

The CU School of Education Student Proficiencies (called Student Learning Outcomes in CADS and on WEAVE).

Each full standard is a unit GOAL (Standard 1, 2, etc); the proficiencies under those standards listed here may be selected as Student Learning outcomes.

(Unit Goal/Standard 1: Subject Matter Knowledge

Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for students.)

Knowledge

1K1: Candidates are grounded in the historical, sociological, and scientific foundations of education.

1K2: Candidates understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.

1K3: Candidates can relate their disciplinary knowledge to other subject areas.

1K4: The successful candidate understands why and how written measurable learning objectives (standards) relate to formally and informally identified diverse learner needs.

Dispositions

1D1: Candidates apply critical thinking strategies for solutions to “real-world pedagogical problems” related to teaching, learning, school performance and education reform.

1D2: Candidates realize that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. They seek to keep abreast of new ideas and understandings in the field.

1D3: Candidates appreciate multiple perspectives and convey to learners how knowledge is developed from the vantage point of the knower.

1D4: Candidates have enthusiasm for the discipline(s) they teach and make connections to everyday life.

1D5: Candidates are committed to continuous learning and engages in professional discourse about subject matter knowledge and children’s learning of the discipline.

Performances

1P1: Candidates demonstrate a comprehensive understanding of their subject matter by being able to plan instruction and make subject matter meaningful to students.

1P2: Candidates are aware of and can instruct the interconnections of contemporary issues or trends related to their subject or discipline and project future.

1P3: Candidates effectively represent and use multiple representations, theories, methods of inquiry, and explanations of disciplinary concepts that capture key ideas and link them to students’ prior understandings.

1P4: Candidates can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

1P5: Candidates engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

1P6: Candidates develop and use curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

1P7: Candidates can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

(Unit Goal/Standard 2: Learning Theory)

Candidates understand how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Knowledge

2K1: Candidates understand how students differ in their approaches to learning and is effective in creating instructional opportunities that are adapted to diverse learners.

2K2: Candidates understand how learning occurs – how students construct knowledge, acquire skills, and develop habits of mind – and knows how to use instructional strategies that promote student learning.

2K3: Candidates understand that students' physical, social, emotional, moral and cognitive development influence learning and know how to address these factors when making instructional decisions.

2K4: Candidates are aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understand how development in any one domain may affect performance in others.

Dispositions

2D1: Candidates appreciate that children come to the classroom with different backgrounds, abilities and expectations, and candidates are disposed to use this knowledge as a basis for their professional practice.

2D2: Candidates begin teaching with confidence and commitment to the classroom with the expectation that they will reach all students and promote intellectual growth.

2D3: Candidates appreciate individual variation within each area of development, show respect for the diverse talents of all learners, and are committed to help them develop self confidence and competence.

2D4: Candidates are disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Performances

2P1: Candidates use knowledge of child development and group performance to provide learning opportunities that support learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

2P2: Candidate stimulates student reflection on prior knowledge and links new ideas to already familiar ideas by making connections to students' experiences, providing opportunities for the active engagement, manipulation, and testing of ideas and materials.

2P3: Candidates access students' thinking and experiences as a basis for instructional activities by being able to ask challenging questions, listen carefully to and assess responses, and encourage discussion.

(Unit Goal/Standard 3: Diverse Learners)

Candidates understand how students differ in their approaches to learning, and create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Knowledge

3K1: Candidates understand other cultural traditions in order to gain a perspective on personal values and the similarities and differences among individuals and groups and can sensitively and effectively teach to diverse groups of students.

3K2: Candidates understand and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

3K3: Candidates know about areas of exceptionality in learning – including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

3K4: Candidates know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

3K5: Candidates understand how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

3K6: Candidates have a well-grounded framework for understanding cultural and community diversity and know how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions

3D1: Candidates are proactive in the promotion of the education of all children, including those with exceptional and diverse backgrounds.

3D2: Candidates appreciate that the differences – whether demographic or ideological – between people are an invitation to, and will be embraced as, an opportunity for discussion and growth.

3D3: Candidates believe that all children can learn at high levels and persist in helping all children achieve success.

3D4: Candidates appreciate and value human diversity, show respect for students' varied talents and perspectives, and are committed to the pursuit of "individually configured excellence."

3D5: Candidates respect students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

3D6: Candidates are sensitive to community and cultural norms.

3D7: Candidates make students feel valued for their potential as people and help them learn to value each other.

Performances

3P1: Candidates bring multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

3P2: Candidates create a learning community in which individual differences are respected.

3P3: Candidates seek to understand students' families, cultures, and communities, and use this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

3P4: Candidates use knowledge of students' stages of development, learning styles, strengths, and needs to make appropriate provisions for the education of all children, including those with exceptional and diverse backgrounds or who have particular learning differences or needs.

3P5: Candidates can select and use various teaching methodologies, strategies, and resources and support mechanisms that are sensitive to the multiple experiences of learners and to develop learning communities.

3P6: Candidates can identify when and how to access appropriate services or resources to meet exceptional learning needs.

3P7: Candidates can apply technology to support diverse learner needs.

(Unit Goal/Standard 4: Instructional Strategies)

Candidates understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Knowledge

4K1: Candidates understand principles and techniques associated with, along with the advantages and limitations of, various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

4K3: Candidates use effective verbal and nonverbal strategies to foster active inquiry, collaboration, and supportive interaction in the classroom.

4K4: Candidates understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

4K5: Candidates know how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

Dispositions

4D1: Candidates value the development of students' critical thinking, independent problem solving, and performance capabilities.

4D2: Candidates value flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performances

4P1: Candidates apply critical thinking strategies for solutions to "real-world problems" related to teaching, learning, school performance and education reform.

4P2: Candidates use strategies to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

4P3: Candidates carefully evaluate how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

4P4: Candidates use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.

4P5: Candidates constantly monitor and adjust strategies in response to learner feedback.

4P6: Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

4P7: Candidates develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

(Unit Goal/Standard 5: Learning Environment)

Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

5K1: Candidates understand how to use physical space and classroom accoutrements to create safe and orderly learning environments.

5K2: Candidates understand different instructional means for establishing safe, effective, socially and emotionally secure learning environments.

5K3: Candidates can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies conducive to creating the most effective culture for learning.

5K4: Candidates understand individual and group motivation and behavior and can use strategies to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5K5: Candidates understand how social groups function and influence people, and how people influence groups.

5K6: Candidates know how to help people work productively and cooperatively with each other in complex social settings.

5K7: Candidates understand the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

5K8: Candidates recognize factors and situations that are likely to promote or diminish intrinsic motivation, and know how to help students become self-motivated.

Dispositions

5D1: Candidates appreciate that trust between adults and children is paramount.

5D2: Candidates value a competent, caring, nurturing approach to creating a learning community.

5D3: Candidates take responsibility for establishing a positive climate in the classroom and participate in maintaining such a climate in the school as whole.

5D4: Candidates understand how participation supports commitment, and are committed to the expression and use of democratic values in the classroom.

5D5: Candidates value the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

5D6: Candidates recognize the value of intrinsic motivation to students' life-long growth and learning.

5D7: Candidates are committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performances

5P1: Candidates are able to create physically, socially, and emotionally safe learning environments characterized by appropriate levels of trust between themselves and their students.

5P2: Candidates create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

5P3: Candidates engage students in individual and cooperative learning activities that help them develop the motivation to achieve by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

5P4: Candidates organize, and manage the resources of time, space, activities, and attention to independent and group work in ways that ensure active and equitable engagement of students in productive tasks.

5P5: Candidates maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior.

5P6: Candidates help the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

5P7: Candidates analyze the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

(Unit Goal/Standard 6: Communication)

Candidates use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge

6K1: Candidates realize that as teachers all of their actions – intentional or not – represent nonverbal as well as verbal communication between the school and the community.

6K2: Candidates understand communication theory, language development, and the role of language in learning.

6K3: Candidates understand how cultural and gender differences can affect communication in the classroom.

6K4: Candidates know about and can use effective verbal, nonverbal, and media communication techniques.

Dispositions

6D1: Candidates understand that their language and writing skills create impressions in others of their teaching ability, competence, and level of professionalism.

6D2: Candidates appreciate the importance of listening and non-verbal communication skills in being thoughtful and responsive listeners.

6D3: Candidates recognize the power of language for fostering self-expression, identity development, and learning.

6D4: Candidates value the many ways in which people seek to communicate, and encourage many modes of communication in the classroom.

6D5: Candidates appreciate the cultural dimensions of communication, respond appropriately, and seek to foster culturally sensitive communication by and among all students in the class.

Performances

6P1: Candidates effectively use technology as a communications tool with students, other educators, and community stakeholders. (2.65)

6P2: Candidates know how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities. (2.265)

6P3: Candidates model effective skills in writing, reading, and speaking English clearly in conveying ideas and information not only with students, but with colleagues and community members.

6P4: Candidates support and expand learner expression in speaking, writing, and other media.

6P5: Candidates know how to ask questions and stimulate discussion in different ways for particular purposes, for example: probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

6P6: Candidates communicate in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

6P7: Candidates are open to constructive advice for improvement.

(Unit Goal/Standard 7: Planning Instruction)

Candidates plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

7K1: Candidates are proactive in the promotion of learning in all children, including those with exceptional and diverse backgrounds.

7K2: Candidates apply critical thinking strategies for solutions to “real-world problems” related to teaching, learning, school performance, and education reform.

7K3: Candidates understand why and how written measurable learning objectives (standards) relate to formally and informally identified diverse learner needs.

7K4: Candidates understand the impact and role of accountability assessments (TCAP) and can use existing data to plan instruction and create curricula related to test results, balanced against the current needs-based assessments.

7K5: Candidates understand the promises and problems of planning instruction in a data-driven decision-making environment.

7K6: Candidates understand how students differ in their approaches to learning and are effective in creating instructional opportunities that are adapted to diverse learners.

7K7: Candidates understand learning theory, subject matter, curriculum development, community needs, and student development and know how to use this knowledge in planning instruction to meet curriculum goals.

7K8: Candidates know how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

7K9: Candidates know when and how to adjust plans based on student responses and other contingencies.

Dispositions

7D1: Candidates value both long term and short term instructional planning.

7D2: Candidates believe that plans must always be open to adjustment and revision based on student needs and changing circumstances.

7D3: Candidates value and strive for planning as a collegial activity.

Performances

7P1: Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

7P2: As an individual and a member of a team, candidates select and create learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

7P3: Candidates plan for learning opportunities that recognize and address variation in learning styles and performance modes.

7P4: Candidates create lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

7P5: Candidates create short-range and long-term plans that are linked to student needs and performance, and adapt the plans to ensure and capitalize on student progress and motivation.

7P6: Candidates respond to unanticipated sources of input, evaluate plans in relation to short- and long-range goals, and systematically adjust plans to meet student needs and enhance learning.

(Unit Goal/Standard 8: Assessment)

Candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of their students.

Knowledge

8K1: Candidates understand why and how written measurable learning objectives relate to formally and informally identified diverse learner needs.

8K2: Candidates have learned assessment methodologies for individual, classroom, and school-level performance methodologies including, but not limited to, application of individualized services, instructional plans, and school improvements.

8K3: Candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners.

8K4: Candidates understand the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

8K5: Candidates know how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic

purposes.

8K6: Candidates understand measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions

8D1: Candidates favor rigorous assessment as a formative tool for improving teaching rather than as a means to label students.

8D2: Candidates value ongoing assessment as essential to the instructional process and recognize that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

8D3: Candidates are committed to using assessment to identify student strengths and promote student growth.

Performances

8P1: Candidates evaluate the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

8P2: Candidates use multiple methods for measuring student growth and understanding to enhance their knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies and they can clearly explain student performance to parents.

8P3: Candidates solicit and use information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

8P4: Candidates use assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

8P5: Candidates monitor their own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

8P6: Candidates maintain useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

(Unit Goal/Standard 9: Reflection and Professional Development)

Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and actively seek out opportunities to grow professionally.

Knowledge

9K1: Candidates understand methods of inquiry that provide them with a variety of self-assessment and problem-solving strategies for reflecting on their practice, its influences on students' growth and learning, and the complex interactions between them.

9K2: Candidates are aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

9K3: Candidates use concepts from across academic disciplines to understand themselves and their relationships with other people, can comprehend the nature and function of communities, and use this knowledge to the benefit of their teaching.

Dispositions

9D1: Successful candidates supports and values continuous professional growth and development, including roles in organizations, publications, and meetings.

9D2: Candidates develop a perspective on social, political, and economic issues for resolving societal and professional problems.

9D3: Candidates exemplify personal and professional ethics in making judgments both in and outside the classroom.

9D4: Candidates value critical thinking and self-directed learning as habits of mind.

9D5: Candidates are committed to reflection, assessment, and learning as an ongoing process.

9D6: Candidates are willing to give and receive help.

9D7: Candidates are committed to seeking out, developing, and continually refining practices that address the individual needs of students.

9D8: Candidates recognize their professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances

9P1: Candidates locate, evaluate, interpret and integrate research in teaching and learning to the benefit of their teaching practice.

9P2: Candidates model what it means to be an educated person – they read, they question, they create, and they are willing to try new things.

9P4: Candidates use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

9P5: Candidates seek out professional literature, colleagues, and other resources to support their own development as learners and teachers and to stay abreast of current issues in American education (both learning, instructional, and classroom management strategies as well as educational issues of social or political importance).

9P6: Candidates are aware of and 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.

(Unit Goal/Standard 10: Collaboration, Ethics, Relationships)

Candidates communicate and interact with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

Knowledge

10K1: Candidates understand and are committed to ethical and professional standards.

10K2: Candidates know and understand their own personal biases and understand that such ownership is an essential requirement for avoiding acting upon those biases to the advantage or disadvantage of particular students.

10K3: Candidates apply and can integrate knowledge, skills and dispositions during clinical experiences via school/university collaborative activities in partnership schools.

10K4: Candidates develop a perspective on social, political, and economic issues for resolving societal and professional problems.

10K5: Candidates understand schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which they work.

10K6: Candidates understand how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

10K7: Candidates understand and implement laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions

10D1: Candidates 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.

10D2: Candidates value and appreciate the importance of all aspects of a child's experience.

10D3: Candidates are concerned about all aspects of a child's wellbeing (cognitive, emotional, social, and physical), and are alert to signs of difficulties.

10D4: Candidates are willing to consult with other adults regarding the education and well-being of their students.

10D5: Candidates respect the privacy of students and confidentiality of information.

10D6: Candidates are willing to work with other professionals to improve the overall learning environment for students.

Performances

10P1: Candidates participate in collegial activities designed to make the entire school a productive learning environment.

10P2: Candidates make 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.

10P3: Candidates can identify and use community resources to foster student learning.

10P4: Candidates establish respectful and productive relationships with parents and guardians from diverse home and community situations, and seek to develop cooperative partnerships in support of student learning and well being.

10P5: Candidates talk with and listen to the students, are sensitive and responsive to clues of distress, investigate situations, and seek outside help as needed and appropriate to remedy problems.

10P6: Candidates advocate for students.

10P7: Candidates work with other professionals on instructional policy, curriculum development and staff development.