



College of Arts and Sciences

Education Department

Bachelor of Arts and Bachelor of Science in Early Childhood Education

The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed. At the conclusion of this program, students will be able to:

Outcome 1: Content knowledge is aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students. Attainment of the outcome is further evidenced when the teacher candidate:

- 1.1 Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students.
- 1.2 Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.
- 1.3 Provides students with multiple opportunities to process the content. Consistently engages most students with the content.

Outcome 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students. Attainment of the outcome is further evidenced when the teacher candidate:

- 2.1 Implements lessons that intentionally vary one or more of the following to address student differences: content, process, product, or environment.
- 2.2 Applies knowledge of individual students' needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications.
- 2.3 Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities.

Outcome 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district, and state standards. Attainment of the outcome is further evidenced when the teacher candidate:

- 3.1 Implements learning activities aligned to chosen standards and incorporates embedded formative assessment.
- 3.2 Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson.

Outcome 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Attainment of the outcome is further evidenced when the teacher candidate:

- 4.1 Implements strategies in which most students convey their ideas or solutions through product or process.
- 4.2 Facilitates opportunities in which most students analyze and discuss problems and possible solutions.
- 4.3 Uses questioning techniques that result in most students providing answers reflecting critical thinking.
- 4.4 Consistently uses evidence-based strategies to promote higher order thinking.

Outcome 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. Attainment of the outcome is further evidenced when the teacher candidate:

- 5.1 Implements developmentally appropriate expectations to maintain a respectful and safe learning environment.
- 5.2 Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning.
- 5.3 Proactively uses varied classroom management strategies to minimize disruptions to the learning environment.

Outcome 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom. Attainment of the outcome is further evidenced when the teacher candidate:

- 6.1 Conveys clear instructions through verbal AND non-verbal cues or other communication strategies; follows up with students not understanding instructions.
- 6.2 Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions.
- 6.3 Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students.
- 6.4 Consistently models proper spelling and grammar in written and verbal communication.
- 6.5 Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context.

Outcome 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. Attainment of the outcome is further evidenced when the teacher candidate:

- 7.1 Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole.
- 7.2 Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.
- 7.3 Maintains student assessment records consistently and confidentially.

Outcome 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students. Attainment of the outcome is further evidenced when the teacher candidate:

- 8.1 Reflects on the effectiveness of a lesson based on student learning and engagement.
- 8.2 Accepts and uses feedback consistently to adjust and improve practice.
- 8.3 Monitors and adjusts professional conduct through self-assessment.
- 8.4 Uses techniques or strategies introduced in approved professional development to improve student learning.

Outcome 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members. Attainment of the outcome is further evidenced when the teacher candidate:

- 9.1 Prepares for and fully engages in professional collaboration with colleagues to enhance student learning.
- 9.2 Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success.