

Program Outcomes

UNDERGRADUATE PROGRAMS: STUDENT LEARNING OUTCOMES

These program outcomes apply to all undergraduate degree programs in the College of Education and are specified in the Academic Learning Compacts required by the State of Florida for undergraduate degree programs.

1. Develop a variety of formative and summative assessment instruments.
2. Use effective communication techniques with K-6 students, parents, and educators.
3. Self-reflect on developing professional practices and design plans for continuous professional improvement.
4. Create instructional plans to promote and enhance critical thinking capabilities.
5. Create instructional plans that accommodate diverse needs of the K-6 learners.
6. Demonstrate adherence to Code of Ethics and Principles of Professional Conduct specified by the State of Florida.
7. Develop instructional plans based on current child development and learning theories.
8. Teach subject matter through integration of content to other disciplines and application to real-world settings as endorsed by the Association of Childhood Education International (ACEI).
9. Create a classroom management plan and maintain a positive learning environment.
10. Plan, implement, and evaluate effective instruction in a variety of K-6 environments.
11. Demonstrate collaborative relationships with educators, parents, and community groups.
12. Use technology appropriate to the teaching and learning situations.

GRADUATE PROGRAMS: STUDENT LEARNING OUTCOMES

Each graduate degree program has a unique set of Program Outcomes.

Curriculum & Instruction - Candidates will:

- C11: Demonstrate ability to critically analyze current theory, research, and practices in the field and assess applications to the learner-centered curriculum and instruction (Knowledge)
- C12: Use current research and professional literature to advocate for the use of best instructional practices, equal access to quality learning, and the well being of learners (Social Justice)
- C13: Demonstrate ability to use professional communication skills to collaborate with stakeholders in professional settings (Collaboration)
- C14: Demonstrate ability to identify a curricular need and develop a research-based plan to address the need (Lifelong Learning)
- C15: Demonstrate the ability to use technology to enhance learning and communication (Technology)
- C16: Demonstrate the ability to accommodate the needs of diverse learners (Diversity)
- C17: Demonstrate ability to use subject matter knowledge, principles of inquiry, and diverse backgrounds of students to plan, facilitate, and assess student learning in a positive, engaging, and safe environment for all learners (High Standards)

C & I: Educational Technology – Candidates will:

- ET1: Demonstrate understanding of how individuals learn
- ET2: Demonstrate knowledge of educational technology pedagogy and instructional design principles
- ET3: Demonstrate responsible and equitable uses of technology
- ET4: Demonstrate ability to use technology and plan technology experiences to enhance collaboration
- ET5: Address educational technology needs in a manner that demonstrates reflective practice, application of current technologies, and continuous professional development
- ET6: Demonstrate competence in the use of technology tools
- ET7: Demonstrate approaches that are adaptable to the needs of diverse learners
- ET8: Apply understanding of how people learn, principles of instructional design, and technology tools to develop instructional materials that engage learners in critical thinking and foster creativity
- ET9: Provide leadership in applying information technology to various of educational systems and settings

Educational Leadership – Candidates will:

- EL1: Have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.
- EL2: Demonstrate Instructional Leadership by promoting a positive learning culture, providing an effective instructional program, and applying best practices to student learning, especially in the area of reading and other foundational skills
- EL3: Manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment..
- EL4: Collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.
- EL5: Plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.
- EL6: Understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community
- EL7: Plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.
- EL 8: Monitor the success of all students in the learning environment; align curriculum, instruction, and assessment processes to promote effective student performance; and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.
- EL9: Recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer..
- EL10: Act with integrity, fairness, and honesty in an ethical manner.

Elementary Education - Candidates will:

- EE1: Demonstrate grounding in theory and current research in elementary school content, human development, and pedagogy. (Knowledge)
- EE2: Demonstrate Collaborative, skills, and attitudes enabling them to be effective teachers in an inclusive elementary classroom. (Collaboration)
- EE3: Advocate for and meet the needs of all students in the classroom (Social Justice)
- EE4: Model principles of best practice to support the needs of learners in a diverse society. (Diversity)
- EE5: Demonstrate data-based decision making and technological proficiency. (Technology)
- EE6: Reflect on practice and experience. (Lifelong Learning)
- EE7: Demonstrate ability to effectively apply the Florida Educator Accomplished Practices. (High Standards)

Reading – Candidates will:

- R1: Demonstrate content and pedagogical content knowledge of literacy appropriate for use in diverse P-12 classrooms. (Knowledge)
- R2: Use a wide range of literacy instructional practices, approaches, methods, and curriculum materials supporting students and providing equal access to learning while being literacy advocates in diverse P-12 settings. (Social Justice)
- R3: Communicate and collaborate with other literacy professionals and stakeholders to grow professionally and improve literacy education (Collaboration)
- R4: Candidates engage in professional development as a career-long effort and accept the responsibility for being literacy professionals and leaders in diverse P-12 settings. (Lifelong Learning)
- R5: Demonstrate the ability to use technology-based practices to enhance the literacy learning of diverse students in P-12 classrooms. (Technology)
- R6: Create literate environments where individual differences are valued and the needs of individual students are addressed through literacy practices that integrate theoretical knowledge with instructional practices, approaches & methods, curriculum materials, and appropriate assessments. (Diversity)
- R7: Use a variety of assessment tools and research-based best practices to plan, deliver and evaluate effective literacy instruction that meets national, state, and local standards. (High Standards)

School Counseling Candidates will:

- SC1: Demonstrate knowledge of counseling theories, techniques, and skills. (Knowledge)
- SC2: Demonstrate ability to provide educational, career, personal, social, mental health counseling or student development services to children, adolescents, and adults. (Social Justice)
- SC3: Demonstrate ability to consult with other professionals, families, and community agencies regarding appropriate student development and/or counseling services for children, adolescents, and adults. (Collaboration)
- SC4: Demonstrate the ability to address real-world student problems using school counseling best practices. (Lifelong Learning)
- SC5: Demonstrate knowledge of the use of technology in student record management and student services. (Technology)
- SC6: Demonstrate ability to plan and coordinate student development and/or counseling services for children, adolescents and adults from all backgrounds (Diversity)
- SC7: Demonstrate thorough understanding of their profession and their role as defined by it.

(High Standards)

Special Education - Candidates will:

- SE1: Demonstrate foundational knowledge of characteristics of individuals with diverse disabilities (Knowledge)
- SE2: Demonstrate knowledge and skills in the use of appropriate evidence-based instructional methods for diverse students, including classroom management (Diversity and High Standards)
- SE3: Demonstrate highly effective collaboration skills (Collaboration)
- SE4: Use a variety of assessment tools and practices to plan and evaluate effective instruction (Technology)
- SE5: Advance equitable outcomes for students in special education (Social Justice)
- SE6: Appreciate and value the career-long commitment to professional development (Lifelong Learning)

Education Specialist- Educational Leaders:

- SLO1: Use varied and multiple methods in a cyclical process to reach sustainable learning and organizational outcomes. Educational leaders assess and analyze progress in order to make data-based decisions to improve learning in order to support and to sustain continuous growth of students, staff, and the organization at all levels.
- SLO2: Demonstrate positive interpersonal relationships as they effectively counsel, supervise, and lead diverse groups of students, staff, parents, and advocates verbally and nonverbally. Educational leaders communicate relevant and accurate information, respecting privacy and confidentiality at all times to promote the sustainability and improvement of the organization.
- SLO3: Are instrumental in managing and influencing their professional environments by conferring and collaborating with colleagues and supervisors about the most current content knowledge and pedagogy. Educational leaders practice self-reflection and monitoring of their professional knowledge and dispositions while contributing to sustainable activities of professional associations.
- SLO4: Think critically about complex issues, use problem solving techniques, and make informed decisions about all issues that help to sustain and improve the organization and the community. In addition, they challenge students, staff, and colleagues to think critically through clarification and justification of their ideas.
- SLO5: Promote the sustainable success of all students, staff, colleagues, and the community through strategies of acceptance and promotion of all students and their families. Educational leaders collaborate with, and respond to, the diverse needs of the community, mobilize community resources, and exemplify inclusion in all aspects of educational, community, and personal actions.
- SLO6: Exemplify integrity, honesty, responsibility and equitable treatment, as they maintain confidentiality and protect all members of the organization from harm. Educational leaders work collaboratively with all stakeholders and serve as role models. Educational leaders embrace their role of upholding standards, being accountable, promoting sustainability, and supporting legal and ethical behaviors within the organization.
- SLO7: Develop learning objectives, recruit and retain personnel, and make organizational decisions based on knowledge of research and relevant theories of human developmental characteristics and learning styles, philosophies, and the multiple influences that impact learning.

- SLO8: Model and evaluate the delivery of effective and innovative instruction, aligned with theory, and ensuring that knowledge is accessible to all. Educational leaders build on prior knowledge, emphasize connections, and value high expectations for all.
- SLO9: Create, organize, and maintain a safe and effective learning environment, use differentiated methods to meet diverse needs, and provide opportunities for participation, experience, growth, productivity, and connectivity. Educational leaders support the organization's programs and personnel and implement sustainable policies and procedures fairly and consistently.
- SLO10: Plan sustainable programs based on qualitative and quantitative data to improve student achievement and organizational outcomes. Educational leaders work collaboratively with stakeholders to monitor student, staff, and organizational success.
- SLO11: Are masters in their areas of specialization. Educational leaders use current research to achieve excellence and sustainability for personal and organizational professional learning.
- SLO12: Model and promote the integration of technological and electronic tools in teaching, learning, management, research, and communication. Educational leaders continually use technology as a tool for sustainable improvement of the organization.
- SLO 13: Are committed to high standards and expectations of learning. Their personal vision guides the sustainable growth and future health of the organization. Educational leaders possess the knowledge, skills, and dispositions to develop, articulate, and implement a shared vision that is supported by the larger organization and the school community.