*. Social bookmarking is a way for a group of people to work together to find, save, describe, label, and share links to web pages. The resulting bookmarks are stored online so that they can be accessed by anyone with a computer connected to the Internet. Because they have been *tagged* (assigned key words) and are searchable, it becomes easy to locate sites that pertain to specific subjects. To view an interesting video on social bookmarking, see <http://www.commoncraft.com/bookmarking-plain-english>.

A collection of links assembled by members of the Assessment SRIG would become a tremendous resource for the profession. Sharing valuable web sites would be beneficial to each SRIG member, while also greatly assisting PK-12 music educators who are struggling to learn about assessment issues and processes. The SRIG's directory, built by assessment experts, could become a primary place for pre- and in-service teachers to locate assessment information.

Accessing and Using del.icio.us
The SRIG web site <http://assessment.webhop.org> already has begun to assemble assessment links. To see them, access the site in your web browser and then click on *Links* in the navigation menu found on the left side of the page. From there, click *Assessment Links* followed by *del.icio.us bookmarks*.
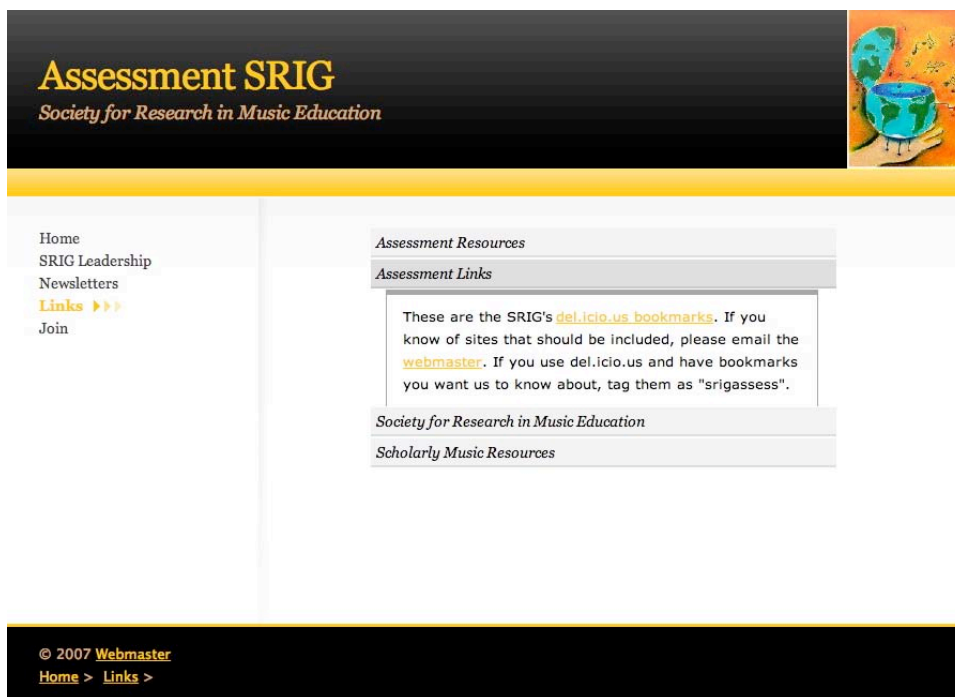
This will take you to the SRIG's del.icio.us bookmarks, which can also be accessed directly at <http://del.icio.us/assessment.srig>. You may want to connect to the site and follow along online for the rest of this article.
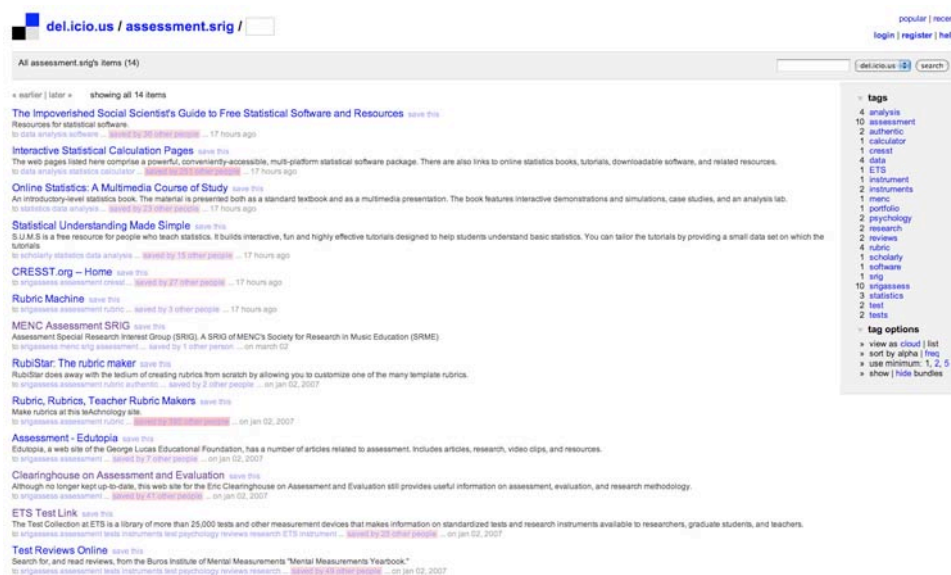

A user can click on any of the *tags* displayed on the right side of the page to find web sites that have been categorized with that term. The bookmarks can also be searched by typing one or more words in the search box found near the top right of the page. Here, searches can include all of del.icio.us, only the bookmarks found in the assessment.srig area (or if you were viewing a different collection, the bookmarks found there), or the entire web. Searching within del.icio.us is an easy way to narrow a search from the thousands of hits one might receive using a major search engine like Google to a more manageable number of possibilities that another human being has deemed as having value.

Building the Assessment SRIG del.icio.us Collection

To help build the Assessment SRIG's del.icio.us collection you must first sign up for a free del.icio.us account. Enter <http://del.icio.us/> in to your web browser, or if you are already anywhere on the del.icio.us site, click the *register* link found in the top, right corner of the page. Follow the steps to establish your account and then login. You are now ready to begin adding to the Assessment SRIG collection of links. Here's how:

1. Once logged in to your del.icio.us account, click the *your network* link that is found near the top left of your browser window. After the link is clicked, a box will be displayed on the right side of the window. Type *assessment.srig* in the box and click the *add* button.
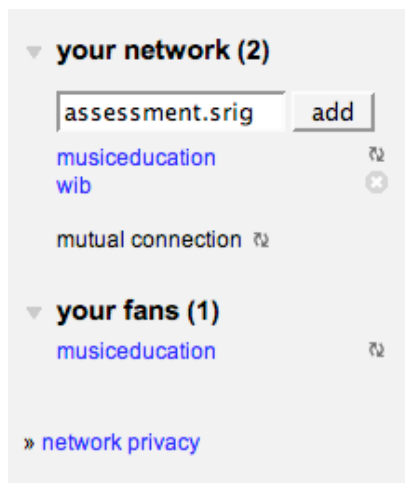
Now the Assessment SRIG bookmark collection will be part of your network, a connection that allows links to be more easily shared among users.

2. As you encounter valuable assessment resources on the Internet, bookmark them in del.icio.us. It is possible to do this manually by clicking the word *post* that is found near the top, left of any del.icio.us page. However, there are ways to streamline the process. Start by examining the free buttons available for various web browsers, which make it much easier to add bookmarks <http://del.icio.us/help/buttons>. More information on saving bookmarks, including links to additional tools that can further simplify the process, can be found at <http://del.icio.us/help/saving>.

3. When entering a bookmark in del.icio.us, click *for:assessment.srig*, which appears near the bottom of the page under *your network*. Alternately, the tag *for:assessment.srig* can be added manually. This will send the bookmark to the assessment.srig account, where it can then be added to the Assessment SRIG collection.

4. Bookmarks can also be tagged with *srigassess*. The assessment.srig account has subscribed to that tag. This means that whenever a bookmark has been tagged in that way, the assessment.srig account will be notified and have the opportunity to add the bookmark with that tag (see <http://del.icio.us/help/subscriptions>).
5. To learn more about what is possible with del.icio.us, visit <http://del.icio.us/help/>.

An Ongoing Project

Working together, Assessment SRIG members will be able to compile a collection of web resources of tremendous value. Please consider assisting with this project. Keep track of its progress by periodically checking the assessment.srig collection, or by subscribing to the bookmarks via RSS (see <http://del.icio.us/help/rss> for more information). Help to develop this asset for the music education community.

3. Funding Opportunity from the US Department of Education

Although the deadline is fast approaching, the following announcement can be found on the US DOE grants website (http://www.arts.gov/grants/apply/RFP/LITAAssessment.html)

Improving the Assessment of Student Learning in the Arts

With the creation of national standards for arts learning in the 1990's, assessment of student learning in the arts has become critical for providers of arts instruction throughout the country. Through the Learning in the Arts for Children and Youth category, the National Endowment for the Arts (NEA) awards millions of dollars each year to support arts education projects that include many forms of assessment designed to measure student learning and program effectiveness. Applicants are required to describe their assessment plans in their proposed projects. However, creating, identifying, and implementing effective assessment tools that support quality arts instruction can be a challenge. Arts educators who provide instruction in schools and communities are looking for models of assessment in all art forms.

Through this project, the Arts Endowment seeks to collect and analyze information on current practices and trends in the assessment of K-12 student learning in the arts and to identify models that might be most effective in various learning environments.

The Grants.gov system must receive your application no later than 11:59 p.m., Eastern Time, on May 30, 2008. The complete application instructions are available on the website as a PDF file.

4. Call for Papers: *The Second International Symposium on Assessment in Music Education*

CALL FOR PAPERS AND PRESENTATIONS

The Practice of Assessment in Music Education:
Frameworks, Models, and Designs
The Second International Symposium on Assessment in Music Education
University of Florida School of Music
Paramount Plaza Hotel and Suites
Gainesville, Florida
April 9-11, 2009
Timothy S. Brophy, Organizing Chair

The music education faculty of the University of Florida School of Music will host a Symposium on Assessment in Music Education from April 9-11, 2009, at the Paramount Plaza Hotel and Suites in Gainesville, Florida. This symposium will focus on identifying and exploring effective assessment frameworks, models, and designs for the assessment of preK-12 and post-secondary music students and music programs.

Keynote Speakers: Dr. Richard Colwell, Dr. David Elliott, Dr. Edwin Gordon, and Dr. Eric Smith, Florida Commissioner of Education

Key Questions. This symposium will focus upon the following key questions:

1. What are the effective frameworks, models, and designs for assessing student music learning in music classrooms?
2. What are the effective frameworks, models, and designs for the large-scale assessment of student music learning?
3. What are the effective frameworks, models, and designs for assessing music programs?
4. In what ways are music educators using assessment data effectively to improve music teaching and learning?

Call for Papers and Presentations. We seek full length session papers, poster session abstracts, panel discussions, and assessment strategy presentations that address the symposium theme and key questions, including but not limited to:

- Current philosophical and theoretical foundations for assessment in music education
- The purposes of assessment in the music curriculum
- The relationship between curriculum and assessment development and practice in music education
- Assessment in music teacher education, including the assessment of preservice teachers, and teaching preservice teachers to assess preK-12 students
- Effective assessment practices, and issues related to the daily practice of music assessment for K-12 music teachers
- The effective uses of music assessment data to facilitate student learning and teacher development
- The role of technology in facilitating music assessment
- Current research and collaborative efforts in music assessment
- Local, state, and national music assessment initiatives

Details of the submission process and registration will be available at http://conferences.dce.ufl.edu./ISAME. after June 1, 2008. Submissions are due by October 1, 2008. Proposals can be considered for session presentation or the Symposium poster session or both. All submissions will be reviewed by an expert panel of prominent music educators, and notifications will be completed by November 15, 2008. Early submissions are encouraged.

5. Call for Papers: *Suncoast Music Education Research Symposium VII*

Suncoast Music Education Research Symposium VII
Understanding Musical Expression
February 5-7, 2009
UNIVERSITY OF SOUTH FLORIDA

CALL FOR PAPERS

The Suncoast Music Education Research Symposium (SMERS) VII will highlight current research and thought on the nature of musical expression in musical experience. The Symposium encourages international and interdisciplinary presentations which support the mission of the Center for Music Education Research (CMER) at the University of South Florida, including empirical, philosophical, psychological, computational, ethnomusicological, and pedagogical perspectives.

Keynote Speakers:

Elaine Chew
John Kratus
Libby Larsen
Christopher Waterman

Submissions are invited for spoken papers, poster presentations, and special topic sessions. Symposium topics include, but are not limited to:

- definitions and theories of musical expression.
- musical expression in popular and world music.
- universal and non-universal aspects of musical expression.
- teaching and learning musical expression.
- assessing and evaluating musical expression.
- musical expression in performance.
- applications of technology in research and instruction.
- new initiatives in musical expression research.Spoken Papers. Each spoken paper will be 25 minutes in length, including 20 minutes for presentation and 5 minutes for discussion. Each spoken paper will be convened and timed by a moderator.

Poster Presentations. Posters will be exhibited in a single session for viewing and discussion with authors, and an extended session for viewing only, for the remainder of the Symposium.   Poster format details will be provided with poster acceptance notification.

Special Topic Sessions. Special topic sessions will be 1½ hours in length, consisting of three papers focused on a selected theme. Each special topic session must be organized by a moderator who will develop a theme, engage three individuals and submit three paper proposals, convene and time each paper, and lead discussion.

ABSTRACT SUBMISSION

Abstracts for all three types of events should not exceed 250 words, and use Times 12-point font, single-spaced, one-inch margins, in "doc" or "pdf" format. Each abstract should be attached to an email providing name, title, school affiliation, and full return contact information.

Send abstracts to smers@arts.usf.edu. Questions about the submission process or the Symposium should be directed to:

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University of South Florida
4202 E. Fowler Avenue FAH110
Tampa, FL 33620
(813) 974-2311 (813) 974-8721 fax
rodriguez@arts.usf.edu

Abstracts must be received by June 30, 2008. Notification of acceptance will be August 2008. Abstracts will be printed in the Symposium program.

SYMPOSIUM RESEARCH AWARDS

The Center for Music Education Research (CMER) is proud to announce the availability of two $1,000 research awards for spoken papers. The awards are competitive and will be awarded based on exemplary and innovative research projects that address the mission statement of CMER. For more information on CMER and its Award Application, please visit http://cmer.arts.usf.edu.

6. Contact the Editor

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