

Student Learning Outcomes

Teacher Education Objectives for Elementary Education, Special Education, and Early Childhood Education

Students: Learners and the Learning Environment

1. The candidate understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels, including early childhood, elementary, middle, and secondary.
2. The candidate understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.
3. The candidate uses best practice related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success.
4. The candidate understands the process of continuous lifelong learning, the concept of making learning enjoyable and the need for a willingness to change when the change leads to greater student learning and development.

Teaching: Instruction and Assessment

5. The candidate plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, the community, and adapts instruction based upon assessment and reflection.
 - 5.1 The candidate understands and is able to develop instructional strategies/plans based on the Oklahoma Core Curriculum.
6. The candidate understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills, and effective use of technology.
 - 6.1 The candidate understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
7. The candidate develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. The candidate understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.

9. The candidate has an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

School and Society: The Professional Environment

10. The candidate evaluates the effects of his/her choices and actions on others, modifies these actions when needed, and actively seeks opportunities for continual professional growth.
11. The candidate understands the teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance", and how to incorporate these criteria in designing instructional strategies.
12. The candidate fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.
13. The candidate understands the legal aspects of teaching, including the rights of students and parent/families, as well as the legal rights and responsibilities of the teacher.
14. The candidate researches and analyzes major contemporary problems in public education.

Teacher Education Objectives for Master of Education

Core Standards

The Master of Education degree program is designed to provide a program of advanced study to help educators with their professional responsibilities.

Upon completion of the core courses in the degree program, students will:

1. Understand the various educational philosophies and their effects on current educational methods and institutions;
2. Recognize the cultural and social factors that are related to pupil performance; apply appropriate instructional techniques and strategies to meet the special needs of children of differing cultures;
3. Locate, interpret, and evaluate current and/or recent research pertaining to public school instruction; apply significant research findings to classroom situations; utilize the techniques of research to plan, carry out, and report original action research;

4. Demonstrate an understanding of learning theories and of learning processes as they develop in children during the course of their physical, social, emotions, and intellectual maturation; identify appropriate instruments for evaluating pupil progress.

Core Standard 1 is addressed in EDUC 5203 Educational Practices; Core Standard 2 in EDUC 5822 Multicultural Education; Core Standard 3 in EDUC 5013 Introduction to Educational Research; Core Standard 4 in EDUC 5212 Psychology of Teaching.

Teacher Education Objectives for Master of Education School Counseling

The candidate for certification:

1. Uses an understanding of human development to provide a comprehensive, developmental guidance and counseling program.
2. Understands the impact of environmental influences on students' development and achievement and helps students develop strategies to resolve or cope with situations that may hinder learning.
3. Demonstrates an appreciation of human diversity by providing equitable guidance and counseling services for all students and by promoting a climate of mutual respect that helps student value themselves and others.
4. Uses effective leadership skills to plan, implement, and evaluate a comprehensive, developmental guidance and counseling program to address the needs of all students.
5. Provides guidance and counseling services to address the needs and concerns of students and to help student develop skills to use in future situations.
6. Facilitates the educational and career development of individual students to help all students achieve success.
7. Uses formal and informal assessments to provide information about and to students, to monitor student progress, and to recommend changes to the student's educational environment.
8. Consults with parents and school personnel, provides professional expertise, and establishes collaborative relationships that foster a support system for students, parents, and the school community.
9. Establishes strong and positive ties with the home and the community to promote and support student's growth in school and beyond the school setting.
10. Has knowledge of professional ethical codes, the importance of professional development, and the need to work with colleagues to advance the profession.