

Watson College of Education Student Learning Outcomes

Early Childhood, Elementary Education – undergraduate and graduate, Middle Grades – undergraduate and graduate, Language and Literacy and Special Education

Upon completion of the **undergraduate Education of Young Children program (EYC)**, the student should be able to:

1. Demonstrate understanding of the typical and atypical course of development, including the underlying processes and prominent characteristics, of children from birth through kindergarten.
2. Delineate major philosophical, historical, and legal bases and characteristics of the field of early childhood education, including special education.
3. Demonstrate knowledge of the trends, issues, and research in early intervention and early childhood education.
4. Develop skill in assessment of children's development (typical and atypical), including varied techniques for observing, recording, and analyzing for the purpose of providing for individual needs and guiding young children appropriately.
5. Acquire knowledge and skill in creating and adapting learning environments which are developmentally appropriate (including methods for sensorimotor, cognitive, adaptive, language/communication, social, aesthetic, emotional and physical development) for young children with a wide range of learning and maturational needs.
6. Demonstrate knowledge for providing individual and group learning environments for children with and without disabilities through a variety of formats including play, environmental routines, parent mediated activities, and inquiry strategies.
7. Demonstrate knowledge and skill in fostering self-regulation, self-control, problem-solving, and independence in children.
8. Demonstrate knowledge of health-related issues in early childhood settings, interpret medical histories and select appropriate health appraisal procedures to guide parents and make referrals.
9. Demonstrate sensitivity and respect for differences in families, view parents as partners in the education process, and establish collaborative relationships with them.
10. Acquire knowledge of the interdisciplinary approach for meeting the needs of young children by learning about relevant legislation, and interagency roles and collaboration.
11. Demonstrate the ability to create environments and engage in interactions that are sensitive to diversity (e.g., cultural, linguistic, geographic, ethnic, and socioeconomic), as well as promoting an anti-bias perspective.
12. Implement appropriate technologies to facilitate learning.
13. Establish a pattern of reflective learning and inquiry leading towards confidence, professionalism, and effectiveness in the role of educator of young children.

Upon completion of the **undergraduate Elementary Education Program (EEL)**, the student should be able to:

1. Demonstrate breadth of disciplinary knowledge relevant to elementary school curricula.
2. Demonstrate depth of knowledge in at least one area of study.

3. Communicate effectively in conventional formal English, both orally and in writing, in appropriate situations.
4. Adapt instruction to the developmental and learning needs of individuals, including exceptional children and children from diverse cultural backgrounds.
5. Establish a classroom climate conducive to learning.
6. Choose appropriate objectives consistent with state and local curriculum guidelines, the learning needs of students, and guidelines established by learned societies.
7. Provide effective objective-based instruction for a variety of types of learning in all of the subject areas of the elementary school curriculum.
8. Employ appropriate evaluation procedures and use evaluative information as a basis for revising and generating plans.
9. Implement appropriate technologies to facilitate learning.
10. Establish a pattern of reflective learning and inquiry leading towards confidence, professionalism, and effectiveness in the role of teacher.

Upon completion of the **graduate MAT and M.Ed. in Elementary Education Specialization**, the student should be able to:

1. Demonstrate a depth and breadth of general knowledge in the field of Elementary Education.
2. Demonstrate well-articulated theoretical beliefs and pedagogical practices relevant to K-6 classroom/school communities.
3. Demonstrate effective communication skills that can be utilized when interacting with colleagues, administrators, and families.
4. Design, implement, and assess effective instructional approaches, with particular emphasis on integrated curriculum, inquiry, creative and innovative teaching methodologies, and active learning strategies.
5. Establish a classroom environment sensitive to the cultural and linguistic needs of all students.
6. Effectively utilize technology to enhance the academic achievement of elementary learners.
7. Establish a pattern of reflective learning and inquiry leading towards confidence, professionalism, and effectiveness in the role of teacher.
8. Demonstrate effective leadership skills within the school environment and beyond.

Upon completion of the **undergraduate Middle Grades Education Program (EMG)**, the student should be able to:

1. Demonstrate breadth of disciplinary and general knowledge.
2. Demonstrate depth of knowledge in at least one area of study.
3. Communicate effectively in conventional formal English, both orally and in writing, in appropriate situations.
4. Adapt instruction to the developmental and learning needs of individuals, including exceptional children and children from non-mainstream cultural backgrounds.
5. Establish a classroom climate conducive to the learning, social, and emotional needs of young adolescents.
6. Choose appropriate objectives consistent with state and local curriculum guidelines, the learning needs of students, and guidelines established by learned societies.
7. Provide effective objective-based instruction for a variety of types of learning in two subject areas of the middle grades curriculum.
8. Employ appropriate evaluation procedures and use evaluative information as a

- basis for revising and generating plans.
9. Implement appropriate technologies to facilitate learning.
 10. Establish a pattern of reflective learning and inquiry leading towards confidence, professionalism, and effectiveness in the role of teacher.

Upon completion of the **graduate M.Ed., Middle Level Education Specialization**, the student should be able to:

1. Demonstrate a depth and breadth of general knowledge in the field of Elementary Education.
2. Demonstrate a well-articulated knowledge of 6-9 communities.
3. Demonstrate effective communication skills that can be utilized when interacting with colleagues, administrators, and families.
4. Design, implement, and assess effective instruction, with particular emphasis on integrated curriculum and active learning strategies.
5. Establish a classroom environment sensitive to the cultural and linguistic needs of all students.
6. Use technology to enhance the academic achievement of elementary learners.
7. Demonstrate effective leadership within the 6-9 school environment.

Upon completion of the program studies, candidates for the **M.A.T. in Middle Grades Education** (grades 6-9), should be able to:

1. Understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and apply that knowledge in practice.
2. Understand the range of individual differences of all young adolescents and adapt instruction to meet the diverse learning needs of individuals, including students with special needs and from culturally diverse backgrounds.
3. Understand and analyze the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools.
4. Understand effective middle level instruction and assessment and apply a variety of strategies to meet the varying abilities, interests, and learning styles of young adolescents.
5. Demonstrate an understanding of the major concepts, principles, theories, standards, and research related to his/her teaching field(s) and apply that knowledge in practice.
6. Understand and analyze the major concepts, principles, theories and research related to working collaboratively with family and community members.
7. Use technology to enhance teaching and support learner outcomes.
8. Engage in reflective inquiry leading to professional development and positive results for student learning.

Individuals graduating from the **UNCW Language & Literacy M.Ed.** meet the following professional standards, outlined by the International Reading Association.

1. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

4. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

From:

<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>

Upon completion of the **undergraduate Special Education General Curriculum Program** and the Adapted Curriculum Program, students should be able to:

Demonstrate leadership

- o lead in their classrooms
- o demonstrate leadership in the school
- o lead the teaching profession
- o advocate for schools and students
- o demonstrate high ethical standards

Establish a respectful environment for a diverse population of students

- o Provide an environment in which each child has a positive, nurturing relations with caring adults
- o Embrace diversity in the school community and in the world
- o Treat students as individuals
- o Adapt their teaching for the benefit of students with special needs
- o Work collaboratively with the families and significant adults in the lives of their students

Know the content they teach

- o Align their instruction with the NC Standard Course of Study
- o Know the content appropriate to their teaching specialty
- o Recognize the interconnectedness of content areas/ disciplines
- o Make instruction relevant to students

Facilitate learning for their students

o Know the ways in which learning takes place, and know the appropriate levels of intellectual, physical, social, and emotional development in their students.

- o Plan instruction appropriate for their students
- o Use a variety of instructional methods
- o Integrate and utilize technology in their instruction
- o Help students develop critical thinking and problem solving skills
- o Help students work in teams and develop leadership qualities
- o Communicate effectively
- o Use a variety of methods to address what each students has learned

Reflect on their practice

- o Analyze student learning
- o Link professional growth to their professional goals
- o Function effectively in a complex, dynamic environment