**Eastern Connecticut State University**

**Eastern's Educator Preparation Programs' (EPP) Candidate Learning Outcomes (CLO)**

## Domain I: Intentional Teaching

We believe that intentional teaching and its important corollary intentional learning necessitate viewing learning as the pre-determined and actively sought after goal of education.

Candidate Learning Outcomes:

1. Candidates demonstrate a positive and reflective disposition towards intentional planning and teaching practices that are appropriate for diverse learners. *NCATE 1, 2, 3, 4; CAEP 1, 2, Diversity; InTASC 1, 2, 8; CCCT 2, 6*
2. Candidates demonstrate the ability to identify discipline-specific content knowledge and skills, develop and implement evidence-based, inclusive instructional practices that engage all students and improve student achievement. *NCATE 1, 2, 3, 4; CAEP 1, 4, Diversity; InTASC 2, 4, 5, 8; CCCT 1, 2, 3*
3. Candidates develop effective classroom environments that nurture collaborative learning and self-efficacy. *NCATE 1, 3, 4; CAEP 1, 4; InTASC 3, 5; CCCT 2*
4. Candidates identify and utilize educational technology and other digital resources to enhance the learning experience of all students and to transform their own instructional practices. *NCATE 1, 2, 3, 4; CAEP 4, 3, 5, Technology; InTASC 2, 3, 9; CCCT 1, 2*
5. Candidates develop and integrate learning experiences that require students' use of critical thinking skills, problem solving, and diverse forms of communication. *NCATE 1, 3, 4; CAEP 1; InTASC 4, 5; CCCT 1, 2*

## Domain II:  Data Literacy

We believe that data literacy offers a dedicated pathway towards understanding the abilities and needs of all students and offers a means to improve students' growth and development across all curricular areas.

Candidate Learning Outcomes:

1. Candidates use and/or adapt/design qualitative and quantitative assessments that directly align with the learning goals of content in the discipline. *NCATE 1, 2, 3, 4; CAEP 1, 4; InTASC 6, 7; CCCT 1, 5*
2. Candidates organize, analyze, interpret and graphically display data on student growth. *NCATE 2, 3; CAEP 1, Technology; InTASC 1, 5; CCCT 5*
3. Candidates triangulate data from multiple sources to determine student learning and guide planning and teaching. *NCATE 1, 2, 3, 4; CAEP 4, InTASC 6, 7, 8; CCCT 2, 5*
4. Candidates use both classroom-wide, and individual student data to understand learning and development and to inform and adjust instruction. *NCATE 1, 2, 3, 4; CAEP 4; InTASC 7, 8; CCCT 2, 3, 4, 5*
5. Candidates analyze student data—including pre- and post-instruction assessments—to determine the impact of their own teaching. *NCATE 1, 2; CAEP 4; InTASC 9, 1; CCCT 5*
6. Candidates demonstrate reflective and interpersonal abilities to become an active member of a data team.  *NCATE 2, 3; CAEP 2; InTASC 9, 10; CCCT 6*
7. Candidates demonstrate a positive disposition toward data collection and articulate its importance in teaching and learning.  *NCATE 1, 2; CAEP 1, 2; INTAC 9; CCCT 5, 6;*

## Domain III: Cultural Competence

We believe that cultural competence includes both understanding and appreciating cultural, learner, and linguistic diversity but also practicing a pedagogy that views school-family relationships as partnerships in learning.

Candidate Learning Outcomes:

1. Candidates demonstrate deep caring, commitment, and empathy for children and families of diverse cultural and socioeconomic backgrounds. *NCATE 1, 4; CAEP 2, 3, Diversity; InTASC 1, 2, 9; CCCT 2, 6*
2. Candidates articulate the positive influences of culture on students' learning and development. *NCATE 1, 4; CAEP 1, 2, Diversity; InTASC 1, 2; CCCT 1, 3*
3. Candidates demonstrate culturally responsive teaching, by incorporating the strengths, interests, histories, and needs of families of diverse cultures in their planning, teaching, and assessment. *NCATE 1, 2, 3, 4; CAEP 1, 2, Diversity; InTASC 2, 7, 8; CCCT 3, 4, 5*
4. Candidates adapt teaching and learning experiences to the linguistic, social, and learning styles and needs of children of diverse backgrounds. *NCATE 1, 4; CAEP 1, 2, 4, Diversity; InTASC 1, 2, 8; CCCT 3, 4*
5. Candidates honor all family languages and understand the importance of preserving language as a fundamental part of culture. *NCATE 1, 4; CAEP 1, 2, Diversity; InTASC 9, 10; CCCT 1, 6*
6. Candidates proactively promote positive cross-cultural peer relationships and openly and directly address instances of bias as they arise in the classroom. *NCATE 1, 4; CAEP 1, 2, Diversity; InTASC 9, 3, 5; CCCT 2, 6*
7. Candidates apply their knowledge of culture in their communication with and involvement of families in school. *NCATE 1, 3, 4; CAEP 2, Diversity; InTASC 9, 10 CCCT 2, 6*
8. Candidates monitor and address their own cultural biases and recognize and articulate the influences of their own families and cultures on their beliefs and professional practices. *NCATE 1, 4; CAEP 5, 3, Diversity; InTASC 9; CCCT 6*

## Domain IV: Professional Practice and Leadership

We believe that across all coursework and clinical practices, our candidates must demonstrate compassion and dedication to all students that is earnest, professional and mindful.

Candidate Learning Outcomes:

1. Candidates demonstrate an ongoing commitment to their professional growth by engaging in continuous meaningful learning. *NCATE 1; CAEP 5; InTASC 9, 10; CCCT 6*
2. Candidates continually examine their ability to design and deliver effective instruction by using feedback and evidence from students, peers and mentors to revise instructional practices and to improve effectiveness. *NCATE 1, 3, 4; CAEP 5; InTASC 9; CCCT 3, 5*
3. Candidates collaborate with their peers, school personnel, families and community members to contribute to effective school changes. *NCATE 1, 2, 3, 4; CAEP 2, 5; InTASC 10; CCCT 6*
4. *Candidates seek leadership roles to advocate for the well being of all learners and to advance the profession. NCATE 1, 4; CAEP 5, 1; InTASC 1; CCCT 6*

**Alignment of Eastern EPP's Candidate Learning Outcomes (CLO) to NCATE, CAEP & InTASC Standards and Connecticut's Common Core of Teaching (CCCT)**

| Eastern EPP's Candidate Learning Outcomes (CLO) | NCATE Standards | CAEP Standards | InTASC Standards | Connecticut Common Core of Teaching (CCCT) |
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| Domain I: Intentional Teaching<br><br>Intentional Teaching and its important corollary intentional learning necessitate viewing learning as the pre-determined and actively sought after goal of education. | Standard 1: Candidate Knowledge, Skills, and Professional Dispositions<br><br>Standard 2: Assessment System and Unit Evaluation<br><br>Standard 3: Field Experiences and Clinical Practice<br><br>Standard 4: Diversity | Standard 1: Content and Pedagogical Knowledge<br><br>Standard 2: Clinical Partnerships and Practice<br><br>Standard 3: Candidate Quality, Recruitment and Selectivity<br><br>Standard 4: Program Impact<br><br>Standard 5: Provider Quality Assurance and Continuous Improvement<br><br>Cross-cutting theme: Diversity<br><br>Cross-cutting theme: Technology | Standard 1: Learner Development<br><br>Standard 2: Learning Differences<br><br>Standard 3: Learning Environments<br><br>Standard 4: Content Knowledge<br><br>Standard 5: Application of Content<br><br>Standard 8: Instructional Strategies<br><br>Standard 9: Professional Learning and Ethical Practice | Domain 1: Content and Essential Skills<br><br>Domain 2: Classroom Environment, Student Engagement and Commitment to Learning<br><br>Domain 3: Planning for Active Learning<br><br>Domain 4: Instruction for Active Learning<br><br>Domain 5: Assessment for Learning<br><br>Domain 6: Professional Responsibilities and Teacher Leadership |

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| Domain II: Data Literacy<br><br>Data Literacy offers a dedicated pathway towards understanding the abilities and needs of all students and offers a means to improve students' growth and development across all curricular areas. | Standard 1: Candidate Knowledge, Skills, and Professional Dispositions<br><br>Standard 2: Assessment System and Unit Evaluation<br><br>Standard 3: Field Experiences and Clinical Practice<br><br>Standard 4: Diversity | Standard 1: Content and Pedagogical Knowledge<br><br>Standard 2: Clinical Partnerships and Practice<br><br>Standard 4: Program Impact<br><br>Cross-cutting theme: Technology | Standard 1: Learner Development<br><br>Standard 5: Application of Content<br><br>Standard 6: Assessment<br><br>Standard 7: Planning for Instruction<br><br>Standard 8: Instructional Strategies<br><br>Standard 9: Professional Learning and Ethical Practice<br><br>Standard 10: Leadership | Domain 1: Content and Essential Skills<br><br>Domain 2: Classroom Environment, Student Engagement and Commitment to Learning<br><br>Domain 3: Planning for Active Learning<br><br>Domain 4: Instruction for Active Learning<br><br>Domain 5: Assessment for Learning<br><br>Domain 6: Professional Responsibilities and Teacher Leadership |
| Domain III: Cultural Competence<br><br>Cultural Competence includes both understanding and appreciating cultural, learner, and linguistic diversity but also practicing a pedagogy that views school-family relationships as partnerships in learning. | Standard 1: Candidate Knowledge, Skills, and Professional Dispositions<br><br>Standard 3: Field Experiences and Clinical Practice<br><br>Standard 4: Diversity<br><br>Standard 5: Faculty Qualifications, Performance, and Development | Standard 1: Content and Pedagogical Knowledge<br><br>Standard 2: Clinical Partnerships and Practice<br><br>Standard 3: Candidate Quality, Recruitment and Selectivity<br><br>Standard 4: Program Impact<br><br>Standard 5: Provider Quality Assurance and Continuous Improvement<br><br>Cross-cutting theme: Diversity | Standard 1: Learner Development<br><br>Standard 2: Learning Differences<br><br>Standard 3: Learning Environments<br><br>Standard 5: Application of Content<br><br>Standard 7: Planning for Instruction<br><br>Standard 8: Instructional Strategies<br><br>Standard 9: Professional Learning and Ethical Practice<br><br>Standard 10: Leadership | Domain 1: Content and Essential Skills<br><br>Domain 2: Classroom Environment, Student Engagement and Commitment to Learning<br><br>Domain 3: Planning for Active Learning<br><br>Domain 4: Instruction for Active Learning<br><br>Domain 5: Assessment for Learning<br><br>Domain 6: Professional Responsibilities and Teacher Leadership |

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| **Domain IV: Professional Practice & Leadership**<br><br>Across all coursework and clinical practices, our candidates must demonstrate compassion and dedication to all students that is earnest, professional and mindful. | Standard 1: Candidate Knowledge, Skills, and Professional Dispositions<br><br>Standard 3: Field Experiences and Clinical Practice<br><br>Standard 4: Diversity<br><br>Standard 5: Faculty Qualifications, Performance, and Development<br><br>Standard 6: Unit Governance and Resources | Standard 1: Content and Pedagogical Knowledge<br><br>Standard 2: Clinical Partnerships and Practice<br><br>Standard 5: Provider Quality Assurance and Continuous Improvement | Standard 1: Learner Development<br><br>Standard 9: Professional Learning and Ethical Practice<br><br>Standard 10: Leadership | Domain 3: Planning for Active Learning<br><br>Domain 5: Assessment for Learning<br><br>Domain 6: Professional Responsibilities and Teacher Leadership |