

LEARNING OUTCOMES

Table 4. Learning Outcomes Aligned with Key Assessments Aligned and NCATE & InTASC Standards

Learning Outcomes	Name of Assessment	NCATE & InTASC Standards Addressed
All program completers pass content examinations required for licensure.	Subject Mastery Exams Pearson National Evaluation Series (NES)	1a. Content Knowledge (InTASC: 4)
Candidates have in-depth knowledge of the content that they plan to teach.	Baccalaureate degree in music with 3.0 GPA minimum; audition and interview; evidence of practica experiences in undergrad	1a. Content Knowledge (InTASC: 4)
Candidates demonstrate a thorough understanding of the relationship of content and content-specific pedagogy.	Coursework focused on pedagogical content knowledge: MUED 574, 580, 581, 591, 592 Work Samples IV. Conceptual Framework: Rationale/Unit Goals/Standards V. Instructional Plans Three-way Evaluations & Candidate Exit Survey 1. Planning for Instruction	1b. Pedagogical Content Knowledge (InTASC: 3, 4, 5, 7, 8)
Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills.	Coursework focused on pedagogical content knowledge: MUED 574, 580, 581, 591, 592 Work Samples III. Contextual Aspects Three-way Evaluations & Candidate Exit Survey 2. Establishing a Classroom Climate Conducive to Learning 3. Engaging Students in Planned Learning Activities	1c. Professional and Pedagogical Knowledge and Skills (InTASC: 1, 2, 3, 7, 8)
Candidates focus on student learning and study the effects of their work.	Weekly journals, MUED 507, Processfolio Work Samples VI. Assessment Strategies and Analysis of Learning VII. Final Unit Reflections Three-way Evaluations & Candidate Exit Survey 4. Evaluating Student Progress	1d. Student Learning (InTASC: 6)
Candidates reflect the professional dispositions expected of professional educators.	Final oral exam; Processfolio; Peer teaching Three-way Evaluations & Candidate Exit Survey 5. Exhibiting Professional Behaviors, Ethics and Values	1g. Professional Dispositions (InTASC: 9, 10)

PROGRAM ALIGNMENT

Table 5. Program Courses and Assessments Aligned with InTASC Standards

Knowledge, Skills, Abilities and Professional Dispositions	Courses	Assessments
The Learner and Learning		
InTASC Standard #1: Learner Development The teacher understands how children learn, grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Pre-requisite TCE 253, 411, 412 or equivalent plus MUED 574, 580, 581, 591, and 6 credits TCE 511, 512, 522, 549, or 576	Transcripts for pre-req; course final exams, philosophy paper; general music project, Work Samples: III. Contextual Aspects; final oral exam for masters
InTASC Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Pre-requisite plus TCE 522, 549, 576, MUED 574, 591, 592	Transcripts for pre-req; final exams, philosophy paper; general music project, score study, curriculum project; processfolio; Work Samples: III. Contextual Aspects Three-way Evaluations: 2. Establishing a Classroom Climate Conducive to Learning; final oral exam for masters.
InTASC Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	MUED 574, 580, 581, 591, 592, TCE 511, 512, 522, 576	Many course assignments including lesson planning, score study, processfolio, and the curriculum project. Working together as a cohort, candidates walk the walk, learning from each other. Work Samples (Technology): IV. Conceptual Framework (item d) V. Instructional Plans (item f) Three-way Evaluations: 2. Establishing a Classroom Climate Conducive to Learning
Content Knowledge and Content Pedagogical Knowledge		
InTASC Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Pre-requisite application materials plus MUED 574, 580, 581, 591, and 592.	Baccalaureate degree pre-req and audition/interview Transcripts for bachelor's GPA Subject Mastery Exams Projects for MUED 580, 581, 574, 591, 592, and final research project 562; processfolio and final oral exam Work Samples: IV. Conceptual Framework V. Instructional Plans Three-way Evaluations: 1. Planning for Instruction

Knowledge, Skills, Abilities and Professional Dispositions	Courses	Assessments
InTASC Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Final exam for MUED 591, curriculum capstone project for MUED 592 Work samples	Work Samples: IV. Conceptual Framework V. Instructional Plans Three-way Evaluations: 1. Planning for Instruction
Instructional Practice		
InTASC Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	MUED 562 MUED 592	Work Samples: VI. Assessment Strategies and Analysis of Learning VII. Final Unit Reflections Three-way Evaluations: 4. Evaluating Student Progress Research project for MUED 562 Curriculum project for MUED 592
InTASC Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context.	MUED 574, 580, 581	Work Samples: IV. Conceptual Framework V. Instructional Plans Three-way Evaluations: 1. Planning for Instruction 3. Engaging Students in Planned Learning Activities
InTASC Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	MUED 574, 580, 581	Final projects and exams for MUED 574, 580, 581

Professional Responsibility and Dispositions		
InTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	MUED 507 MUED 510	Three-way Evaluations: 5. Exhibiting Professional Behaviors, Ethics & Values MUED 507 Journals; weekly seminar; MUED 510 Internship evaluations (weekly plus 6 formal) Student teaching summary report final oral examination and processfolio research project
InTASC Standard #10: Leadership and Collaboration The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being.	MUED 507 MUED 510	