

Music

VanderCook College of Music

[About](#)
[Performance](#)
[Score Card](#)

About This Program

What Makes Us Special

- VanderCook College of Music is the only college in the nation dedicated exclusively to music teacher education. All coursework and experiences are designed to help each student become a versatile, contemporary music educator.
- VanderCook College of Music fulfills its mission of music teacher education in a conservatory-like performance atmosphere where hands-on collaborative experiences take place in diverse environments.
- VanderCook's comprehensive curriculum teaches students to play and teach 19 instruments, including voice and piano, along with conducting and performing in the choir, orchestra, and band.

Our Student Teaching & Clinical Experiences

Students at VanderCook College of Music reflect on pre-clinical observations and experiences from their first semester at the College. During their first two years, future music educators document 25 hours of observation and experiences in diverse communities and schools. The curriculum guides candidates to examine the context of the class or ensemble they are observing, the standards and philosophies present in the instruction, and the assessment strategies being utilized by the teacher. Within the methods of teaching curriculum, candidates participate in over 100 hours of varying experiences that provide them opportunities to plan, teach, and assess individual lessons, small groups, and ensembles at varying levels. The student teaching experience takes place in the final semester at the College, allowing the candidate to synthesize the knowledge they have gathered throughout their time studying at VanderCook. Candidates are encouraged to network with area teachers and schools throughout their educational experiences.

How We Prepare for the Classroom

VanderCook believes in the essential role of music in our culture through development of three core dispositions: 1) Strength in character, 2) excellence in music, and 3) professionalism in teaching. VanderCook's candidate dispositions, which are embedded in our curriculum and reflected on by our students, promote respect for individual experiences, sensitivity and knowledge to serve diverse communities and learners, and the recognition that all students have the ability to learn. VanderCook serves prospective and practicing music teachers by offering degrees in music education at the undergraduate and graduate levels focused on band, orchestra, chorus, jazz, music technology, general music, and contemporary topics in music education. Candidates participate in an outreach program that serves K-12 children enrolled in diverse school music programs through workshops, festivals, and clinics, and our One City program, which provides free musical instruments, music lessons, and jazz instruction to middle school children attending schools located in Chicago's underserved neighborhoods. A comprehensive, well-rounded curriculum is offered with extensive coursework in five areas: Applied Music Performance, Fundamentals and Theory, General Education, Professional Education, and Music Education. The Bachelor of Music Education degree, including the student teaching coursework, takes an average of four years to complete. The Master of Music and Certification and Teacher Certification Entitlement Program are tailored to the individual applicant and may be completed in 1.5 – 2.5 years.

Contact Us

Website

<http://vandercook.edu/>

Contact

Stacey Larson Dolan
sdolan@vandercook.edu
 (312) 788-1147

Address

3140 S Federal St,
 Chicago IL 60616-3731

Details

Program Type(s) i

- Traditional
- Alternative
- Residency
- Non Residency

Program Level(s) i

- Undergraduate
- Graduate

Program Length(s) i

8 Semesters
 Undergraduate, Traditional

4 Semesters
 Graduate, Traditional

Program Size i

0-25

Institution Type(s) i

- Public
- Private

Data Snapshots



● Female

Gender

Race/Ethnicity

Socio-economic and First Generation

2021 Candidate Demographics

What does this mean?

The percentage or number of candidates that enter the preparation program by gender, race/ethnicity, socio-economic and first generation subgroups.

Why is it included?

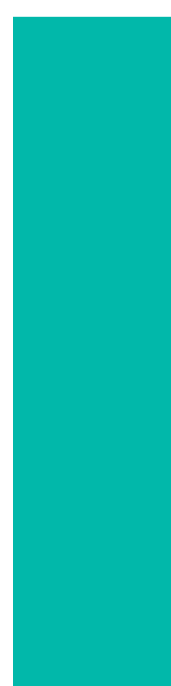
It is important that programs recruit and train a strong, diverse cohort of candidates.

30

25

20

15



Enrollment/Completers over Time

What does this mean?

The number of individuals that enroll and complete the program in the last five years.

Why is it included?

It is important to understand the number of individuals that enroll in a preparation program and the number of individuals that complete a program in a given year.



Music

VanderCook College of Music

- About
- Performance**
- Score Card

ISBE calculates the program's **Overall** score based on 11 indicators organized into 4 domains over 5 years. The possible designations are:

Exemplary **Commendable** **Developing** **Needs Improvement** or **No Score**

[Watch a video about the IEPP's goals](#)

Candidate Selection and Completion ⓘ ▶

Is this program recruiting and completing academically accomplished, diverse teachers? This domain is scored on 3 indicators.

Exemplary

Knowledge and Skills for Teaching ⓘ ▶

Is this program equipping candidates with the subject expertise, teaching experience, and skills needed to be successful with students? This domain is scored on 3 indicators.

Exemplary

Note: On the 2021 scorecard, full points were awarded to all programs for the General Teaching Skill and Completer Survey indicators. See the Scorecard tab for more information.

Performance as Classroom Teachers ⓘ ▶

How well are program completers performing as teachers in their own classrooms? This domain is scored on 1 indicator.

Exemplary

Contribution to State Needs ⓘ ▶

Is this program producing teachers that help meet the state's high needs subjects? This domain is scored on 5 indicators.

Commendable

Overall ▶

Is this program preparing strong, learner-ready teachers for classrooms? This is scored on 11 indicators organized into 4 data domains.

Exemplary

Why is this important?

The IEPP overall performance designation is important in the reauthorization of preparation programs. The overall designation a program receives in the reports released in 2020 and 2021 is for **information only**. Starting in 2022, the IEPP reports will have formal regulatory consequences for the renewal and continued approval of teacher preparation programs. These consequences are explained in the Educator Preparation Program Reauthorization Guide, which is located under the "Resources" section of [this page](#)

[Watch a video about the IEPP's goals](#)

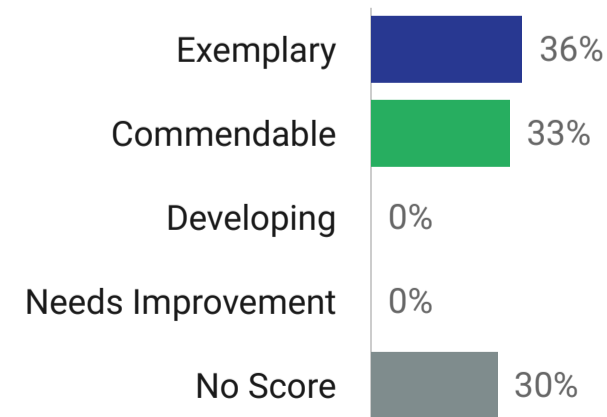
What do scores mean?

Programs receive an overall performance designation and a designation for each domain. The performance designations are based on the percentage of points that a program earns.

| | |
|--------------------------|---------------------------------|
| Exemplary | 75 - 100% of points |
| Commendable | 50 < 75% of points |
| Developing | 25 < 50% of points |
| Needs Improvement | 0 < 25% of points |
| No Score | Not enough data ⓘ |

[See how scores are calculated](#) ▶

How does this program compare?



36% of all **Music** programs in Illinois received the same **Overall** designation of **Exemplary**

[Visit the state report](#) ▶



Music

VanderCook College of Music

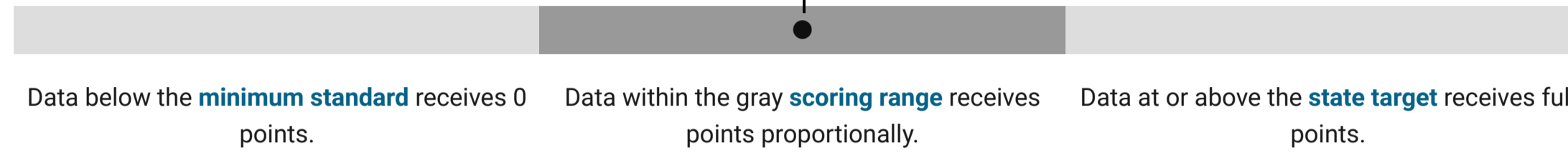
- About
- Performance
- Score Card

Program Score Card

This view provides more detail about how points are earned and how designations are calculated. The IEPP assigns each program an overall numerical score based on how many points the program earns across each of the indicators. Based on this numerical score, each program receives a performance designation. The indicator score is based on how a program performs compared to the minimum standard and state target.

[Watch a video about the IEPP's goals](#)

This is the program's data for this measure



| | Info | n-size | Performance | # of points earned out of possible | % of points earned | Designation |
|--|-------------------|--------|-------------|------------------------------------|--------------------|-------------|
| Candidate Selection and Completion | i | | | 19.36 out of 25 | 77% | Exemplary |
| Candidate Entry GPA | i | n=81 | | 3.18 out of 5 | | |
| Candidate Race/Ethnicity | i | n=81 | | 6.18 out of 10 | | |
| Diverse Completers | i | n=14 | | 10.00 out of 10 | | |
| Knowledge and Skills for Teaching | i | | | 25.00 out of 25 | 100% | Exemplary |
| Mastery of Teaching Subjects | i | n=79 | | 10.00 out of 10 | | |
| General Teaching Skill <small>Note: On the 2021 scorecard, full points were awarded to all programs due to the edTPA being waived during the Governor's Disaster Proclamation.</small> | i | n=0 | | 10.00 out of 10 | | |
| Completer Survey <small>Note: On the 2021 scorecard, full points were awarded to all programs due to a technical issue with survey administration.</small> | i | n=0 | | 5.00 out of 5 | | |
| Performance as Classroom Teachers | i | | | 25.00 out of 25 | 100% | Exemplary |
| Demonstrated Teaching Skill | i | n=30 | | 25.00 out of 25 | | |
| Contribution to State Needs | i | | | 16.74 out of 25 | 67% | Commendable |
| Placement in Teaching | i | n=44 | | 2.12 out of 6.25 | | |
| Placement in teaching in High Needs Schools | i | n=44 | | 5.42 out of 6.25 | | |
| Persistence in Teaching | i | n=26 | | 4.88 out of 6.25 | | |
| Persistence in Teaching in High Needs Schools | i | n=26 | | 4.32 out of 6.25 | | |
| Overall | | | | 86.10 out of 100 | 86% | Exemplary |