

Core Candidate Learning Outcomes (CCLO) :

The following ten outcomes, adapted from the 1994 INTASC standards (Interstate New Teacher Assessment and Support Consortium) were updated in 2009 and became effective January 1, 2010. These outcomes are addressed in all courses and are applicable to the undergraduate and graduate programs.

1) Learning environment: The teacher uses an understanding of individual and group motivation to create a community of learners that encourages positive social interaction, active engagement in the subject matter, and the development of a sense of responsibility for their own learning.

2) Subject matter: The scholarly teacher understands and models the central concepts and modes of inquiry of his or her discipline(s), thereby engaging students in learning experiences that encourage critical thinking and stimulate continuing interest in the subject.

3) Student learning: Based on an understanding of how students develop and learn, the teacher provides learning opportunities that support students' intellectual, social and personal growth.

4) Diversity: Understanding that each learner is unique, the teacher of a democratic classroom adapts and differentiates instruction to meet diverse needs of all students.

5) Instructional strategies: The teacher implements instructional strategies, including appropriate use of instructional technologies, designed to encourage students to develop critical thinking, performance skills, and content knowledge, while meeting required curriculum and program evaluation standards.

6) Assessment strategies: To foster knowledgeable and inquisitive learners, the teacher uses a variety of formative and summative assessments to evaluate student achievement and inform instructional decision-making.

7) Communication: The teacher uses verbal and non-verbal communication strategies along with complementary technologies to foster active inquiry, collaboration, and supportive interaction in the classroom.

8) Research: The teacher's professional practices reflect discerning uses of relevant research, as well as the ability to initiate systematic inquiry into instructional practices and school-wide issues.

9) Reflection and professional development: The teacher is a reflective, critical, openminded practitioner who continually evaluates his/her practices, beliefs, and the effects of her/his decisions, thereby refining a personal pedagogy to guide professional practices.

10) Collaboration: The teacher communicates and collaborates democratically with other teachers, families, and members of the school's communities to support student learning and well-being.