








Exhibit 2.4.a.3

The Alignment of the Educator Preparation Provider (Unit) Learner Objectives, NCATE Standards, Conceptual Framework, and Program Learner Objectives



Educator Preparation Provider (Unit) Learner Objectives	Conceptual Framework	Undergraduate Teacher Certification Learner Objectives	Initial Licensure/Post Baccalaureate (M.A.T.) Learner Objectives	Music Department Learner Objectives	NCATE/CAEP Standard 1 Elements	School and Community Counseling Program Learner Objectives	Educational Leadership Program Learner Objectives
1. Candidates for certification and graduate students will demonstrate expertise in content knowledge.	<p>Expertise in Content Knowledge</p> <p>Classroom & School Leadership</p> <p>Attitudes</p> <p>Technology</p> <p>Organize Knowledge & Facilitate Learning</p> <p>Reflective Practitioner</p>	1.Demonstrate the connection of content specific knowledge with pedagogical knowledge and skills in developmentally appropriate lesson design specifically for the K-6 elementary or the 7-12 secondary levels	1.Demonstrate the connection of content with pedagogy in developmentally appropriate lesson design for elementary and secondary levels.	a.To provide a professional education for music majors that develops, nurtures, and assures their competency in all aspects of the discipline	<p> 1a. Content Knowledge for Teacher Candidates (<i>Initial and Advanced Preparation of Teachers</i>)</p> <p> 1b. Pedagogical Content Knowledge for Teacher Candidates (Initial and Advanced Preparation of Teachers)</p>	<p>1.Students will be exposed to a wide range of theoretical perspectives with an appreciation of students' own belief systems.</p> <p>2. Students will be prepared to understand human developmental issues from cognitive, affective, behavioral and contextual perspectives.</p> <p>5.Students will be educated to a life-span developmental model for viewing human behavior, including career development.</p> <p>11.Students will attain the knowledge and skills necessary to</p>	1.Prepare PK-12 educators to assume roles of leadership in the conceptualization, initiation, assessment and redesign of initiatives for classrooms, schools, and districts

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						be successful entry-level counselors within their specific majors.	
2.Candidates will demonstrate the ability to plan, develop and adjust services that meet the needs of diverse learners.	Expertise in Content Knowledge Technology	4.Demonstrate knowledge of the education and development of a range of students of varying backgrounds and abilities including exceptional, gifted, talented, and disabled students in a regular classroom.	4.Demonstrate differentiated instruction in effectively working with a range of students of varying backgrounds and abilities.	b.To encourage development of the creative, intuitive, and intellectual capabilities of students, faculty, and audience;	1d. Student Learning for Teacher Candidates (Initial and Advanced Preparation of Teachers) 1f. Student Learning for Other School Professionals	3.Students will be educated to view human issues from a multicultural perspective.	3.Prepare PK-12 educators to develop and implement innovative curricula that focus on excellence and equity in education.
3.Candidates and graduate students will demonstrate the ability to work jointly, cooperatively and collaboratively with learners, peer, educational professionals, parents and other	Expertise in Content Knowledge Unity Organize Knowledge & Facilitate Learning Reflective Practitioner	7.Actively participate as members of a learning community to collaboratively discuss best practices and continue to learn innovative ways to impact student learning.	8.Demonstrate the construction of meaning in the collaborative cohort setting.	e.To support collaborations between music and related disciplines, and to cultivate and apply new approaches to performance, scholarship, and education.	1e. Professional Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers) 1e. Knowledge and Skills for Other School Professionals	4. Students will demonstrate the ability to facilitate inter- and intra-personal growth in both individual and group process.	3.Prepare PK-12 educators to develop and implement innovative curricula that focus on excellence and equity in education.

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community members.							
4.Candidates and graduate students will demonstrate the ability to provide organization, leadership, direction, and management in their provision of professional services to the learners and clients.	Organize Knowledge Diversity Unity Classroom & School Leadership Attitudes Technology	2.Demonstrate leadership in the conceptualization, initiation, assessment, and redesign of curricular and educational initiatives.	2.Demonstrate leadership in the conceptualization, initiation, assessment and redesign of curricular and educational initiatives.	d.To provide for and to enrich the cultural and educational life of the campus, city, state, and region through excellence in instruction, research, performance and composition;	1c. Professional Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers) 1e. Knowledge and Skills for Other School Professionals	8.Students will be encouraged to develop a strong identity with the counseling profession, including an understanding of its history and philosophy, and its present manifestations, through the American Counseling Association.	1.Prepare PK-12 educators to assume roles of leadership in the conceptualization, initiation, assessment and redesign of initiatives for classrooms, schools, and districts 2.Prepare PK-12 educators to conduct meaningful site-based inquiry pertaining to student achievement, program assessment and other measures of educational success.
5.Candidates and graduate students will demonstrate the ability to demonstrate professional dispositions that are consistent with this	Diversity Unity Classroom & School Leadership	5.Demonstrate skill as a reflective practitioner to accurately assess and analyze student learning, reflecting on the adjustments needed for both instruction and	2.Demonstrate leadership in the conceptualization, initiation, assessment and redesign of curricular and educational initiatives.		1g. Professional Dispositions for all Candidates	9. Students will be educated to the ethical and legal parameters of the counseling profession. 10.Students will be encouraged to view professional development as a career-long process	1.Prepare PK-12 educators to assume roles of leadership in the conceptualization, initiation, assessment and redesign of initiatives for classrooms, schools, and districts

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Conceptual Framework and in accord with professional, state, and institutional standards.		assessment.				that includes continuing education and involvement with professional organizations beyond the attainment of the master's degree.	
6.Candidates and graduate students will demonstrate the ability to integrate a variety of relevant technologies into their professional practice.	Expertise in Content Knowledge Classroom & School Leadership Technology Organize Knowledge & Facilitate Learning	3.Demonstrate the innovative use of web based instructional and information technology in the classroom.	3.Demonstrate the innovative use of web based instructional and information technology in the classroom.		 Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers) 1e. Knowledge and Skills for Other School Professionals 	11.Students will attain the knowledge and skills necessary to be successful entry-level counselors within their specific majors.	4.Prepare PK-12 educators to implement school-wide and district-wide professional development activities utilizing applied research, instructional technology and best practices in PK-12 schools.
7.Candidates and graduate students will demonstrate the ability to use relevant pedagogic skills, educational psychology and	Organize Knowledge Attitudes Technology Reflective Practitioner	6.Appropriately apply the knowledge, skills, and dispositions of human development in the effective management of the classroom environment.	5.Demonstrate knowledge of the education and development of exceptional, gifted, talented, and disabled students in a regular classroom. 6.Accurately	c.To provide an education for non-majors that introduces them to the discipline of music through appreciation, performance, and basic skills courses, thus developing an informed group of	 Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers) 1e. Knowledge and Skills for Other	6.Students will be educated in methods of contextual evaluation, appraisal and goal setting.	4.Prepare PK-12 educators to implement school-wide and district-wide professional development activities utilizing applied research, instructional technology and best practices in PK-12



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knowledge in the planning, development, delivery and assessment of professional services in support of relevant educational and professional goals.			assess and analyze student learning, reflecting on the adjustments needed for both instruction and assessment.	advocates and affirming that music is an integral part of a classic liberal arts education;	School Professionals		schools.
8.Candidates and graduate students will demonstrate the ability and motivation to develop and incorporate improvements into their professional practice based upon their interpretation, evaluation, and use of relevant data and insights.	Attitudes Classroom & School Leadership Reflective Practitioner	6.Appropriately apply the knowledge, skills, and dispositions of human development in the effective management of the classroom environment.	7.Demonstrate the ability to be both a consumer and a producer of educational research through the use of inquiry, critical analysis, and synthesis in the investigation and implementation of action based research		 Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers) 1e. Knowledge and Skills for Other School Professionals 	7.Students will demonstrate their ability to research and develop interventions for counseling issues.	5.Prepare PK-12 educators to implement school-wide and district-wide professional development activities consistent with emerging national standards as articulated by relevant professional specialty associations. (Spring, 2001, rev. 02/07/07)