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JAN 12 2005

Student Learning Outcomes

General Education Standards for Teacher Education

Teacher licensure standards for general education set by the Kansas State Department of Education are listed here. This is the copy updated on July 29, 2004 by KSDE.

Standard #1

The educator uses the modes of effective communication including listening, viewing, and speaking to promote active inquiry, collaboration, and interaction.

Standard #2

The educator demonstrates an understanding of world cultures.

Standard #3

The educator understands the role that mathematics plays in everyday life, is able to use basic mathematical and statistical concepts in solving the problems of everyday life, and is able to communicate with others about these concepts.

Standard #4

The educator understands the natural world as interconnecting phenomena explained by scientific processes and understands the responsibilities of being stewards of the natural world.

Standard #5

The educator understands the importance of physical, emotional, and social well-being.

Standard #6

The educator understands the importance of the fine arts in contemporary society.

Student Learning Outcomes

Professional Education Standards for Teacher Education

The faculty in the College of Education approved this new set of professional education standards for teacher education on May 13, 2004.

Teaching Standards

DOMAIN 1 Perspectives and Preparation

Foundations

- The educator is a reflective practitioner who uses an understanding of the historical, philosophical, social foundations of education to guide his or her educational practices.
- The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Students and Learning

- The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.
- The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities.

Content and Pedagogy

- The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and creates opportunities that make these aspects of subject matter meaningful for students.
- The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Planning

- The educator plans effective integrated and coherent instruction based upon the knowledge of all students, home, community, subject matter, curriculum standards, and current methods of teaching reading.
- The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and personal development of all learners.

DOMAIN 2 Learning Environment

- The educator uses 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.

DOMAIN 3 Instruction

- The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading.
- The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

DOMAIN 4 Professionalism

- The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).
- The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support students' learning and well being.

Student Learning Outcomes

Elementary Education Content Standards

Teacher licensure standards set by the Kansas State Department of Education are listed here. This is the copy updated on July 29, 2004 by KSDE.

Standard #1

The kindergarten through sixth grade teacher demonstrates a high level of competence in use of the *English language arts* and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

Standard #2

The kindergarten through sixth grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of *mathematics* that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Standard #3

The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of *science*--including physical, life, and earth and space sciences--as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

Standard #4

The kindergarten through sixth grade teacher knows, understands, and uses the major concepts and modes of inquiry from the *social studies*—the integrated study of history, geography, the social sciences, and other related areas—to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard #5

The kindergarten through sixth grade teacher can design, implement, and evaluate *arts experiences* that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Standard #6

The kindergarten through sixth grade teacher knows, understands, and uses the major concepts of *health education and human movement and physical activity* as central elements to foster active, healthy life styles and enhanced quality of life for all students.

Standard #7

The kindergarten through sixth grade teacher uses his/her understanding of *children's characteristics and needs* and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.