COLLEGE OF EDUCATION LEARNING OUTCOMES

The College of Education has defined a set of learning outcomes that candidates must meet reflecting the conceptual framework of Knowledge, Skills and Dispositions (Values). In order to graduate and/or be certified, candidates must show evidence that they have achieved College and Program outcomes. The College of Education learning outcomes that appear below are aligned with the *New Jersey Professional Standards for Teachers (2015).*

Knowledge

(A) Subject Matter
The beginning teacher has a thorough understanding and knowledge of subject matter and national, professional, and *NJ Core Curriculum Content Standards (NJCCCS)*, and uses such knowledge to create effective learning experiences for students.

(B) Student Learning
The beginning teacher has knowledge of how students learn and develop and creates opportunities for each student's academic development.

(C) Diversity of Learners
The beginning teacher understands differences in how students learn and knows how to provide instruction to accommodate such diversity through the use of differentiated instruction and collaborative learning.

(D) Classroom Management
The beginning teacher understands classroom management theories.

(E) Assessment
The beginning teacher knows how to assess, evaluate, analyze, and monitor student learning.

Skills

(A) Planning Instruction
The beginning teacher plans instruction based on knowledge of subject matter, of national, professional, and *NJ Core Curriculum Content Standards (NJCCCS)*, of students, and of curriculum goals and models.

(B) Instructional Strategies/Technologies
The beginning teacher uses a variety of instructional strategies and technologies that encourage each student to develop critical thinking and problem-solving skills.

(C) Learning Environment
The beginning teacher creates a learning environment that encourages active, engaged learning, positive interaction, and self-motivation for all students.

(D) Communication
The beginning teacher effectively communicates in the classroom by using a variety of communication skills including verbal and nonverbal techniques, technology, and media.

(E) Assessment

The beginning teacher effectively uses formal and informal assessment strategies to evaluate student progress and makes appropriate adjustments to instruction based on his/her assessment.

(F) Student Support

The beginning teacher works with parents/family members, school colleagues, and community members to support student learning and development.

(G) Reflection and Professional Development

The beginning teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

Dispositions

(A) Diversity/Individual Differences

The beginning teacher appreciates individual, cultural, and linguistic differences, shows respect for the diverse talents of all learners, and is committed to helping develop self-confidence and competence.

(B) High Expectations

The beginning teacher believes that all students can learn at high levels and demonstrates a commitment to meet the educational needs of all students in a caring, non-discriminatory and equitable manner.

(C) Community/Culture

The beginning teacher works productively within community and cultural norms.

(D) Positive Climate

The beginning teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

(E) Positive Role Model

The beginning teacher recognizes her/his responsibility to serve as a positive role model.

(F) Life-long Learner

The beginning teacher is a life-long learner who seeks out opportunities for continued growth.