Beginning Educator Outcomes
These outcomes encompass the knowledge and skills you will need to become a competent beginning educator.

East Stroudsburg University Beginning Educators will:

A. Content Outcomes

1. Demonstrate general knowledge competency.
   a. Describe, interpret, analyze and use specific concepts in the humanities, i.e., the arts, literature, philosophy, and/or languages.
   b. Describe interactions that occur within and among scientific and mathematical systems.
   c. Describe interactions that occur within and among the social sciences, i.e., history, economics, political science, geography, and/or sociology.

2. Demonstrate subject matter knowledge competency.
   a. Describe, interpret, and use specific concepts in chosen field(s) of study.
   b. Make connections within chosen field(s) of study and among other disciplines.
   c. Describe and interpret the structure of chosen field(s) of study.
   d. Select and use tools of inquiry for chosen field(s).
   e. Engage students in the practice of problem solving.

B. Learner and the Learning Environment Outcomes

Learners

3. Use their knowledge of how students learn and develop to provide learning opportunities for all students.
   a. Use theories of human development
   b. Design and integrate developmentally appropriate non-instructional practices.
   c. Use sensitivity when addressing social issues and allow for a range of acceptable age-appropriate opinions/behaviors.
   d. Apply theories of intelligences-moral, emotional, multiple.
   e. Use, interpret and respond to verbal and nonverbal communication.

Learning Environment

4. Create a classroom environment that motivates and supports positive social interaction and active learning.
   a. Recognize the worth of all students and establish an inclusive, equitable learning environment.
   b. Design positive, non-threatening learning environments that enable students to learn from their mistakes.
   c. Provide pro-social experiences that promote respect and support cooperation in the classroom.
   d. Employ pro-active classroom management strategies.

Diverse Learners

5. Establish instructional opportunities that demonstrate the value of diverse learners.
   a. Adapt instruction to meet the needs of students with exceptionalities.
   b. Design developmentally appropriate learning activities that challenge students and provide for success.
   c. Provide learning materials and activities that reflect the dynamic diversity among cultures and people.
   d. Enable students to explore diversity issues.
C. Teaching and Learning Process Outcomes

Instructional Strategies
☐ 6. Use a variety of effective instructional strategies that engage students and foster creative and critical thinking.
   a. Plan appropriate instructional grouping arrangements.
   b. Design activities to help students develop in the cognitive, psychomotor, and socio-emotional domains.
   c. Use a variety of instructional strategies that engage students.
   d. Select, create, and utilize technology, media, and other instructional materials

Planning Instruction
☐ 7. Plan effective and time efficient lessons that focus on student learning of specific goals and correlate directly to state/national standards.
   a. Identify desired results based on national and state standards and district guidelines.
   b. Write clear and concise student learning statements.
   c. Develop single subject and interdisciplinary units of study or lessons, which reflect our Learning Cycle.
   d. Design lesson plans that include instructional strategies compatible with chosen field(s) of study.
   e. Match timeframe constraints to content, student learning statements, and developmental needs.

Assessment
☐ 8. Use diagnostic, formative and summative assessment to plan learning experiences that meet the continuous needs of all students.
   a. Implement a complete set of formal and informal assessment strategies congruent with student learning statements.
   b. Determine purpose and audience for assessment.
   c. Process, analyze, and interpret assessment data to adapt and differentiate instruction.
   d. Use assessment information to provide specific and approving or corrective feedback to promote and encourage student learning.
   e. Use analyses of their students’ learning styles to diversify instruction according to their learning style preferences.

D. Professionalism Outcomes

Reflection/Professional Development
☐ 9. Initiate and maintain an ongoing plan of reflection, continued learning and professional development.
   a. Reflect on classroom practice to inform deliberate decision-making.
   b. Use analyses of own learning styles to build on strengths.
   c. Identify areas of strength and plan for future professional development.
   d. Participate in ongoing professional development in their field of study by reading about research and effective practices, participating in other formal and informal educational activities.

Involvement/Advocacy
☐ 10. Work actively with families, professionals, and community members to increase the quality of their students’ education.
   a. Communicate with parents in order to enhance their involvement in the student’s education.
   b. Communicate with other professionals in order to enhance the quality of educational services for individual students.
   c. Initiate and maintain active involvement in the school, local community, and the profession.

Professional Responsibility
☐ 11. Demonstrate professional demeanor, ethical behavior, and accountability in all activities.
   a. Utilize an effective system for documenting and assessing student performance to meet district requirements and data management.
   b. Maintain professional demeanor in all interactions.
   c. Model a high degree of professional ethics when working with students, parents, and colleagues.