

Outline

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- SMART Goal
- Creswell's Practical Action Research
- Watkins-Farnum Performance Scale
- 2008-2009 School Year
- Questions
- Successes, Challenges, and Changes
- Data Summary
- Questions

Webster CSD

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- Suburb of Rochester, NY
- 9,000 students in 11 schools
- 1,500 students in each of 2 high schools
- 400 instrumental students 9-12
- 6 instrumental teachers
- Sightreading data for over 900 students

SMART Goal

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Strategic and Specific
Measurable
Achievable
Results-oriented
Timebound

O'Neill & Conzemius 2005

Sightreading

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“Music sight-reading is a critical component of music literacy and a test of comprehension of the musical symbol system.”

Gromko 2004

2008-2009 SMART Goal

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Team SMART Goal	Strategies and Action Steps	Timeline
By the end of each grade level 75% of students will sightread at the following NYSSMA sightreading levels: 9 th grade – level 3 10 th grade – level 4 11 th grade – level 5 12 th grade – level 5	<ol style="list-style-type: none"> 1. Develop common sightreading assessment process. 2. Assess instrumental students using common sightreading assessment/rubric to determine a baseline sightreading level. 3. Analyze/discuss student results. 4. Remediate weak areas as needed during lessons and band/orchestra rehearsals (i.e. – pitch, rhythm) 5. Assess all instrumental students in the middle of the 4th quarter. 	<ol style="list-style-type: none"> 1. October 2. Beginning of 2nd quarter (November) 3. December 4. Jan-Apr 5. Middle of 4th quarter (May)

Action Research Design

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“Action research designs are systematic procedures done by teachers to gather information about, and subsequently improve their teaching and their student learning.”

Italics added for emphasis

Creswell 2005

Action Research and SMART Goals

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Action Research

1. Choose Design
2. Identify a Problem
3. Locate Resources
4. Identify Necessary Data
5. Implement Data Collection
6. Analyze the Data
7. Develop a Plan for Action
8. Implement Plan and Reflect

SMART Goal

1. Practical Action Research
2. Sightreading
3. Watkins-Farnum
4. Form A / Form B
5. November 2008
6. December 2008
7. January 2009
8. January-May 2009

Creswell 2005

Dynamic Process

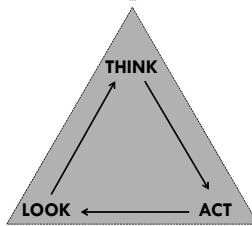
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“Action researchers engage in a dynamic process involving iterations of activities... the key idea is that the researcher ‘spirals’ back and forth between reflection about a problem, data collection, and action.”

Creswell 2005

Look – Think – Act

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Stringer 1999

Watkins-Farnum Performance Scale

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- 14 exercises
- 2 equivalent forms ($r = 0.95$)
- Unit of scoring – musical mesasure

Errors include:

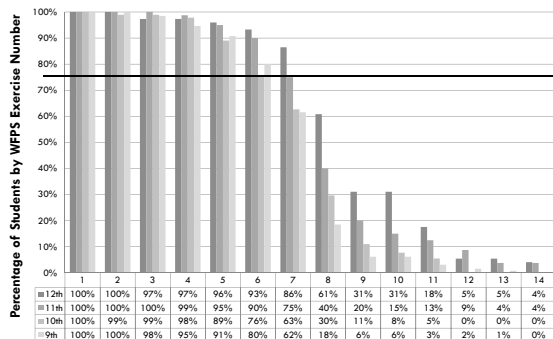
- Pitch
- Rhythm
- Rests
- Holds or Pauses
- Tempo
- Pulse
- Expression
- Slurs
- Repeats

Ex.	Possible Score	Number of Errors	Score
1	13	5	8
2	10	0	10
3	10	0	10
4	10	0	10
5	10	12	0

Total Score 38

Watkins and Farnum 1954

Fall 2008 WFPS Form A



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2008-09 WFPS Last Completed Exercise

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Number of students by last completed exercise

Exercise #	3	4	5	6	7	8	9	10	11	12	13	14	End
# Failed	1	4	6	16	32	52	132	67	7	19	19	4	8

Percentage of students who failed Exercises 8 and 9

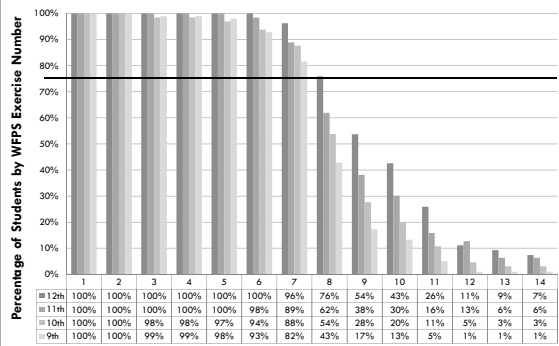
Exercise #8 (6/8 time signature)	Exercise #9 (cut-time)
50%	55%

Look, THINK, Act

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- Rhythm readiness movement activities
- Counting with numbers
- Chanting with Music Learning Theory syllables
- Rhythm patterns
- Rhythmic improvisation
- Increasing sightreading
 - SmartMusic
 - “Rhythm Master” method book
- Choosing repertoire in 6/8 and cut-time
- Rhythmic dictation

Spring 2009 WFPS Form B



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2008-09 WFPS Last Completed Exercise

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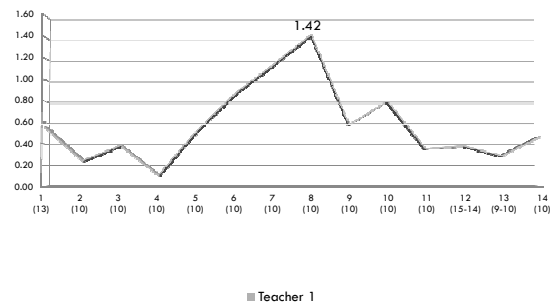
Number of students by last completed exercise

Exercise #	3	4	5	6	7	8	9	10	11	12	13	14	End
# Failed	1	4	6	16	32	52	132	67	7	19	19	4	8
Spring 2009	0	2	0	5	10	32	98	74	21	35	20	6	12

Percentage of students who failed Exercises 8 and 9

Exercise #8 (6/8 time signature)	Exercise #9 (cut-time)
50%	55%
46%	52%

Form A – Form B Average Improvement by Teacher



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Updated SMART Goal

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2009-2010

Strategies and Action Steps	Timeline
1. Assess the 9 th grade instrumental students using common sight-reading assessment/rubric to determine a baseline sight-reading level (10 th , 11 th , 12 th grade instrumental students baseline levels will be taken from their 2008-2009 post-assessment).	1. October
2. Analyze/discuss student results.	2. December
3. Remediate weak areas as needed during lessons and band/orchestra rehearsals (i.e. – pitch, rhythm)	3. Jan-Apr
4. Assess all instrumental students to attain student growth results	4. April

NYSSMA Level to Individual Improvement

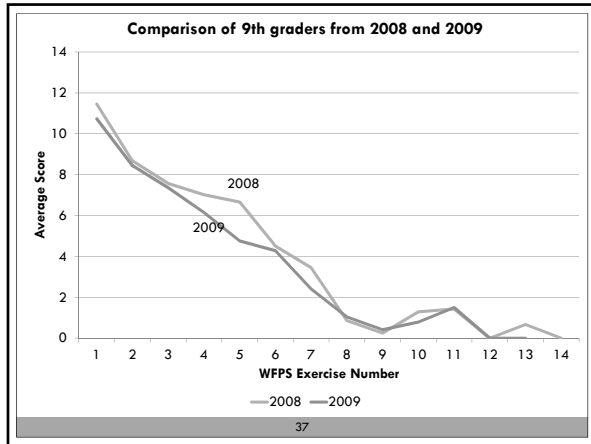
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2008-2009

2009-2010

SMART Goal
By the end of each grade level 75% of students will sightread at the following NYSSMA sightreading levels:
9 th grade – level 3
10 th grade – level 4
11 th grade – level 5
12 th grade – level 5

SMART Goal
Based on the results from the 2008-2009 school year Watkins-Farnum Performance Scale Assessment results, 70% of students will increase their individual scores from pre-assessment to post-assessment by 5%.

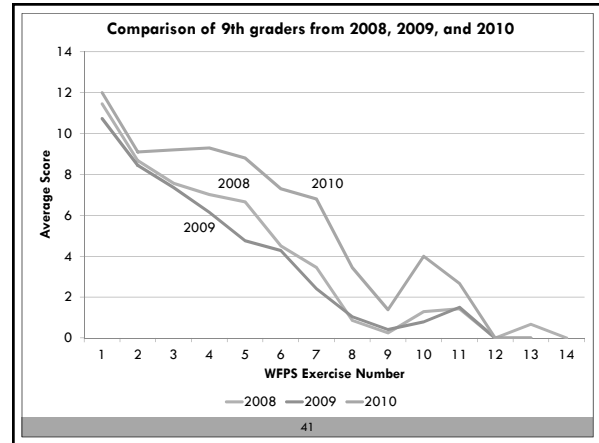


Year	Test	# of Students	Who Tested
Fall 2008	Form A	404	9-12
Spring 2009	Form B	348	9-12
Fall 2009	Form B	146	9 (and missing 10-12)
Spring 2010	Form A	397	9-12
Fall 2010	Form A	155	9 (and missing 10-12)
Spring 2011	Form B	422	9-12

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Year	Percentage of students at 5% or greater	Average percent improvement	Number of students	Percentage of total population
2008-09	72%	28%	280	72%
2009-10	55%	13%	308	75%
2010-11	51%	11%	348	78%

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- ## 2011-2012 Changes
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- All data now entered in Infinite Campus
 - Teachers can see former grades
 - Soon have ability to run reports using Ad Hoc reporting
 - Recent inter-rater reliability training and practice
 - Inclusion of all 7th and 8th grade students
 - Teachers are excited about affecting change

THANK YOU!

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