WARTBURG COLLEGE EDUCATION DEPARTMENT
STUDENT LEARNING OUTCOMES

The following student learning outcomes and sub-points were adapted from the INTASC Standards, and adopted by the Education Department in the 2017-18 academic year.

<u>The Learner and Learning</u>

Standard #1: Learner Development - *The candidate designs and implements challenging, developmentally appropriate learning experiences, which reflect their understanding of human growth and development.*
    A. Assesses to identify and address learners' needs.
    B. Modifies instruction as to address learners' developmental needs.
    C. Collaborates with learners' families, colleagues, and the community.

Standard #2: Learning Differences - *The candidate integrates knowledge of diversity and individual differences while enabling each learner to meet high standards.*
    A. Addresses learner needs by planning and implementing differentiated instruction.
    B. Builds on learners' prior knowledge and experiences to enable them to meet high, but reasonable expectations.
    C. Identifies and supports learners' language demands.

Standard #3: Learning Environments - *The candidate creates an environment that encourages positive behavior, appropriate social interaction, and active engagement, based on an awareness of behavioral theory, motivation theory, and social and emotional learning.*
    A. Interacts and collaborates with learners in ways that engage and challenge them.
    B. Communicates clearly and effectively.
    C. Integrates technology in ways that support and manage instruction.

<u>Content</u>

Standard #4: Content Knowledge - *The candidate uses discipline-specific concepts and tools of inquiry to guide students toward rigorous and relevant mastery of content.*
    A. Demonstrates understanding of central concepts, tools of inquiry, and structure of discipline.
    B. Plans and provides experiences to help learners master content.

Standard #5: Application of Content - *The candidate provides learners with opportunities for critical thinking, creativity, and collaborative problem solving related to real-world issues.*
    A. Implements subject and grade-level endorsement methods.
    B. Creates cross-curricular connections and opportunities to apply content.
    C. Engages learners in critical thinking, creativity, collaboration, and communication.

<u>Instructional Practice</u>

Standard #6: Assessment - *The candidate uses multiple formative and summative measures to guide instructional decision-making, document student learning, and communicate assessment results to students, parents, and administrators.*
    A. Uses a variety of formative and summative assessment strategies.
    B. Aligns assessments with objectives.
    C. Uses descriptive feedback to help learners guide their own learning.

Standard #7: Planning for Instruction - *The candidate plans research-based, rigorous, and relevant instruction for every student.*
  A. Creates instructional plans that are relevant and curricular-based.
  B. Implements developmentally and culturally appropriate strategies.
  C. Makes adjustments as needed to long- and short-term goals.
  D. Plans instruction that acknowledge and addresses learners' unique experiences and community contexts.

Standard #8: Instructional Strategies - *The candidate models a variety of developmentally-, and content-appropriate, instructional strategies.*
  A. Uses strategies to adapt to individual and group needs.
  B. Makes instructional decisions that address learner needs, content, and purpose.
  C. Implements a variety of instructional strategies that promote higher order thinking.

Standard #9: Technology – *The teacher candidate effectively integrates technology into instruction to support student learning.*
  A. Designs digital-age learner experiences to model, facilitate, and stimulate student learning.
  B. Addresses and models digital citizenship.
  C. Integrates technology as a tool to support and manage learning.

Professional Responsibility

Standard #10: Professional Learning and Ethical Practice - *The candidate uses relevant data to evaluate practice, inform instruction, and engage in professional learning.*
  A. Engages in continuous professional development to meet learner needs.
  B. Uses reflection and evidence-based decision making.
  C. Exhibits professionalism characterized by ethical practice.

Standard #11: Leadership and Collaboration - *The candidate seeks leadership opportunities and demonstrates collaboration with learners, families, colleagues, and community members.*
  A. Collaborates with all constituents.
  B. Creates a culture that supports high expectations for student learning.
  C. Serves as an instructional leadership and advocate for student learning and the profession.