**Appendix A: Candidate Learning Outcomes**

**Eastern Connecticut State University**

**Eastern Educator Preparation Programs’ (EPP) Candidate Learning Outcomes**

**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.

Candidates/graduates:

1. Demonstrate a positive and reflective disposition towards intentional planning and teaching practices that are appropriate for diverse learners. **\****CCCT 6, 2; CAEP 1, 2, Diversity; INTASC 8, 1, 2*
2. Demonstrate the ability to identify discipline-specific content knowledge and skills, develop and implement evidence-based, inclusive instructional practices that engage all students and improves student achievement and growth in all developmental areas[[1]](#footnote-1). \**CCCT 1, 2, 3; CAEP 1, 4, Diversity; INTASC 4, 5, 2, 8, +NBPTS Proposition 2; CAEP A.1.2*
3. Develop effective classroom environments that nurture collaborative learning and self-motivation. *CCCT 2; CAEP 1, 4; INTASC 3, 5*
4. Identify and utilize educational technology and other digital resources to enhance the learning experience of all students and to transform their own instructional practices. *CCCT 2, 1; CAEP 4, 3, 5,* Technology*; INTASC 2, 3, 9; CAEP A.1.1*
5. Develop and integrate learning experiences that nurture intellectual development among diverse learners require students’ use of critical thinking skills, problem solving, and diverse forms of communication. *CCCT 1, 2; CAEP 1; INTASC 4, 5*

**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.

Candidates/graduates:

1. Use and/or adapt/design qualitative and quantitative assessments that directly align with the learning goals of content in the discipline. *CCCT 5, 1; CAEP 1, 4; INTASC 6, 7*
2. Organize, analyze, interpret and graphically display data on student growth. *CCCT 5; CAEP 1, Technology; INTASC 5, 1*
3. Will triangulate data from multiple sources to determine student learning and guide planning and teaching. *CCCT 5, 2; CAEP 4, INTASC 6, 7, 8; +NBPTS Proposition 3*
4. Use both classroom-wide and individual student data to understand learning and development and to inform and adjust instruction. *CCCT 5, 2, 3, 4; CAEP 4; INTASC 7, 8*
5. Analyze student data—including pre- and post-instruction assessments--to determine the impact of their own teaching. *CCCT 5; CAEP 4; INTASC 9, 1*
6. Demonstrate reflective and interpersonal abilities to become an active member of a data team. *CCCT 6; CAEP 2; INTASC 9, 10*
7. Demonstrate a positive disposition toward data collection and articulate its importance in teaching and learning. *CCCT 6; CAEP 1, 2; INTAC 9*
8. Analyze, conduct, and use qualitative, quantitative and/or mixed methods research to improve professional practice in a systematic way. +*NBPTS Proposition 4; CAEP A.1.1*, *A.2.2*

**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.

Candidates/graduates:

1. Demonstrate awareness of the rights of diverse learners as well as deep caring, commitment, and empathy for children and families of diverse cultural and socioeconomic backgrounds. \**CCCT 2, 6; CAEP 2, 3, Diversity; INTASC 1, 2, 9; +NBPTS Proposition 1*
2. Articulate the positive influences of culture on children’s learning and development. *CCCT 1, 3; CAEP 1, 2, Diversity; INTASC 1, 2*
3. Demonstrate culturally responsive teaching, by incorporating the strengths, interests, histories, and needs of families of diverse cultures in their planning, teaching, and assessment. *CCCT 4; CAEP 1, 2, Diversity; INTASC 2, 7, 8*
4. Adapt teaching and learning experiences to the linguistic, social, and learning styles and needs of children of diverse backgrounds. *CCCT 4; CAEP 1, 2, 4, Diversity; INTASC 1, 2, 8*
5. Honor all family languages and understand the importance of preserving language as a fundamental part of culture. *CCCT 6, 1; CAEP 1, 2, Diversity; INTASC 9, 10*
6. Proactively promote positive cross-cultural peer relationships and openly and directly address instances of bias as they arise in the classroom. *CCCT 2, 6; CAEP 1, 2, Diversity; INTASC 9, 3, 5*
7. Apply their knowledge of culture in their communication with and involvement of families in school. *CCCT 6, 2; CAEP 2, Diversity; INTASC 9, 10*
8. 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. *CCCT 6; CAEP 5, 3, Diversity; INTASC 9*

**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.

Candidates/graduates:

1. Demonstrate integrity and ethical behavior in their professional conduct and an ongoing commitment to their professional growth by engaging in continuous meaningful learning. *CCCT 6; CAEP 5; INTASC 9, 10; +NBPTS Proposition 5*
2. Consistently uphold their professional responsibility and continually examine their ability to design and deliver effective instruction by using feedback and evidence from learners, peers and mentors to revise instructional practices and to improve effectiveness. *CCCT 5, 3; CAEP 5; INTASC 9*
3. Collaborate with their peers, school personnel, families and community members to contribute to effective school changes. \**CCCT 6; CAEP A.1.1;**CAEP 2, 5; INTASC 1,*
4. Seek leadership roles to advocate for the well-being of all learners and to advance the profession. *CCCT 6; CAEP 5, 1; INTASC 1*
1. Social, psychological, emotional/behavioral, linguistic, and intellectual developmental areas. [↑](#footnote-ref-1)