



NORTHERN ILLINOIS UNIVERSITY

# College of Education

Major: Elementary Education

Degree: B.S. Ed

Date Revised: September 13, 2016

## Student Learning Outcomes and proposed Methods for collecting data (from assessment plan)

Student Learning Outcomes		Methods of Assessment
1	Know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	<ul style="list-style-type: none"> <li>• Elementary/Middle Grades Content Test (2,3)</li> <li>• edTPA Elementary Literacy (1-5)</li> <li>• Child Study Project (1)</li> <li>• Lesson Analysis (1,3)</li> <li>• 5E Science Unit (2,3,5)</li> <li>• Student Teaching Evaluation (4,5)</li> <li>• Interview/Assessment Report and Reflection (2,4)</li> </ul>
2	Know, understand, and use fundamental concepts <ul style="list-style-type: none"> <li>• from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas.</li> <li>• of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</li> <li>• and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.</li> <li>• and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</li> <li>• –as appropriate to their own understanding and skills – the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.</li> <li>• in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.               <ul style="list-style-type: none"> <li>– as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster activity, healthy life styles and enhanced quality of life for elementary students.</li> </ul> </li> </ul>	
3	<ul style="list-style-type: none"> <li>• Plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</li> <li>• Understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</li> <li>• Understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.</li> <li>• Use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.</li> <li>• Use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</li> </ul>	
4	Know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	
5	<ul style="list-style-type: none"> <li>• Reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</li> <li>• Know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children</li> </ul>	