College of Education Learning Outcomes

Initial Programs

Expected Outcomes
In developing the conceptual framework, the Conceptual Framework Committee identified four core outcomes that are significant to the development of a unique kind of professional who is specifically equipped to effectively serve urban populations. To this end, the COE prepares caring, committed, competent, and culturally responsive professionals who will work effectively in all school settings, with a focus on the needs of urban communities. To assure that candidates meet these outcomes, the unit has developed a set of 21 proficiencies, which identify the knowledge, skills, and dispositions that candidates must show mastery upon exit from the programs. The proficiencies have been designed to ensure candidates meet the four unit-developed outcomes within the context of the state and national standards to which they are accountable.

Proficiencies are organized into three categories, with proficiencies for committed and culturally responsive educator combined in one category.
(K) Knowledge
(S) Skill
(D) Disposition

A List of Candidate Proficiencies

A competent educator:

1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; (K)
2. demonstrates the capacity to problem solve, and to think critically and reflectively; (K)
3. demonstrates an understanding of human development, and the ability to act on this understanding; (S)
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; (S)
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; (S)
6. demonstrates an understanding of effective communication and collaboration strategies; (K)
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; (K)
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and (S)
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. (S)
A committed and culturally responsive educator:
10. acts on the belief that all children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; (K)
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; (S)
12. demonstrates a commitment to high moral and ethical values; and (K)
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. (S)
14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. (K)

A caring educator (Dispositions)
15. understands the right of all students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect; (Revised Statement: understands the right of all students and acts on the belief that all students can learn)
16. maintains confidentiality;
17. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
18. demonstrates respect for the profession;
19. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
20. demonstrates the ability to compromise and to respect others’ opinions during group work;
21. participates in professional development activities that were recommended.