

HLC Annual Report

The Education Department's student learning objectives (revised May 2017) are aligned with the InTASC Model Core Teaching Standards (2011) on which our assessment of teacher candidate knowledge, skills, and professional dispositions is based. This reflects Council for the Accreditation of Educator Preparation (CAEP) Standard 1.1: Content and Pedagogical Knowledge: "Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility." The Education Department assesses the following four (4) student learning goals for teacher certification candidates (Elementary and Secondary) with the related assessment data.

SLO #1: The Learner and Learning

Teacher candidates will demonstrate an understanding of how learners grow and develop, including individual and diverse cultural differences, and of how to create supportive learning environments; and they will use these understandings to implement developmentally appropriate and challenging learning experiences that enable each learner to meet high standards.

SLO #2: Content Knowledge

Teacher candidates will demonstrate an understanding of the central concepts, tools of inquiry, and structures of the disciplines they teach; and they will demonstrate the pedagogical content knowledge to make content accessible and meaningful for learners to master.

SLO #3: Instructional Practice

Teacher candidates will demonstrate pedagogical knowledge and skills in their ability to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision making; they will plan instruction that supports students in meeting rigorous learning goals; and they will use a variety of instructional strategies to support students in deep understanding and application of content.

SLO #4: Professional Responsibility

Teacher candidates will show appropriate professional dispositions and ethical practices, using evidence to evaluate and improve their practice and seeking opportunities for collaboration and professional growth.