

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.