

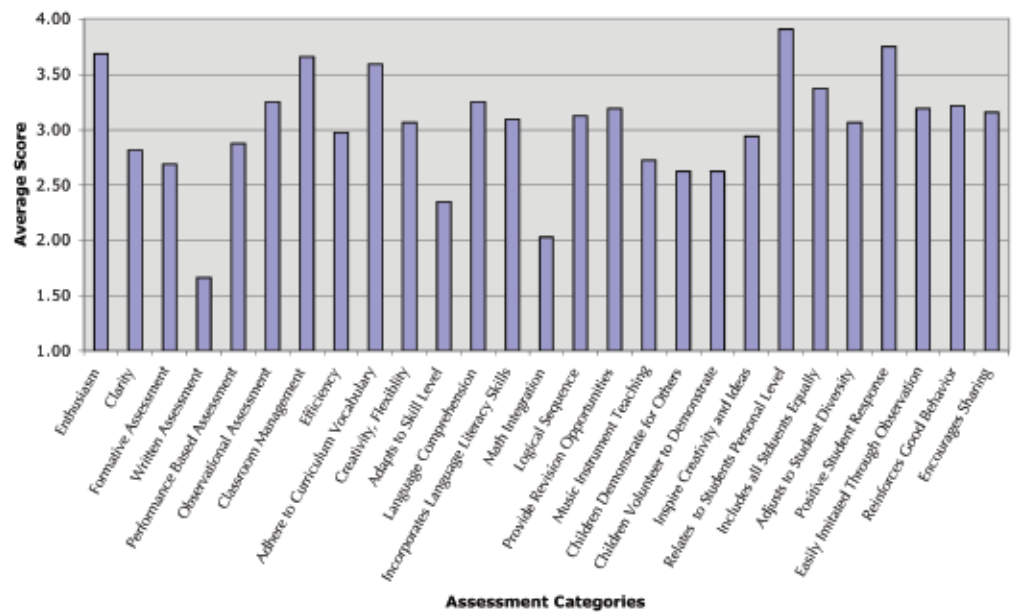
MusicVentures Weekly Log							
NAME: Margarita IBAVE							
Date	Lesson #	Lesson Presented by Classroom Teacher or Anne	Time Spent	Presented to Large Class	Center Application	Repeated Lesson	Video or Assessment
4/4/05	2.7	M. Ibaive	About 30 minutes	✓	✓		
4/11/05	3.1	M. Ibaive	20 minutes	✓	✓		
4/18/05	3.2	Anne M. Ibaive	30 minutes	✓	* ✓	✓	✓
4/25/05	3.3	M. Ibaive	30 minutes	✓			
5/2/05	3.4	Anne	30 min.	✓	✓		
5/9/05	3.5	M. Ibaive	30 min.	✓	✓		
5/16/05	3.6	M. Ibaive	30 min.	✓			
5/23/05	3.7	M. Ibaive	30 min.	✓			

* Work was used for Open House. Students' work was shown to parents in a special Music Exhibit. Parents loved it!

Figure 3: Checklists were provided to help teachers keep track of their implementation practices as participants in the Music Ventures program. Records of collaborative teaching, independent teaching, and the facilitation of centers activities are essential for establishing implementation standards for music integration programs.

Figure 4: Display of factors related to Music Ventures demonstration lessons and rated by teachers according to the MIENC Curriculum Design Rubric. Lessons that were well-managed, enthusiastic, personable, and engaging, and which adhered closely to the vocabulary and teaching for transfer strategies in the Music Ventures curriculum, were extremely useful to teachers participating in the professional development program.

Averages of Demo Lesson Ratings for MV Curriculum



The chart above [Figure4] provides a profile analysis of the Music Ventures demonstration lessons from the point of view of 27 factors in teaching adapted in reference to the MIENC RUBRICS CUBE curriculum implementation assessment models.

The MIENC Curriculum Implementation Rubric was used to rate over twenty lesson videos by Anne Fennell for degree of presence of various factors of teaching lesson plans that provide a balanced look at high quality curriculum implementation. From this profile analysis [Figure 4], teachers

and researchers could see, for example, that relatively less time is spent on student written assessments or explicit reference to math integration in these lessons. In contrast, significantly more time is spent on eliciting positive student responses, enthusiasm, classroom management skills, and explicit adherence to the vocabulary and concepts of the curriculum package. Most importantly, teachers were able to take the time to witness demonstration lessons as a strategy for developing a common and comprehensive understanding of teaching strategies that optimize music and music-

integrated learning in elementary school classrooms.

Summary of Curriculum Design and Professional Development Outcomes Analyses

The analyses of the curriculum materials and their demonstration support the feasibility, reliability, and validity for using the Music Ventures approach to teaching music skills and the transferability of these skills to language literacy concepts. Through the use of rating scales, the Music Ventures curricu-