Core Learning Outcomes for COE Undergraduate Elementary Teacher Education Program

The following INTASC Principles are generally and specifically addressed throughout the undergraduate elementary teacher education program. Certain courses have been selected to provide specific target collection points.

OUTCOMES **The Pre-service Teacher…**	**Corresponding INTASC Principles**	**Performance**	**Evidence – Artifact**	**Course(s) - Collection Point**
1. Understands school socialization issues •has awareness of school as a community and as a part of the larger community. •understands the vital roles of teacher, secretary, custodian, lunch room monitor etc.	***Principle #10*. The pre-service teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.**	•The pre-service teacher participates in collegial activities designed to make the entire school a productive learning environment. •The pre-service teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies. •The pre-service teacher can identify and use community resources to foster student learning.	•Direct observation and reflections during 308 practicum. •Target assessment in ECI 321, i.e. essay, presentation, or midterm •Student teaching evaluation	•ECI 308 •ECI 321 •Student teaching
2. Understands and demonstrates ability to teach literacy skills and displays this across curriculum	***Principle #1:* The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.** ***Principle #7*: The pre-service teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**	•The pre-service teacher effectively uses multiple representations and explanations of literacy concepts that capture key ideas and link them to students' prior understandings. •The pre-service teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of literacy concepts. •The pre-service teacher can evaluate literacy resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. •The pre-service teacher engages students	•Book study, lesson plans, final essay and target assessment in ECI 309/310 •Practicum & student teaching observations, lesson plans, and evaluation	•ECI 309/310, •ECI 308 •Student teaching