Advanced Candidates Demonstrate Their Competence in Understanding and Addressing Preconceptions that Hinder Learning and How They Critique Research and Theories Related to Pedagogy and Learning

Advanced Music

Program candidates demonstrate understanding of preconceptions that hinder music learning as part of the discussions and assignments in MU 848 Learning Theories in Music. Candidates respond to assignments throughout the semester that specifically address these items. Several examples follow:

• Social Cognitive Theories: Summarize the section in this chapter about modeling processed (pages 82 – 92). Include all the various concepts (these are labeled in bold text in the chapter) discussed by defining each concept. Select three of these concepts and give and explain an example of this type of learning that you experienced. Comment on this learning process for you – was it effective, why or why not.

This item was assessed as a course assignment. Data reported if from 2008-2011.
Points allowed for this item = 4.0
Assessment data for 2008-2011, N of 12 candidates, is reported as follows:
Mean Score: 3.5
Percent of Pass: 91.67

• Information Processing Theories: The following table presents some ways for teachers to utilize information processing in the classroom. Describe three specific applications to music teaching.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gain the students' attention.</td>
<td>• Use cues to signal when you are ready to begin.</td>
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<tr>
<td></td>
<td>• Move around the room and use voice inflections.</td>
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<tr>
<td>2. Bring to mind relevant prior</td>
<td>• Review previous day's lesson.</td>
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<tr>
<td>learning.</td>
<td>• Have a discussion about previously covered content.</td>
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<tr>
<td>3. Point out important</td>
<td>• Provide handouts.</td>
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<tr>
<td>information.</td>
<td>• Write on the board or use transparencies.</td>
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<tr>
<td>4. Present information in an</td>
<td>• Show a logical sequence to concepts and skills.</td>
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<tr>
<td>organized manner.</td>
<td>• Go from simple to complex when presenting new material.</td>
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<tr>
<td>5. Show students how to</td>
<td>• Present information in categories.</td>
</tr>
<tr>
<td>categorize (chunk) related</td>
<td></td>
</tr>
<tr>
<td><strong>information.</strong></td>
<td>• Teach inductive reasoning.</td>
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<td>-----------------</td>
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</tbody>
</table>
| **6. Provide opportunities for students to elaborate on new information.** | • Connect new information to something already known.  
• Look for similarities and differences among concepts. |
| **7. Show students how to use coding when memorizing lists.** | • Make up silly sentence with first letter of each word in the list.  
• Use mental imagery techniques such as the keyword method. |
| **8. Provide for repetition of learning.** | • State important principles several times in different ways during presentation of information (STM).  
• Have items on each day's lesson from previous lesson (LTM).  
• Schedule periodic reviews of previously learned concepts and skills (LTM). |
| **9. Provide opportunities for overlearning of fundamental concepts and skills.** | • Use daily drills for arithmetic facts.  
• Play form of trivial pursuit with content related to class. |

This item was assessed as a course assignment. Data reported if from 2008-2011.  
Points allowed for this item = 10.0  
Assessment data for 2008-2011, N of 12 candidates, is reported as follows:  
Mean Score:  8.92  
Percent of Pass: 91.67

• Concept Learning: Select a music concept that you are teaching or will be soon teaching to a specific class or ensemble. Describe this concept and the class (including age and/or developmental level) who will be working with it. Using either the Klausmeier or Tennyson model describe how you would assist your students to work through the concept-building process. Include a short list of examples that include both positive and negative items – be sure to label these. Also describe how you would include motivation in this process. (3 points)

This item was assessed as a course assignment. Data reported if from 2008-2011.  
Points allowed for this item = 3.0  
Assessment data for 2008-2011, N of 12 candidates, is reported as follows:  
Mean Score:  2.84  
Percent of Pass: 100

• Constructivism: Give an example of learner self-regulation that you regularly use in your teaching or that you could use in your teaching. Explain this process. Reflect on the effectiveness of this process for both your learners and for you.

This item was assessed as a course assignment. Data reported if from 2008-2011.  
Points allowed for this item = 3.0
Assessment data for 2008-2011, N of 12 candidates, is reported as follows:
Mean Score: 2.55
Percent of Pass: 91.67

Building and District Leadership

Competence demonstrated through summative and formative activities in ER752 which is required for all programs, action research activity and practicum activities, in several courses within each program, and special projects within the practicums.

Curriculum & Instruction

In today's fluid and politically charged world of educational accountability, there are many dimensions to an outcome statement like the one above. Preconceptions, while clearly a reference to individual experiences and how they are or are not translated into an instructional program, are today greatly influenced by NCLB, standards, high stakes tests, AYP, and the host of other issues that define teaching and learning. In the meantime, NCLB is being declared defunct, with an emergent emphasis on the Common Core Standards (that are quite different than the old state standards). So, helping students understand the meaning of "learning" as it is (1)traditionally taught, (2) perceived and experienced in the NCLB era of filling in bubbles on high stakes tests, and (3) now advocated by the Obama Administration and the Common Core Standards is a critical challenge. It is our responsibility in the graduate program in curriculum and instruction that our students know the ramifications of all three definitions, while continuing to emphasize the notion of student mastery....and all its dimensions. Therefore, they are fully acquainted with the work of Marzano, Stiggins, Reeves, and many others who now influence the field of education in assessing student learning.

ESOL

Reflective Inquiry projects such as The Final Reflective Inquiry Methods Project in TS 734 and TS 700 where candidates are required to demonstrate their competence in understanding preconceptions that hinder learning by researching, analyzing, synthesizing, and evaluating/critiquing assigned SLA theories and TESOL methods. Rubrics are used to assess these projects and emphasis is placed on the extent to which candidates are able to answer questions and discuss the methods and theories critically. Furthermore, among the questions, for example, that candidates have to address in their reflection upon their practice both in the methods course and the practicum are:
1. What were the strengths of the lesson? Why?
2. What areas of the lesson need improvement? Why?
3. What would I do differently, if I were to re-teach this lesson? Why?
4. What biases, if any, existed in the materials, activities, language, or interactions with children?

Gifted Special Education
To effectively teach gifted learners, candidates must demonstrate competency in understanding and addressing preconceptions related to learner diversity (Standard 2) and learning environments for gifted learners (Standard 5) during their practica experiences. Additionally, they are evaluated on Disposition V to respect cultural and individual differences by providing equitable learner opportunities for all when planning instruction. Prerequisite coursework for Part I of the practica requires research in special populations (SD850) and a case study culminating in a differentiated instructional unit (SD851).

**Instructional Design and Technology**

Competencies demonstrated through the development of a training solution during the master's project.

**Master Teacher-Elementary Subject Matter**

These competencies are embedded in the coursework and assessments.

**Reading Specialist**

Several assessments document this ability: 1. One of the prominent preconceptions has to do with assessment, in particular the difference between screening assessments and diagnostic assessments. Through the clinical experience, candidates work with a case study student using a variety of formative assessments and learn of new assessments available for identifying the assessment and instruction needs of students. Candidates learn to critique assessments by considering the validity and reliability of the assessments. 2. Candidates learn how to critique strategies and theories based on scientifically-based reading research to make informed decisions related to instruction.

**School Counseling**

In an effort to demonstrate their understanding of various preconceptions that may hinder learning, all candidates enrolled in SC881: Internship in School Counseling are required to demonstrate the ability to effectively plan four developmentally appropriate classroom guidance lessons to assess the broad spectrum of developmental stage differences from early childhood to young adulthood (ages 4-18). This revised rating scale was designed to collect evidence on ‘understanding of the nature and the needs of individuals throughout the stages of human development.’ Candidates complete four classroom guidance lesson plans that includes the following ten areas:

1. “Title/Topic/Grade Level*” provides a title/topic that best describes the nature of the lesson as it applies to understanding the needs of students at this grade level.
2. “Grade/Age Level Competencies*” identifies grade/age level competencies with language that demonstrates knowledge of human behavior at specific stages of development.
3. “Rationale*” provides a brief explanation of the reason this lesson is important and how it demonstrates understanding of individual and family development across the life span.
1. “Theory of Learning/Counseling*” explains how lesson demonstrates specific learning/counseling theory and techniques to help students achieve the competencies.
2. “Materials” identifies the materials necessary to conduct this lesson.
3. “Procedure/Technology*” describes the specific steps or aspects involved in this lesson and describes how technology is used to promote the developmental needs of students.
4. “Evaluation” describes specific ways to assess whether the objectives of the lesson were accomplished.
5. “Follow-up/Maintenance” describes the follow-up activities needed and specific ways to assess how the objectives of the lesson can be maintained and possible resources needed.
6. “References*” lists important developmentally appropriate resources used in the preparation of this lesson in APA format.
7. “Conventions/Organization” employs a writing style that is easy to read, follows rules of grammar, and spelling and punctuation errors are non-existent.

The primary purpose of these areas is to ensure that ESU candidates are able to successfully design guidance lesson plans that demonstrate their understanding and appreciation of individual and family development, theories of learning and personality, and typical needs of students at each of four developmental stages. Candidates are required to complete a total of four guidance lesson plans, one at each of the four levels (PreK, Elementary, Middle, and High School) instead of the previous requirement of just one lesson plan at one level. The scores from these ratings are reported separately (not average or mean scores) in order to show strengths and possible areas where more attention or instruction at a specific developmental stage may be needed.

Presenting an appropriate guidance lesson to a diverse group of students. Candidates also develop and conduct a guidance lesson appropriate to a specific age and with respect to learning style differences and cultural diversity making the assumption that all students can learn given the appropriate context, content, and method of delivery (instruction). Each candidate is observed by his/her faculty instructor and are evaluated using items from the Classroom Guidance Evaluation Form for Lesson on Diversity. This scale includes the following items:

The counselor was effective in…

1. conducting a lesson appropriate to the grade level, age, and developmental stage of students;
2. conducting a lesson that recognizes social, cultural, and learning style differences and diversity;
3. clearly stating the goals and objectives and explaining why they are important to students, the classroom/course, and counseling curriculum;
4. engaging students in the learning process by demonstrating knowledge, interest, and enthusiasm about the topic;
5. use of good communication/counseling skills/theory (listening, eye contact, questioning, clarifying, and reflection of feeling responses);
6. practicing sound classroom management techniques (use of proximics, paralinguistics, kinesics);
7. appropriate use of closure and generalization of skill(s) being taught; and
8. employing a method of collecting data in terms of assessing whether or not the stated goals/objectives/competencies were accomplished.

Faculty supervisors using the Classroom Guidance Evaluation Form for Lesson on Diversity observe and evaluate each candidate using a 1-5 scale on the eight areas above required for an effective instructional lesson.
During the supervised practicum field experience, the candidates must complete reviews of the literature related to pedagogy and learning: they are required to critique research and theory and discuss it in context of current field experiences.

Additionally, a required Ed.S. project or thesis requires a review of research and theory, as well as an active research design, related to a pedagogy/learning topic. The rubric for this product requires critique of research and theory and discussion of the pedagogical and/or learning implications of the research and its results.