Band Studies MA

I. Advanced Skills in Band Studies

Goal Description:

MA in Band Studies students will gain advanced skills in the areas of band rehearsing, conducting, and teaching. Summer 2020 and 2021 had 100% remote delivery of instruction for the MA in Band Studies. Summer 2022 will return to in-person delivery.

Providing Department: Band Studies MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

A. Major Project in Instrumental Pedagogy

Learning Objective Description:

MA in Band Studies students will develop a comprehensive knowledge of instrumental pedagogy. Through the self-assessment process and with guidance from faculty, students will design a major project on pedagogy for one specific instrument using the Major Project rubric for MUSI 6031 (syllabus attached).

Attached Files

📄 2022 MUSI 6031 Major Project.pdf

RELATED ITEM LEVEL 2

1. Indicator for Major Project in Instrumental Pedagogy - Topic and Plan

Indicator Description:

With approval from faculty, students will select a major project topic and develop a plan for strengthening pedagogical knowledge and skills for one specific instrument.

Criterion Description:

Following the Project Design section of the Rubric for Major Projects, students will write a proposal for their major project by

1. defending their choice of topic (self-assessments, discussion forums, faculty conferencing)
2. stating expected benefits
3. describing the setting and student population served
4. detailing plans for intervention
5. detailing plans for documenting implementation

Process for evaluation - pass/fail

- Students will submit a formal topic selection for approval. (minimum 80% score required, assessed by faculty consensus)

- Once topic is approved, students will submit a first draft of the proposal according to the rubric. (minimum 80% score required, assessed by faculty consensus)
- After receiving faculty feedback, students will submit a final draft of the design for their Major Project. (minimum 80% score required for a passing grade, assessed by faculty consensus)

Rubric for Major Project attached.

Attached Files

📄 2021 MUSI 6031 Rubric for Major Project.pdf

Findings Description:

All students earned at least an 80% score on their Major Project Proposal, with 60% earning a 90% or higher score.

RELATED ITEM LEVEL 3

Action for Major Project - Design
Action Description:

To improve student performance on the Major Project Design, we want to encourage students to take ownership of this professional awareness-building opportunty. Therefore, we plan to include a component of justification for the Major Project topic selection that includes how it addresses the educational needs suggested by the Formative Self-Assessment better than the next best choice under consideration.

RELATED ITEM LEVEL 2

2. Indicator for Major Project in Instrumental Pedagogy - Implementation
Indicator Description:

Using the Rubric for Narrative Self-Assessment (attached) through MUSI 6285, students will identify instruments for which they need to strengthen their pedagogical knowledge and skill. Following the Rubric for Major Project (attached) through MUSI 6031, students will implement their approved Major Project design during the fall and spring terms at the school where they teach.

Attached Files

📄 2022 MUSI 6285 Narrative Self Assessment Rubric .pdf
📄 2022 MUSI 6031 Rubric for Major Project.pdf

Criterion Description:

Students will submit their final project according to the Project Write-Up portion of the Rubric for Major Project. Grades will be pass/fail

Faculty will evaluate student work and reach a consensus on grades. (minimum 80% score required for a passing grade)

Findings Description:

All students earned a minimum score of 80% for their major projects.

RELATED ITEM LEVEL 3

Action for Major Project - Implementation
Action Description:

We believe we can empower students to create stronger Major Project Implementation by facilitating steady progress and avoid last-minute panic about completing the project before the next summer session begins. We plan to ask for work-in-progress samples of the Major Project Implementation to be posted to an online discussion forum prior to our November and March Zoom follow up meetings.

B. Personal Lesson Plan Framework
Learning Objective Description:
Through MUSI 5398 (syllabus attached), first-year students will develop a comprehensive personal framework for lesson planning to facilitate learning during rehearsals.

Through MUSI 5388 (syllabus attached), second-year students will implement their personal framework for lesson planning during the fall and spring terms in their classrooms.

Attached Files
📄 2022 MUSI 5398 1st yr Advanced Study in Applied Discipline.pdf
📄 2022 MUSI 5388 2nd yr Seminar in Literature.pdf

1. Indicator for Personal Lesson Plan Framework - Design
Indicator Description:
Following the Rubric for Personal Framework for Lesson Planning (attached) through MUSI 5398, first-year MA students will develop a personal framework for lesson planning that addresses the big picture, a year-long calendar; the monthly perspective with a week-to-week plan that lists the exact number of rehearsals that are available; a daily plan that accounts for sectionals on new materials, full rehearsals on material covered in sectionals, and individual playoffs that provide student accountability for demonstrating mastery.

Students will submit a rough draft of their Personal Lesson Plan Framework and receive faculty feedback.

After receiving faculty feedback, students will submit a final draft of their Personal Lesson Plan Framework

Attached Files
📄 2022 MUSI 5398 Rubric for Personal Framework for Lesson Planning.pdf
Criterion Description:
Rough drafts of Personal Framework for Lesson Planning may be submitted as many times as needed for students to reach 80% minimum score through faculty consensus.

After receiving faculty feedback, students will submit a final draft of their Personal Framework for Lesson Planning. 80% minimum score through faculty consensus is required for a passing grade.

Findings Description:
All students achieved a minimum score of 80% on the final draft of their Personal Framework for Lesson Planning.

Action for Personal Lesson Plan Framework - Design
Action Description:
We plan to encourage more peer discussion with 2nd-year students mentoring 1st-year students in fleshing out the Personal Framework for Lesson Planning. The stronger the framework design, the more beneficial the implementation will be during the fall and spring terms.

2. Indicator for Personal Lesson Plan Framework - Implementation Video
Indicator Description:

Based on their approved Personal Lesson Plan Framework, students will make four (4) video recordings during the fall and spring semesters at their home school with their ensemble. Students will follow the Rubric for Videos of Lesson Plans

The students will study the video recordings of their own rehearsals and evaluate their strengths and areas needing improvement, based on the best practices learned during the MA workshops and intensive course work, especially regarding ensemble pedagogy and score study from MUSI 5112.

The students will also study video recordings of other students in their cohort, offering constructive comments about the implementation of their personal framework for lesson planning.

Attached Files
📄 2021 MUSI 5398, 5388 Rubric for Videos of Lesson Plans.pdf

Criterion Description:

During the spring and fall terms at the public school where they teach, 2nd-year students will create a four-part video showing implementation of their Personal Lesson Plan Framework (per Rubric for Videos of Lesson Plans.

During the summer session, students will submit their videos and develop a written assessment of strengths and areas needing improvement they observed from studying the video.

Grading for the video and written assessment will be a combined assignment as pass/fail (80% minimum score for passing, assessed by faculty consensus).

Students will post their videos in the Video Discussion Forum and participate in viewing and offering feedback to their colleagues.

First and second year students

1. Upload your video to a new thread in the Discussion Forum
2. Respond to at least two videos from your colleagues.
3. Please write your responses thoughtfully and constructively.
4. You should have *three* total entries on the Discussion Forum.
5. Grading will be pass/fail (80% minimum score for passing, assessed by faculty consensus)

Third-year students

1. Reply to at least five postings of videos posted by 1st and 2nd year students.
2. Please write your responses from the perspective of a mentor.
3. You should have *five* total entries on this Discussion Forum.
4. Grading will be pass/fail (80% minimum score for passing, assessed by faculty consensus)

Findings Description:

We expected grading for videos would need to be somewhat lenient due to varying conditions of face-to-face instruction available in public school settings where our students teach. More than half of our 2nd-year students consulted with us in November and March about adjusting their Personal Framework for Lesson Plans to accommodate the learning environment they encountered. However, all students implemented the modified lesson designs and earned at least a grade of 80%.

RELATED ITEM LEVEL 3

Action for Personal Lesson Plan Framework - Implementation Video
Action Description:

We plan to expect our students to implement their lesson designs as planned and approved during the summer term, assuming there is no further need for pandemic shutdowns. We have no plans to reduce the rigor of the implementation video assignment.

II. Implement Student Digital Portfolios

Goal Description:

Third-year students in Summer 2022 will be the first cohort to complete a comprehensive LiveBider or GooglePortfolio as a project for MUSI 6338 Band Research and Pedagogy (syllabus attached).

Attached Files

📄 2022 MUSI 6388 3rd yr Band Research and Pedagogy.pdf

Providing Department: Band Studies MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

A. Building a Digital Portfolio - Curriculum Vita

Learning Objective Description:

Through the use of digital portfolio software (LiveBinder, Google Portfolio, or other of student's choice), third-year students will submit a professional CV as described in the Rubric for Digital Portfolio (attached). Students begin developing their CV at the start of the first year of MA studies.

Attached Files

📄 Digital Portfolio Rubric MUSI 6388 - LiveBinder GBK.pdf

RELATED ITEM LEVEL 2

1. Indicator for Building Digital Portfolio - Curriculum Vita and Professional Documents

Indicator Description:

Students will generate a high volume of original work during their MA course of study. A digital portfolio will allow students to keep all of their work in a central location, using links rather than Word or PDF documents when submitting assignments through Blackboard. Best practices in resume and professional portfolio construction suggest that students should also have a CV incorporated into the digital portfolio.

Although the final grade for the digital portfolio is assigned only to the third-year cohort as a three-year project, we encourage students to begin constructing the digital portfolio during their first year. Students may upload their work into the digital portfolio and simply submit a link through Blackboard when the assignment is due.

Criterion Description:

We believe the digital portfolio is a critical document for students to take with them upon graduation.

The Digital Portfolio represents 100% of the grade for MUSI 6388 (30% uploading a link to their work-in-progress into an online discussion forum for peer review; 70% submission of link to final product).

Students will include biographical information, work history, and other materials that could make the digital portfolio an expanded resume, sharing with the class at any point if they so choose.

Grades for the Digital Portfolios will be determined by a minimum score of 80% to serve as a passing grade by consensus of faculty evaluations.

Findings Description:

Students excelled at creating this comprehensive portfolio of graduate work and professional accomplishments. 100% of our 3rd-year students, and all achieved the minimum score of 80%. As this was the first year for portfolios to be submitted, we anticipated a range of detail among the final products.

Action for Digital Portfolio - CV and Professional Documents
Action Description:

The deadline for 3rd-year members to submit their Digital Portfolio is only a few days ahead of the Comprehensive Written Exam, so we want to encourage steady progress toward completion and avoid last-minute panic. We plan to include a discussion forum for each cohort to post a work-in-progress link to their Digital Portfolios during the second week of each summer session for annual, ongoing peer review and feedback.

B. Building a Digital Portfolio - Professional Documents
Learning Objective Description:

Students will use digital portfolio software to organize handouts, notes, research, and written work into a single location to develop a personal resource manual for teaching. Students begin compiling professional documents for their Digital Portfolios at the start of the first year of MA studies.

1. Indicator for Building Digital Portfolio - Curriculum Vita and Professional Documents
Indicator Description:

Students will generate a high volume of original work during their MA course of study. A digital portfolio will allow students to keep all of their work in a central location, using links rather than Word or PDF documents when submitting assignments through Blackboard. Best practices in resume and professional portfolio construction suggest that students should also have a CV incorporated into the digital portfolio.

Although the final grade for the digital portfolio is assigned only to the third-year cohort as a three-year project, we encourage students to begin constructing the digital portfolio during their first year. Students may upload their work into the digital portfolio and simply submit a link through Blackboard when the assignment is due.

Criterion Description:

We believe the digital portfolio is a critical document for students to take with them upon graduation.

The Digital Portfolio represents 100% of the grade for MUSI 6388 (30% uploading a link to their work-in-progress into an online discussion forum for peer review; 70% submission of link to final product).

Students will include biographical information, work history, and other materials that could make the digital portfolio an expanded resume, sharing with the class at any point if they so choose.

Grades for the Digital Portfolios will be determined by a minimum score of 80% to serve as a passing grade by consensus of faculty evaluations.

Findings Description:

Students excelled at creating this comprehensive portfolio of graduate work and professional accomplishments. 100% of our 3rd-year students, and all achieved the minimum score of 80%. As this was the first year for portfolios to be submitted, we anticipated a range of detail among the final products. One of the best portfolios is a work-in-progress (attached) by a second-year student.

Attached Files
📄 Donald Neptun Portfolio.pdf

RELATED ITEM LEVEL 3

Action for Digital Portfolio - CV and Professional Documents
Action Description:

The deadline for 3rd-year members to submit their Digital Portfolio is only a few days ahead of the Comprehensive Written Exam, so we want to encourage steady progress toward completion and avoid last-minute panic. We plan to include a discussion forum for each cohort to post a work-in-progress link to their Digital Portfolios during the second week of each summer session for annual, ongoing peer review and feedback.

III. Integrate Blackboard's MA Community of Practice into MA for Band Studies

Goal Description:

The MA Community of Practice on Blackboard is now the hub of activities for the MA in Band Studies. With summer enrollment only, our MA students do not have access to their courses in Blackboard during the fall and spring terms. However, they continue to have access to the "organization" we call the MA community space. All rubrics, due dates, syllabi, and three-year curriculum overview are posted in the MA Community of Practice.

Providing Department: Band Studies MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS --

RELATED ITEM LEVEL 1

A. MA Community Space for Introductions and Peer Tutoring
Performance Objective Description:

Incorporate assignments and activities to include student discussions in the MA Community Space on Blackboard. Topics will include discussions for introduction/get acquainted activities and for peer tutoring and mentoring opportunities.

RELATED ITEM LEVEL 2

1. KPI for Community Space Introductions
KPI Description:

The discussion forum feature of the MA Community Space (or Blackboard organization) is a tool for communication among new and returning students in the MA program. The MA rubric for discussion forum participation (attached), applied to students introducing themselves, is for students to create an original post and then respond to at least three postings from their peers. Grading is pass/fail, with a minimum of 80% participation to receive a passing grade.

Attached Files
📄 2022 Rubric for Participation in Online Discussion Forums.pdf
Results Description:

MA students embraced the online discussion forum assignments, with all students receiving credit for 100% participation according to the rubric.

Action for Community Space - Introductions
Action Description:

We plan to add a "Legacy Discussion Forum" for graduates of the MA in Band Studies. With graduates from all around Texas as well as other states included in an annual Legacy Discussion Forum, we expect the forum to provide encouragement, insight, and networking opportunities for our current and former students. We have already received approval for former students to continue to have access to the MA Community Space after graduation.

2. KPI for Community Space Peer Assessment and Tutoring
KPI Description:

The discussion forum feature of the MA Community Space (or Blackboard organization) is a tool for communication among new and returning students in the MA program. The MA rubric for discussion forum participation, applied to students engaging in peer assessment and tutoring, is for first and second-year students to create an original post and then respond to at least two posting from their peers. Third-year students are expected to respond to at least five postings by first and second-year members. Grading is Pass/Fail, based on posting a minimum of 80% of the required amount.

Results Description:

All students earned a grade of at least 80% completion of the discussion posting requirements. Students with mentoring responsibilities entered two to three times the minimum posting requirements.

Action for Community Space - Peer Assessment and Tutoring
Action Description:

We plan to expand the amount of discussion mentoring assignments for our third-year students and introduce more mentoring opportunities to second-year students to encourage more participation in discussions beyond the minimum requirements and a greater sense of ownership in the learning and teaching process at the graduate level.

B. MA Community Space for Rubrics and Due Dates
Performance Objective Description:

Build out the MA Community of Practice as an organization in Blackboard to include rubrics and due dates associated with assignments in all seven courses. Students will have quick access to all rubrics and due dates throughout the year. All students are not enrolled in all courses of the MA in Band Studies at the same time, so the MA Community of Practice will provide a hub of activity for the MA program. We have added quick access to syllabi for the MA in the Community of Practice.

1. KPI Community Space for Rubrics and Due Dates
KPI Description:

Create course content on the welcome page (screen shot attached) of the MA Community of Practice to warehouse all rubrics (screen shot attached) and due dates (attached) associated with the seven courses in the MA curriculum.

Attached Files
 [2022 Due dates Master of Arts in Band Studies.pdf](#)
 [2022 MA Organization Rubric resource.pdf](#)
 [2022 MA Organization Welcome Page.pdf](#)

Results Description:

The success of the inclusion of rubrics and due dates in the MA Community of Practice is difficult to assess objectively. Instead, we look to subjective evidence from student feedback gathered during our debriefing session at the end of the course. Students found the single location for all rubrics and due dates to be helpful and time-saving. We had a 100% vote of student support for continuing the plan.

Action for Community Space Rubrics and Due Dates

Action Description:

As part of the debriefing at the last class meeting each summer, we will survey student interest in possibly adding more features to improve the MA Community of Practice to make it more helpful and time-saving for the students.

2. KPI For MA Community Space for Rubrics and Due Dates plus Syllabi

KPI Description:

In addition to Rubrics and Due Dates, the MA Community Space now includes a file with syllabi for all seven courses.

Attached Files

📄 2022 MA organization Syllabi resource.pdf

Results Description:

The addition of syllabi to the MA Community of Practice was a direct result of student feedback. We had a 100% vote of support for continuing that plan.

Action for Community Space Rubrics and Due Dates

Action Description:

As part of the debriefing at the last class meeting each summer, we will survey student interest in possibly adding more features to improve the MA Community of Practice to make it more helpful and time-saving for the students.

IV. Reflective Practice in Graduate Study

Goal Description:

Per the curriculum for MUSI 6285 syllabus, students will use reflective practice as a part of their learning process during the MA program.

Attached Files

📄 2022 MUSI 6285 Applied Analysis Ped.pdf

Providing Department: Band Studies MA

Progress: Ongoing

A. Formative Self-Assessment Techniques

Learning Objective Description:

Students will use the Narrative Self-Assessment Rubric to complete a Formative Self-Assessment at the beginning of each summer term as part of their reflective practice. This objective is broken into two components:

Formative Self-Assessment - Discussion Forum Mentoring

- 1st and 3rd-year student discussion forum with 3rd-year students mentoring
- 2nd-year student discussion forum with peer mentoring

Formative Self-Assessment - <u>Narrative</u>

Attached Files

📄 2022 MUSI 6285 Narrative Self Assessment Rubric .docx

RELATED ITEM LEVEL 2

1.Indicator for Formative Self-Assessment - Discussion Forum Mentoring
Indicator Description:

New for this year: Third-year students are assigned as mentors to assist first-year students in understanding and creating their first Formative Self-Assessment. Mentoring will take place primarily in the Discussion Forum for MUSI 6285. Note: Second-year students are in a separate discussion forum for peer tutoring.

Criterion Description:

On this first effort with third-year mentoring, the grade associated with mentoring was based on the number rather than the substance of postings, and faculty intervened with suggestions, as needed. Third-year students still submitted their own Formative Self-Assessment Narrative. Our second-year cohort recommended this mentoring activity last summer, so we included third-year student mentoring as part of our assessment plan this year.

Findings Description:

Based on student feedback gathered during our debriefing session at the end of the course, we learned that the mentoring process for narrative self-assessments provided clarity for the assignment and appeared to reduce the stress of uncertainty. The attached screenshot shows a posting by a first-year student and mentoring responses from two 3rd-year students.

Attached Files

📄 2022 MA Self Assessment mentoring screen shot.pdf

RELATED ITEM LEVEL 3

Action for Formative Self-Assessment - Discussion Forum Mentoring and Narratives
Action Description:

Due to some confusion and uncertainty about the purpose self-assessment inventory, we will add the following statement as part of the instructions:

Everyone's self-perceptions of growth from year to year will be different. Your summative (end-of-term) assessment after a summer session may or may not indicate growth in specific areas. Your formative assessment after a fall and spring of implanting new ideas may or may not indicate growth in specific areas. We want to you evaluate your strengths and weaknesses honestly without feeling the need to exaggerate. In ongoing self-assessments is not unusual to feel that some of your strengths are not as strong as you originally perceived them to be. Such perceptions are evidence that your awareness is increasing and that you now believe there is more to know about specific topics than you once thought.

RELATED ITEM LEVEL 2

2. Indicator for Formative Self-Assessment Narrative
Indicator Description:

MA students will use the Narrative Self-Assessment Rubric to complete a written Formative Self-Assessment Narrative at the beginning of each summer term. Self-assessments will be included in the digital portfolio.

The Formative Self-Assessment Rubric is found under Roman Numeral I in the attached document.

Attached Files
📄 2021 MUSI 6285 Narrative Self Assessment Rubric .pdf

Criterion Description:

Following the Narrative Self-Assessment Rubric, Formative Self-Assessments will be completed each year and submitted through MUSI 6285 by midnight on the first Tuesday of the two-week residency.

20% of the grade for MUSI 6285 will be based on the Formative Self-Assessment Narrative. These assignments will be assigned letter grades by the faculty. Students will be required to resubmit a revised assignment for any grade lower than 80% by faculty consensus.

Findings Description:

Three first-year students received lower than an 80% grade on their first attempt. Ultimately, all students achieved at least an 80% grade, with more than half receiving a grade of 90% or higher.

RELATED ITEM LEVEL 3

Action for Formative Self-Assessment - Discussion Forum Mentoring and Narratives
Action Description:

Due to some confusion and uncertainty about the purpose self-assessment inventory, we will add the following statement as part of the instructions:

Everyone's self-perceptions of growth from year to year will be different. Your summative (end-of-term) assessment after a summer session may or may not indicate growth in specific areas. Your formative assessment after a fall and spring of implanting new ideas may or may not indicate growth in specific areas. We want to you evaluate your strengths and weaknesses honestly without feeling the need to exaggerate. In ongoing self-assessments is not unusual to feel that some of your strengths are not as strong as you originally perceived them to be. Such perceptions are evidence that your awareness is increasing and that you now believe there is more to know about specific topics than you once thought.

RELATED ITEM LEVEL 1

B. Summative Self-Assessment Techniques
Learning Objective Description:

Students will use the Narrative Self-Assessment Rubric to complete a Summative Self-Assessment at the end of each summer term as part of their reflective practice

RELATED ITEM LEVEL 2

1. Indicator for Summative Self-Assessment Narrative
Indicator Description:

MA students will complete use the Self-Assessment Rubric to complete a Summative Self-Assessment Narrative at the end of each summer term that will be included in their 3-year portfolio

The Summative Self-Assessment Rubric is found under Roman Numeral II in the attached document.

Attached Files

📄 [2022 MUSI 6285 Narrative Self Assessment Rubric .pdf](#)

Criterion Description:

Following the Narrative Self-Assessment Rubric, Summative Self-Assessments will be completed each year and submitted through MUSI 6285 by July 15.

20% of the grade for MUSI 6285 will be based on the Summative Self-Assessment Narrative. These assignments will be assigned letter grades by the faculty. Students will be require to resubmit a revised assignment for any grade below B.

Findings Description:

Faculty members are concerned that the nature of the self-assessment inventory may encourage unintentional over or under-reporting. Some students appear to feel the need to show improvement in every area over the course of three years, while others have expressed feeling less confident about some areas in which they had previously considered themselves to be quite confident. We believe that as students develop more in-depth pedagogical knowledge, they discover there is more to know. This paradigm shift can skew their perceptions of strengths and weaknesses.

RELATED ITEM LEVEL 3

Action Summative Self-Assessment Narrative

Action Description:

Although we added a warning about possible changes in a student's self-perception of strengths and weaknesses as they move through the MA program, we will revisit the explanations and parameters of the self-assessment process included in the syllabus and rubrics for MUSI 6285.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

1. Due to the popularity of the Community Space consolidation of rubrics and due dates for all MA Courses, we will add another file for all syllabi associated with the MA to be similarly consolidated.
2. To encourage students as they approach their often dreaded first Summative Self-Assessment Narratives, we will dedicate face-to-face class time for mentoring discussions among first, second, and third year students.
3. We will include exemplars of the Lesson Plan Framework Design document in the resource section of the MA Community Space to provide additional clarification for the assignment.
4. We will also incorporate exemplar Videos on Personal Lesson Plan Framework to clarify expectations for both the Personal Lesson Plan Framework and the videos of implementation.
5. We will post exemplars of Major Project Design in the MA Community Space to help clarify expectations.
6. We will also post exemplars of completed Major Projects in the MA Community Space to help clarify expectations and reduce student concern.
7. We will move the due date for the first-year Formative Self-Assessment Narratives from Tuesday to Thursday. The two-day time extension will facilitate peer tutoring and conferences with faculty before the first day of intensive instruction. We will leave the appropriate discussion forum open for two more days before the assignment is due.
8. We will add a file to the welcome page of the MA Community of Practice to hold all syllabi associated with the MA.
9. We will increase our expectation for the number of posts to Discussion Forums related to Peer Assessment and Tutoring to encourage a higher level of engagement.
10. We will encourage students to post pictures of themselves in the Community Space Discussion Forum for Introductions, applying our expectation for professionalism online to photos

11. We will consider awarding extra credit as needed for students who show that they are building out their portfolios during their second year.

12. We will consider increasing the value of the CV portion of the digital portfolio from 20% to 30% of the final grade for MUSI 6388

Update of Progress to the Previous Cycle's PCI:

1. We added a file for all syllabi associated with the MA in the MA Community of Practice

2. To encourage students as they approach their often dreaded first Summative Self-Assessment Narratives, we dedicated face-to-face class time as well as an online discussion forum for mentoring discussions. Third-year students mentored first-year students, and second-year students had discussions among themselves.

3. We included exemplars of the Lesson Plan Framework Design in a Community of Practice discussion forum to provide clarification for the assignment.

4. We included exemplar Videos on Personal Lesson Plan Framework to clarify expectations for both the Personal Lesson Plan Framework and the videos of implementation for first-year students.

5. We posted exemplars of Major Project Design in the MUSI 6031 to help clarify expectations.

6. We did not post exemplars of completed Major Projects in MUS 6031 to help clarify expectations and reduce student concerns. At the beginning of the summer session, students needed additional time to complete their write-ups once the public school semester ended. We will include plans to post exemplar Major Projects for the summer term one year after their completion on our New PCI.

7. We moved the due date for the first-year Formative Self-Assessment Narratives from Tuesday to Thursday, leaving the appropriate discussion forum open for two more days before the assignment is due.

8. We added a file to the welcome page of the MA Community of Practice to hold all syllabi associated with the MA.

9. We increased our expectation for the number of responses to posts from peers from two to three in all Discussion Forums to encourage a higher level of engagement.

10. We encouraged students to post pictures of themselves in the Community Space Discussion Forum for Introductions, with approximately 70% compliance, up from 40% last year.

11. We decided not to offer extra credit as needed for students who show that they are building out their portfolios during their second year because the value of the portfolio became adequate motivation once exemplars were posted.

12. We decided against increasing the value of the CV portion of the digital portfolio from 20% to 30% of the final grade for MUSI 6388 because the quality of CVs improved once the benefits were evident through exemplars.

New Plan for Continuous Improvement Item

Closing Summary:

1. For summer 2023, we plan to include a discussion forum for each cohort to post a work-in-progress link to their Digital Portfolios during the second week of the summer session for annual and ongoing peer review and feedback.

2. For summer 2023, we plan to add a "Legacy Discussion Forum" for graduates of the MA in Band Studies.

3. For summer 2023, we plan to expand the amount of discussion mentoring assignments for our third-year students and introduce more mentoring opportunities to second-year students to encourage more participation in discussions beyond the minimum requirements and a greater sense of ownership in the learning and teaching process at the graduate level.

4. As part of the debriefing at the last class meeting each summer, we will survey student interest in possibly adding more features to improve the MA Community of Practice to make it more helpful and time-saving for the students.

5. For summer 2023, we will develop clearer language for the formative self-assessment narratives to encourage students to evaluate their strengths and weaknesses honestly without feeling the need to exaggerate positively or negatively.

6. For Summer 2023, we plan to include a component of justification for the Major Project topic selection that includes how it addresses the educational needs suggested by the Formative Self-Assessment better than the next best choice under consideration.

7. For summer 2023, we plan to ask for work-in-progress samples of the Major Project Implementation to be posted to an online discussion forum prior to our November and March Zoom follow-up meetings to encourage steady progress and avoid last-minute panic.

8. For summer 2023, we plan to assign and encourage more peer discussion with 2nd-year students mentoring 1st-year students in fleshing out the Personal Framework for Lesson Planning.

9. We have no plans to reduce the rigor of the implementation video assignment.

10. For summer 2023, we will revisit the explanations and parameters of the summative self-assessment process included in the syllabus and rubrics for MUSI 6285

11. We will post exemplar Major Projects in MUSI 6031 for the summer term one year after completion to help clarify expectations and reduce student concerns.