

Clearly Articulated and Explained Student Learning Outcomes for Licensure Students

Areas of Knowledge

Good teachers are ethical and responsible adults who view teaching as an intellectual pursuit, a vocational calling, and a unique social responsibility in our increasingly diverse society.

Our program, uniquely situated in the context of an undergraduate liberal arts college, integrates the knowledge, skills, and dispositions of four different aspects of a prospective teacher's education:

1. a deep understanding of the candidate's subject matter/major and an abiding appreciation for learning in the liberal arts tradition;
2. foundational and methodological work in pedagogical knowledge as well as an understanding of educational studies as a liberal art;
3. the critical beginning competencies required for teachers (Standards of Effective Practice for Teachers); and
4. observational skill and judgment as well as pragmatic application of critical competencies developed in a variety of field settings.

In other words, our program considers teaching to be a liberal art which integrates a student's academic major, coursework in educational studies, and finally a closely monitored student teaching experience.

This model helps our students develop into reflective career teachers. Our program is designed to encourage a critical consciousness about the art and science of teaching as well as a critical consciousness with regard to the important role teachers play in ensuring educational equity for our nation's children.

Skills of Inquiry and Analysis

Our aim is to enable students to demonstrate competence in the following Standards of Effective Practice for Teachers as outlined by the Minnesota Board of Teaching.

1. **Subject Matter.** A teacher must understand the central concepts, tools of inquiry and structures of the discipline(s) taught and to create learning experiences that make these aspects of subject matter meaningful for students.
2. **Student Learning.** A teacher must understand how children learn and develop and must provide learning opportunities that support a student's intellectual, social and personal development.
3. **Diverse Learners.** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

4. **Instructional Strategies.** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
5. **Learning Environment.** A teacher must be able to use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Planning Instruction.** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. **Assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners.
9. **Reflection and Professional Development.** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.
10. **Collaboration, Ethics, and Relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well being.

Higher Order Thinking Skill

Every student teacher should be able to

- synthesize content knowledge into developmentally appropriate curriculum (**disciplinary inquiry**)
- apply general knowledge of child development to assessment of individual students (**analysis of evidence**)
- evaluate student progress with appropriate assessment measures, and adjust instruction accordingly (**problem-solving strategies**)
- synthesize elements of the educational context and apply that information to create an effective learning environment (**problem-solving strategies**)
- reflect on own teaching successes and challenges, effectiveness and adjust practice to improve effectiveness (**analysis of evidence**)
- communicate effectively with parents, administrators and colleagues to help create an optimal learning environment for each child (arts of communication and argumentation)



Carleton College Student Learning Outcomes

At Carleton, we value intellectual curiosity, risk taking, courage, the development of wisdom and creativity. These qualities are an integral part of who we are and because we do not want to lose sight of them, we state them here, along with the more measurable objectives listed below.

Carleton College graduates should be able to:

1. **Demonstrate that they have acquired the knowledge necessary for the continuing study of the world's peoples, arts, environments, literatures, sciences and institutions.**
2. **Demonstrate substantial knowledge of a field of study and the modes of inquiry or methodologies pertinent to that field.**
3. **Analyze evidence** i.e. identify underlying assumptions in particular theoretical orientations, methodological approaches or arguments; present opposing viewpoints and alternative hypotheses; recognize quantitative and qualitative claims, etc.
4. **Formulate and solve problems** i.e. locate, analyze, synthesize and evaluate information; discern patterns, coherence and significance; explore a situation, phenomenon, question or problem to arrive at a hypothesis or conclusion about it, come to well-reasoned conclusions or solutions, etc.
5. **Communicate effectively.**
6. **In their chosen field of study, conduct disciplinary and/or interdisciplinary research and/or undertake independent work, including artistic creation and/or production.**

Carleton Students						
Dept/Program Educational Studies /	Student Learning Outcomes					
Students should be able to:	1	2	3	4	5	6
Understand deeply subject matter and hold appreciation for learning in the liberal arts tradition	X	X				
Understand the field of educational studies as an interdisciplinary social science within the liberal arts tradition	X	X				
Understand the central concepts, tools of inquiry and structures of the discipline(s) taught		X				
Evaluate student progress with appropriate assessment measures			X			
Refine observational skill and judgment as well as pragmatic application of critical competencies developed in a variety of field settings			X			
Reflect on one's own teaching successes and challenges to improve effectiveness				X		
Apply knowledge of child development to assess individual students				X		
Communicate effectively with parents, administrators and colleagues to help create an optimal learning environment for each child					X	

Dean's Office
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Develop the skills of the reflective practitioner, who evaluates effects of choices on others and seeks opportunities for professional growth						X

Methods

Assessment Inside Department:

- Essays
- Group Projects
- Mid-term Exams
- Final Exams
- Mid-Term Course Evaluations
- End of term Course Evaluations
- Rubrics
- Paper Revisions (Anita's classes to meet College Writing Requirement)
- Video Tape Assessment

Use of Outside Assessors:

- Mandated State Testing
- Teacher Performance Assessment
- Professional Education Program Evaluation (6-year cycle)
- Institutional and Teacher Education Program Evaluation (7 year cycle)
- Cooperating Teacher feedback (both "in course" and for student teachers)
- Teacher Education Committee (as part of interview process and discussion of candidates for teacher licensure program)
- Community Partner Evaluations