

SECONDARY EDUCATION OUTCOMES

Standard 1: **Development, learning, and motivation**—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
<p>1. Teacher candidates know and understand the social, physical, emotional, and cognitive stages of development through adolescence.</p> <p>2. Teacher candidates know the major approaches to (theories of) human learning.</p> <p>3. Teacher candidates reflect on the approaches to learning/teaching.</p>	<p>a. Identify indicators of development through observation.</p> <p>b. Recognize developmental level based on observing behavior, and recognize importance of this issue in curriculum and instructional materials.</p> <p>c. Identify and explain the components of the major approaches to learning.</p> <p>d. Write and speak on how learning occurs in students and in themselves</p> <p>e. Recognize behaviors that enhance and impede learning</p> <p>f. Recognize behaviors that indicate that learning has occurred.</p>	<ul style="list-style-type: none"> • • Restricted response questions • Extended response questions • Written journal • Oral presentation • Case study/ simulation <p>Fieldwork:</p> • Guided observations • Journals • Research paper 	<ul style="list-style-type: none"> • Complete a case study of a student. • Explain Piaget’s stages of development • Explain Erikson’s stages of development. • Discuss adolescent development as it relates to curriculum and materials • Compare and contrast Piaget’s and Vygotsky’s theories • Identify and explain use of Skinner’s principles in a classroom

Standard 1: **Development, learning, and motivation** --Continued

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
<p>4. Teacher candidates understand the impact of culture, privilege, and oppression, as they influence personal growth and development.</p> <p>5. Teacher candidates relate culture, privilege and oppression to their impact on schooling, student performance and success Teacher candidates understand factors that may contribute to behaviors/conditions resulting in at-risk students.</p> <p>6. Teacher candidates understand the important role of family in human development and the variety of ways individuals can organize to fulfill these roles.</p> <p>7. Teacher candidates understand basic theories of motivation.</p>	<p>g. Define and explain culture, privilege and oppression</p> <p>h. Discuss how culture, privilege and oppression influence growth and development.</p> <p>h.1 Identify various subgroups that influence students' appearance, behavior, and communication.</p> <p>i. Discuss culture, privilege and oppression in relation to schooling, student performance and success.</p> <p>j. Discuss the role of family in society.</p> <p>k. Discuss how individuals fulfill family roles.</p> <p>l. Reflect on personal motivational patterns in relation to basic theories.</p>	<p>Cultural sensitivity exercise.</p>	<ul style="list-style-type: none"> • Explain how the impact of culture is differential in how it affects the various disciplines. • Develop a list of factors influencing students' disengagement and eventually dropping out of school. • Given an exercise or simulation, identify culturally sensitive behaviors and explain. • Observe and describe the various sub-groups that exist in the assigned field placement in and out of classrooms (ex. Shopping malls, sports events, school bus, etc). Evaluate your own prejudices about appearances and ways of communicating in the various sub-groups. • Describe how siblings' behaviors in school may be manifestations of their roles at home. • Describe issues related to peer groups in school and the community, for example, coming of age and emerging sexuality. • Analyze a videotape of a motivational activity from both the teacher and student point of view.

Standard 2a: **Central Concepts, tools of inquiry, and structures of content** - Continued

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
<p>5. Teacher candidates know, locate and critique types of educational research</p> <p>6. Teacher candidates recognize valid sources of educational information.</p> <p>7. Teacher candidates know and understand the roles of secondary school teachers.</p> <p>Teacher candidates distinguish between the roles of middle school and high school teachers.</p>	<p>j. Use tools of fundamental research</p> <p>k. Engage in a research activity</p> <p>l. Discriminate among various educational sources.</p> <p>m. Name and explain the roles of teachers.</p> <p>n. Identify and evaluate the appropriateness of those roles.</p>	<ul style="list-style-type: none"> • Multiple choice tests • Restricted and extended response questions <p>Fieldwork:</p> <ul style="list-style-type: none"> • Responses to guided observations • Responses to case studies, simulations • Reflections on personal dispositions related to secondary teaching 	<ul style="list-style-type: none"> • Design a study to be conducted during a class period. • Research the role of SPA's (Specialty Professional Associations) most appropriate to your content discipline. • Explain what distinguishes a refereed journal from an educational newsletter • Compare samples of an author's work that is opinion to that of research-based work • Present a synopsis of findings from a week's sampling of educational publications. • Identify and discuss the roles of the teacher that you observed.

Standard 2i: **Connections across the curriculum** -- Candidates must know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate adolescent students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues

Outcomes for this standard are either met in the second sixty hours of teacher preparation or are addressed under other standards.

Standard 3a: **Integrating and applying knowledge for instruction** -- Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals and community.

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
1. Teacher candidates reflect on the approaches to learning/teaching.	a. Recognize how learning occurs in students and in themselves. b. Identify behaviors of students and of professionals, which enhance and/or impede learning. c. Identify behaviors that indicate that learning has occurred and justify behaviors identified.	<ul style="list-style-type: none"> • Check lists • Role playing • Restricted response questions • Extended response questions Field Work <ul style="list-style-type: none"> • Guided observation • Journals 	<ul style="list-style-type: none"> • Role play behaviors that enhance and impede learning • Create a checklist of items to think about prior to writing a lesson plan • Identify the component parts of a secondary lesson observed in the appropriate content area

Standard 3a: **Integrating and applying knowledge for instruction** -- Continued

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
<p>2. Teacher candidates relate principles and practices of group dynamics to educational practices</p> <p>3. Teacher candidates possess knowledge of exceptionalities and individual differences and understand how culture and experience affect these.</p>	<p>d. Name and explain major principles and practices used in group dynamics</p> <p>e. Recognize similarities and differences in uses of group dynamic principles and practices to those of educational principles and practices</p> <p>f. Demonstrate use of group dynamics principles.</p> <p>g. Name major categories of exceptionalities (special needs) in learning- including learning disabilities, visual and perceptual difficulties, talented and gifted, and special physical or mental challenges</p> <p>h. Recognize the multiplicity of individual differences among students- including learning styles, strengths, needs, and worldview.</p> <p>i. Recognize research and/or theories on how culture and experience affect responses to exceptionalities and individual differences among students</p>	<ul style="list-style-type: none"> • Restricted response questions • Extended response questions • Multiple choice • tests • Research reviews • Class discussion • Presentations • Research papers • Cultural sensitivity exercise <p>Field Work</p> <ul style="list-style-type: none"> • Guided observations • Reflection papers 	<ul style="list-style-type: none"> • Identify and explain appropriate uses of homogeneous and heterogeneous groups. • Role play appropriate teacher response to students who impede group progress. • Observe and describe the various sub groups that exist in the assigned field placement in and out of classrooms. <ul style="list-style-type: none"> • Describe the classroom teacher’s role in the IEP process

Some outcomes related to this standard are applicable to the second sixty hours of teacher preparation and some are addressed under other standards.

Standard 3b: **Adaptation to diverse students** -- Candidates understand how adolescents differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
<p>1. Teacher candidates specify how issues such as justice, social equality, concentrations of power, class differences, race and ethnic relations, language and literacy, or family and community organization relate to teaching and schools.</p> <p>2. Teacher candidates identify contemporary education issues.</p> <p>3. Teacher candidates related issues to their historical, social, cultural, philosophical, education antecedents or analyze the historical, social, cultural, philosophical, and educational antecedents in relation to contemporary issues.</p>	<p>a. Define justice, social equality, etc.</p> <p>b. Explain how class differences, race, and language impact learning</p> <p>c. Describe accommodations teachers may make for differences in language and culture</p> <p>d. Explain educational issues portrayed in the media</p> <p>e. Explain how Dewey, Piaget, Vygotsky, Skinner, and Bandura would react to a current issue in education.</p>	<ul style="list-style-type: none"> • Analysis of case studies • Class discussion • Role playing • Debates • Interviews • Letters to the editor from a theorist <p>Fieldwork:</p> <ul style="list-style-type: none"> • Observe in schools with contrasting philosophies or with student bodies with different societal challenges • Extended constructed responses • Reflective journals 	<ul style="list-style-type: none"> • Interview of community members about their educational experiences. • Write a letter to the editor of the Washington Post commenting on the recent education article and write from the perspective of a theorist discussed in this class. • Discuss a contemporary educational issue and determine if a similar issue existed in the past and how it was resolved. Ex. Large immigrant population in the schools.

Some outcomes related to this standard are applicable to the second sixty hours of teacher preparation and some are addressed under other standards.

Standard 3c: Development of critical thinking, problem solving and performance skills -- Candidates understand and use a variety of teaching strategies that encourage secondary students' development of critical thinking, problem solving, and performance skills.

Outcomes	Indicators	Assessment Type	Sample Assessment Task
<p>1. Teacher candidates engage successfully in critical thinking and problem solving in a variety of content areas.</p> <p>2. Teacher candidates recognize instructional practices that enhance, or impede critical thinking, problem solving, and performance skills.</p>	<p>a. Define, explain, give examples of critical thinking, problem solving, and performance skills.</p>	<ul style="list-style-type: none"> Multiple choice tests Restricted response questions Extended response questions <p>Fieldwork:</p> <ul style="list-style-type: none"> Reports of guided observations Journals 	<ul style="list-style-type: none"> Devise five test questions in a content area (as appropriate) that require critical thinking, problem solving, and the demonstration of performance skills, and five questions which do not require these skills. Review a lesson and identify where it requires various skill sets such as are found in Bloom's taxonomy. Describe your own metacognitive processes for problem solving and analyzing data.

Some outcomes related to this standard are applicable to the second sixty hours of teacher preparation and some are addressed under other standards.

Standard 3d: Active engagement in learning -- Candidates use their knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

Outcomes	Indicators	Assessment Type	Sample Assessment Task
<p>1. Teacher candidates engage in small group learning environments in a variety of content areas in the first sixty hours of coursework.</p>	<p>a. Reports of group work and products of group work.</p>	<ul style="list-style-type: none"> portfolio entries 	<ul style="list-style-type: none"> Reflect on instructor evaluations of group work List some of the issues involved in evaluating a cooperative learning activity Create a list of active learning strategies and describe your rationale for their use

Standard 4a: Developing practices and behaviors of career teachers -- Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

Outcomes	Indicators	Assessment Type	Sample Assessment Task
<p>1. Teacher candidates know a variety of patterns of secondary school organization.</p>	<p>a. Identify types of schools such as public/private, intermediate/secondary.</p> <p>b. Explain how schools are organized at the micro level, i.e. principal, assistant principal, department head, etc.</p> <p>c. Identify the new structures used to organize schools such as modes, academies, schools within schools, magnet schools, charter schools.</p>	<ul style="list-style-type: none"> • Multiple choice test • Restricted and Extended response questions • Role playing • Graphic organizers • Journal • Log observations • Report on guided observations • Research paper • Interview • Case Studies • Class discussions/ debates 	<ul style="list-style-type: none"> • Create two organizational charts for a school and compare them. • Compare and contrast various types of organizational structures for schools.
<p>2. Teacher candidates know the various ways that teachers collaborate with others.</p>	<p>c. Name the personnel who should collaborate in instructional design for students</p> <p>d. Define the basic roles of these individuals</p>	<p>Fieldwork:</p> <ul style="list-style-type: none"> • Field notes 	<ul style="list-style-type: none"> • Attend a depart or team meeting at field placement • Attend a faculty meeting at field placement. • Attend a PTA meeting at field placement • Attend an extra-curricular event at field placement
<p>3. Teacher candidates know the history of education.</p>	<p>e. Identify major figures in the history of education</p> <p>f. Identify major events in the history of education</p>		<ul style="list-style-type: none"> • Make a time line for American education.

Standard 4a: **Developing practices and behaviors of career teachers** - Continued

Outcomes	Indicators	Assessment Type	Sample Assessment Task
<p>4. Teacher candidates develop a philosophy of education and relate this to purposes of education.</p> <p>5. Teacher candidates understand schools as organizations.</p> <p>6. Teacher candidates understand the important role of family in learning and recognize teachers' vital role in creating a partnership with families.</p> <p>7. Teacher candidates know fundamental/basic rudiments of school law.</p> <p>8. Teacher candidates know, understand, and give reason for the ethical standards of the teaching profession.</p>	<p>g. Write a detailed philosophy of education statement</p> <p>h. Explain how schools are organized at the macro level, i.e., federal, state, and local/district</p> <p>i. Explain the influence of family on learning.</p> <p>j. Articulate culturally competent strategies for involving families in enhancing student learning.</p> <p>k. Articulate laws that have shaped basic educational policy.</p> <p>l. Reference outstanding cases of school law</p> <p>m. Name and explain principles of ethics in teaching</p> <p>n. Identify ethical and unethical teacher behaviors</p> <p>o. Explain consequences of unethical teacher behaviors</p>	<ul style="list-style-type: none"> • Role play • Class discussions • Essay exams • Research or reflection papers <p>Fieldwork:</p> <ul style="list-style-type: none"> • Guided observations • Journals • Interviews with teachers 	<ul style="list-style-type: none"> • Take written philosophy statement to two teachers for feedback; reflect on the feedback. • Interview a school official and a local community leader about their goals and strategies for education. • Role play parent-teacher conferences. • Re-enact the Brown vs. Topeka Board of Education case. • Role play a teacher/student discussion of cheating.

Standard 4a: **Developing practices and behaviors of career teachers** - Continued

Outcomes	Indicators	Assessment Type	Sample Assessment Task
9. Teacher candidates know and articulate the value of life-long learning	p. Discuss life-long learning and its effect on the quality of life		<ul style="list-style-type: none"> • Begin a life-learning journal. • Interview a teacher about his or her professional development plan • Research four-year program(s) you hope to transfer to, and develop a graduation plan in light of that institution's requirements

Standard 4b: **Reflection and evaluation** -- Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

Outcomes	Indicators	Assessment Type	Sample Assessment Task
1. Teacher candidates begin a “developmental portfolio” that includes reflections on their developing schema of the teaching profession.	a. portfolio	<ul style="list-style-type: none"> • Select artifacts 	<ul style="list-style-type: none"> • Describe artifact, indicate its relevance or importance and how it would be related to your future life in the classroom

Standard 5c: **Collaboration with families** -- Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children.

Outcomes related to this standard are addressed under other standards (see Standard 4a, Outcome 6).

