

- of music specialists who serve K-12 at-risk students.
2. Establish the full implementation of the State Standards and Grade Level Expectations (GLE) for Music.
 3. Create and establish models for assessing student progress.
 4. Create models for curriculum integration that connect artistic training to the learning process that is necessary to the development of higher cognitive skills inherent in the arts and required as well by other subjects, such as mathematics and reading.

The three-year project and its extension resulted in significant success in meeting the first goal to establish a professional development program that was linked to research, while also providing the resources and opportunities for strengthening the musical knowledge, clinical skills, and technological expertise of music specialists serving K-12 at-risk students. While building the professional development program, a K-12 seamless curriculum was developed alongside to establish the full implementation of the state music standards and system's Grade Level Expectations (GLE) for Music. Models for assessing student progress were created and established, and an online Assessment Course was launched. Additionally, models for curriculum integration were created, connecting artistic training to the learning process necessary for the development of higher cognitive skills inherent in the arts.

Program Design by Academic Year

The new professional development program for music educators was initiated in the first academic year with a program design based upon current research and input from a survey of the PDME team members, namely the music supervisors and 29 music educators selected from at-risk

schools to participate in the project. The project objectives directed the content of the faculty development sessions, the foundation for the music curriculum revision (K-12) was established, and standards were set for the addition of model lessons for integration of all areas of the curriculum into music instruction. The second year of the project was one of continuation of first year objectives, while adding the development of the bank of assessment models for each of the GLE's for Music in K-5, the implementation of the Sunshine State Standards for Music Education within the school system's regular music curriculum, and development of the Learning Community. Progress in the third year of the project solidified the professional development program, increased the impact of the study groups and peer coaching teams with over 38 teachers involved, extended the

3. Training was provided on strategies for teaching music literacy.
4. Training was provided on developing

the project supervisor and director, and consultants from *the Learning Community*.

A bank of assessment models for each of the State Standards for music in grades K-12 was designed, piloted and disseminated. The summer months were scheduled as the designated time for the writing teams to meet and complete the assessment models for the K-12 curriculum. These assessment models were collected and made available to K-12 teachers in the system as the PDME Assessment Bank. Plans were made for other new assessment models to be added in the future as more lesson plans were continuously developed by teachers, particularly those of the integrated subject areas. In this way, the curriculum and assessments evolved to meet the needs of the changing students.

Project Assessments

All members of the project team were administered pre- and posttests their first project year and annual surveys thereafter to determine their level of understanding and agreement with project goals and objectives and use of project strategies. Annual assesse3 (oj)-(um)-5n01 Tf 12 0 0 12 72 405.36 Tm [(w)2 (e)em and objectives and us of12

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