

**Program Outcomes for B.S. in Elementary Education**

*The successful undergraduate candidate in the K-6 licensure program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:*

- 1. (PLAN) designs meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment for grades K – 6.*
- 2. (TEACH) has a competent grasp of content knowledge, employs appropriate pedagogical practices, and utilizes resources to facilitate the learning process for students in grades K – 6.*
- 3. (ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the grade K – 6 learner.*
- 4. (REFLECT )engages in the process of continual and thoughtful reflection on his/her grade K – 6 teaching practices.*
- 5. (ADAPT) evaluates elements of change in the grade K – 6 classroom and the wider world, actively bringing this awareness to work with students, faculty, and other members of the community.*

The following page provides the sequence of courses offered in the undergraduate K-6 licensure program, with a summary of the primary program outcomes addressed for each course, and the “signature assignment” to assess that the student learning outcomes for each course have been met.

The remainder of the document details each of the five program outcomes, followed by specific courses where those program outcomes are predominantly addressed, student learning outcomes for each of those courses, sources of evidence to assess that student learning outcomes have been met, and corresponding Hawaii Teacher Performance Standards (HTPS).

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<b>Sequence of Courses (in order of 4 year plan)</b>	<b>Primary Program Outcomes Addressed</b>	<b>Evidence (“Signature Assignment”)</b>
CS 103 Computer & App. Software OR Proficiency Test		
ED 200 Intro. to Education	REFLECT, ADAPT	Anotated Timeline
MA 105 Math for Elem. Teachers	PLAN	Praxis Plan
PSY 202 Child Development	NA	NA
<b>Major Requirements (in order of 4 year plan)</b>		
ED 306 Psychological Foundations of Ed.	PLAN	Context & Outcomes
ED 470 Tech. for Teachers	PLAN, ADAPT	Interactive Presentation
ED 418 Language Arts: Curriculum & Methods (aka Language Arts I)	PLAN, REFLECT	Lesson Planning/Strategies
ED 419 Math Curriculum & Methods (aka Elementary Math Methods I)	PLAN, TEACH	Lesson Planning/Strategies
ED 450 Music, Art, and Creat. Mov. For Elementary Teachers	PLAN, ADAPT	Resource Guide
ED 415 Teaching Reading in the Elem.School (aka Language Arts II)	PLAN, ADAPT	Unit Plan/Strategies
ED 446 Advanced Math Methods (aka Elementary Math Methods II)	PLAN, ADAPT	Unit Plan/Strategies
ED 408 Assessment	ASSESS, REFLECT	Assessment Plan for each Unit
ED 448 Environmental Studies (aka Science Methods)	PLAN, TEACH, REFLECT	Models of Instruction
ED 480 Social Studies Methods	PLAN, TEACH, REFLECT	Models of Instruction
ED 404 Managing School Environments	PLAN, REFLECT, ADAPT	Classroom Management Plan
ED 420 Curriculum Found.	PLAN, ASSESS, REFLECT	Thematic Unit Plan
ED 460 Introduction to Exceptional Children	ADAPT	Differentiation Plan
ED 490 Seminar	REFLECT, ADAPT	Culminating Portfolio
ED 494 Student Teaching: Elementary Ed.	PLAN, TEACH, REFLECT	Solo Teaching Evaluation

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1. *PLAN: The successful candidate will design meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment for grades K-6.*

Courses	Student Learning Outcomes for PLAN	Evidence (Signature Assignments, Artifacts)	HTPS
MA 105 Math for Elem. Tchrs	<ul style="list-style-type: none"> <li>• Aid Elementary Education (EE) majors in the undergraduate education program with gaining a solid foundation of the underlying concepts, principles (“big ideas”), and procedural skills in mathematics for grades Kindergarten through eighth, as they adhere to the Hawaii Content and Performance Standards III (HCPS III) and the National Council of Teachers of Mathematics (NCTM) standards.</li> <li>• Successfully prepare and EE majors for taking the PRAXIS I (PPST) Mathematics portion of the exam in the coming months, through the development of critical thinking, problem-solving, and communication skills, and self-confidence and self-efficacy in the subject matter (mathematics).</li> <li>• <i>Demonstrate an understanding</i> of the principles, concepts, and procedural skills in mathematics content with respect to grades Kindergarten through eighth and how they connect to the HCPS III and NCTM standards and benchmarks.</li> <li>• <i>Develop self-confidence and self-efficacy</i> in understanding the concepts, principles, procedural skills, and content of mathematics (grades Kindergarten through eighth) and <i>successfully plan for and take</i> the PRAXIS I (PPST) exam in Mathematics prior to the start of Spring year two in the Education cohort program.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of two PRAXIS I Mathematics <u>practice</u> exams, with the intention of taking the <u>actual</u> PRAXIS I Math exam prior to the start of Spring year two in the cohort program.</li> <li>• Successful completion of the final exam assessing for mathematics content and procedural knowledge for grades Kindergarten through eighth.</li> </ul>	1, 4, 5, 6, 7
ED 306 Psych Found. of Ed	<ul style="list-style-type: none"> <li>• Plan lessons using the five types of knowledge required of effective teachers;</li> <li>• Integrate and synthesize knowledge of learning theories in planning lessons that develop thinking and problem-solving skills;</li> <li>• Use appropriate assessment instruments to guide the planning process</li> </ul>	Context & Outcomes	#9 #4, 6, 7 #8
ED 470 Technology for Teachers	<ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of multiple uses of tech. to enhance their teaching.</li> <li>• Students will create a grade appropriate interactive presentation.</li> </ul>	Interactive Presentations	
ED 418 Lang. Arts & Curriculum Mthds.	<ul style="list-style-type: none"> <li>• Describe the rationale, history, current research and theory in the teaching of K-6 language arts/literacy;</li> <li>• Utilize diagnostic techniques to guide the planning process for K-6 language arts/literacy;</li> <li>• Use research-based pedagogical strategies and current standards to plan for differentiating and integrating K-6 language arts/literacy throughout the curriculum</li> </ul>	Lesson Planning/Strategies	#1, 3, 5, 9, #8 #2, 6, 7
ED 419 Math Curriculum & Mthds.	<ul style="list-style-type: none"> <li>• Utilize mathematical content knowledge and problem solving skills to investigate real life mathematical situations, to formulate valid questions from problem situations, and to represent situations verbally, numerically/symbolically, graphically, and/or geometrically;</li> <li>• Use the NCTM standards and HCPS benchmarks for grades K-3 to guide the planning of standardized, comprehensive, meaningful, and integrated math lessons that engage students in active, hands-on, problem-based learning experiences;</li> <li>• Identify and review mathematics resources, and effectively use various forms of technology to enhance student experiences in the K-3 classroom.</li> </ul>	Lesson Planning/Strategies	

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Courses	Student Learning Outcomes for PLAN	Evidence (Signature Assignments, Artifacts)	HTPS
ED 450 Music, Art, & Creative Mvmnt. for Elementary Teachers	<ul style="list-style-type: none"> <li>• Students will demonstrate knowledge of Hawaii Department of Education standards for art, music, and movement using them in writing lesson plans;</li> <li>• Students will create grade level appropriate lesson plans in art, music, &amp; movement.</li> </ul>	Resource Guide	
ED 415 Teaching Reading in the Elm Sch	<i>Margaret Mize, Sheri Schonleber</i>	Unit Plan/Strategies	
ED 446 Adv. Math Mthds	<p>By participating throughout and completing this course, students will be able to...</p> <ul style="list-style-type: none"> <li>• Utilize mathematical content knowledge and problem solving skills to investigate real life mathematical situations, to formulate valid questions from problem situations, and to represent situations verbally, numerically/symbolically, graphically, and/or geometrically. (HTSB 5)</li> <li>• Use the NCTM standards and HCPS benchmarks for grades 3-6 to guide the planning of standardized, comprehensive, meaningful, and integrated math lessons that engage students in active, hands-on, problem-based learning experiences. (HTSB 1, 2, 3, 4, 6, 7)</li> <li>• Identify and review mathematics resources, and effectively use various forms of technology to enhance student experiences in the grades 3-6 classroom. (HTSB 1, 3, 5, 9)</li> <li>• Connect learning experiences in mathematics with the broader issues in the community (i.e. social injustices, discrimination, etc.) and apply culturally responsive solutions utilizing mathematics to address them. (HTSB 4, 5, 6, 9, 10)</li> </ul>	<p>Unit Plan/Strategies</p> <ul style="list-style-type: none"> <li>• Continuation of Resource Guide compilation from ED 419 (Elementary Mathematics Methods I), with the addition of relevant math resources appropriate for grades three through six.</li> <li>• Final Integrated, standards-based, and culturally responsive Math Lesson – includes presentation of ‘big ideas’ and rationale, and the teaching of a mini-lesson to the class.</li> </ul>	
ED 448 Environmental Studies	<ul style="list-style-type: none"> <li>• Develop a balanced, comprehensive unit plan that focuses on the learner, science content in one domain, outcomes and assessment plans, and an instructional blueprint that addresses the needs of all learner types in the classroom;</li> <li>• Demonstrate an understanding of big ideas in: Science content aligned with the K-6 Hawaii State Content and Performance Standards; inquiry; and the nature of Science;</li> <li>• Analyze and apply teaching models and strategies that inform sound decisions to effectively plan lessons and units that are relevant and meaningful to students;</li> <li>• Teach relevant and significant Science lessons and activities to K-6 students, then reflect on strengths, shortcomings, and areas of improvement.</li> </ul>	Models of Instruction	
ED 480 Social Studies Methods	<ul style="list-style-type: none"> <li>• Students will demonstrate appropriate levels of knowledge for teaching to the Hawaii State Standards in social studies in the fields of history, geography, political science and economics.</li> <li>• Students will demonstrate the ability to plan grade level appropriate lesson plans in each of the social study disciplines.</li> <li>• Students will teach a lesson plan of their own making that demonstrates their ability to use several models of instruction in social studies.</li> <li>• Students will demonstrate their ability to create and use a rubric to critically evaluate the quality of lesson plans for the disciplines of the social studies.</li> </ul>	Models of Instruction	

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Courses	Student Learning Outcomes for PLAN	Evidence (Signature Assignments, Artifacts)	HTPS
ED 404 Managing School Environments	<ul style="list-style-type: none"> <li>• Demonstrate the understanding of the concepts on discipline and behavior in creating an effective classroom management plan.</li> <li>• Demonstrate the knowledge gained in O &amp; P experiences by keeping an O &amp; P journal that reflects objective reactions, subjective reactions, and changes needed in relationship to the educational theories presented in the course;</li> <li>• Demonstrate what have been learned in the course by creating portfolio consisting of reflective statements relative to the course assignment.</li> </ul>	Classroom Management Plan	
ED 420 Curriculum Foundations	<ul style="list-style-type: none"> <li>• Students will able to create a grade appropriate 15 lesson thematic unit including context, outcomes, assessment and instruction;</li> <li>• Students will be able to create individual lesson plans that incorporate differentiated instruction/assessment and reflection.</li> </ul>	Thematic Unit Plan	
ED 494 Student Teaching Elementary Education	<ul style="list-style-type: none"> <li>• Candidates will demonstrate effective teaching relative to each of the HTPS Standards 1 – 10;</li> <li>• Candidates will effectively create a unit of study and teach a minimum of 5 lessons from the unit.</li> </ul>	Unit Plan & Solo Teaching Evaluation	

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2. **TEACH:** *The successful candidate has a competent grasp of content knowledge, employs appropriate pedagogical practices, and utilizes resources to facilitate the learning process for students in grades K-6.*

Courses	Student Learning Outcomes for TEACH	Evidence (Signature Assignments, Artifacts)	HTPS
ED 419 Math Curriculum & Methods	<ul style="list-style-type: none"> <li>• Utilize mathematical content knowledge and problem solving skills to investigate real life mathematical situations, to formulate valid questions from problem situations, and to represent situations verbally, numerically/symbolically, graphically, and/or geometrically;</li> <li>• Use the NCTM standards and HCPS benchmarks for grades K-3 to guide the planning of standardized, comprehensive, meaningful, and integrated math lessons that engage students in active, hands-on, problem-based learning experiences;</li> </ul> Identify and review mathematics resources, and effectively use various forms of technology to enhance student experiences in the K-3 classroom.	Lesson Planning/Strategies	
ED 448 Environment Studies	<ul style="list-style-type: none"> <li>• Develop a balanced, comprehensive unit plan that focuses on the learner, science content in one domain, outcomes and assessment plans, and an instructional blueprint that addresses the needs of all learner types in the classroom;</li> <li>• Demonstrate an understanding of big ideas in: Science content aligned with the K-6 Hawaii State Content and Performance Standards; inquiry; and the nature of Science;</li> <li>• Analyze and apply teaching models and strategies that inform sound decisions to effectively plan lessons and units that are relevant and meaningful to students;</li> <li>• Teach relevant and significant Science lessons and activities to K-6 students, then reflect on strengths, shortcomings, and areas of improvement.</li> </ul>	Models of Instruction	
ED 480 Social Studies Methods	<ul style="list-style-type: none"> <li>• Students will demonstrate appropriate levels of knowledge for teaching to the Hawaii State Standards in social studies in the fields of history, geography, political science and economics.</li> <li>• Students will demonstrate the ability to plan grade level appropriate lesson plans in each of the social study disciplines.</li> <li>• Students will teach a lesson plan of their own making that demonstrates their ability to use several models of instruction in social studies.</li> <li>• Students will demonstrate their ability to create and use a rubric to critically evaluate the quality of lesson plans for the disciplines of the social studies.</li> </ul>	Models of Instruction	
ED 494 Student Teaching: Elementary Education	<ul style="list-style-type: none"> <li>• Candidates will demonstrate effective teaching relative to each of the HTPS Standards 1 – 10;</li> <li>• Candidates will effectively create a unit of study and teach a minimum of 5 lessons from the unit.</li> </ul>	Unit Plan & Solo Teaching Evaluation	

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3. *ASSESS: The successful candidate applies a variety of diagnostic, formative, and/or summative assessments to evaluate and support developmentally appropriate progress of the grade K-6 learner.*

Courses	Student Learning Outcomes for ASSESS	Evidence (Signature Assignments, Artifacts)	HTPS
ED 408 Assessment	<ul style="list-style-type: none"> <li>• Students will be able to create a resource file that addresses diagnostic, formative, and summative assessment, both formal and informal, to be used in the classroom;</li> <li>• Students will be able to select appropriate assessments tools to support teaching in the classroom</li> </ul>	Assessment Resource Portfolio	
ED 404 Managing School Environments	<ul style="list-style-type: none"> <li>• Demonstrate the understanding of the concepts on discipline and behavior in creating an effective classroom management plan.</li> <li>• Demonstrate the knowledge gained in O &amp; P experiences by keeping an O &amp; P journal that reflects objective reactions, subjective reactions, and changes needed in relationship to the educational theories presented in the course;</li> <li>• Demonstrate what have been learned in the course by creating portfolio consisting of reflective statements relative to the course assignment.</li> </ul>	Classroom Management Plan	
ED 420 Curriculum Foundations	<ul style="list-style-type: none"> <li>• Students will able to create a grade appropriate 15 lesson thematic unit including context, outcomes, assessment and instruction;</li> <li>• Students will be able to create individual lesson plans that incorporate differentiated instruction/assessment and reflection.</li> </ul>	Thematic Unit Plan	
ED 494 Student Teaching: Elementary Education	<ul style="list-style-type: none"> <li>• Candidates will demonstrate effective teaching relative to each of the HTPS Standards 1 – 10;</li> <li>• Candidates will effectively create a unit of study and teach a minimum of 5 lessons from the unit.</li> </ul>	Unit Plan & Solo Teaching Evaluation	

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4. **REFLECT:** *The successful candidate engages in the process of continual and thoughtful reflection on his/her grade K-6 teaching practices.*

Courses	Student Learning Outcomes for REFLECT	Evidence (Signature Assignments, Artifacts)	HTPS
ED 200 Intro to Education	<i>Fr. Tim, Margaret Mize</i>	Annotated Timeline	
ED 418 Language Arts Curriculum & Methods	<ul style="list-style-type: none"> <li>• Describe the rationale, history, current research and theory in the teaching of K-6 language arts/literacy;</li> <li>• Utilize diagnostic techniques to guide the planning process for K-6 language arts/literacy;</li> <li>• Use research-based pedagogical strategies and current standards to plan for differentiating and integrating K-6 language arts/literacy throughout the curriculum</li> </ul>	Lesson Planning/Strategies	
ED 408 Assessment	<ul style="list-style-type: none"> <li>• Students will be able to create a resource file that addresses diagnostic, formative, and summative assessment, both formal and informal, to be used in the classroom;</li> <li>• Students will be able to select appropriate assessments tools to support teaching in the classroom</li> </ul>	Assessment Resource Portfolio	
ED 448 Environment Studies	<ul style="list-style-type: none"> <li>• Develop a balanced, comprehensive unit plan that focuses on the learner, science content in one domain, outcomes and assessment plans, and an instructional blueprint that addresses the needs of all learner types in the classroom;</li> <li>• Demonstrate an understanding of big ideas in: Science content aligned with the K-6 Hawaii State Content and Performance Standards; inquiry; and the nature of Science;</li> <li>• Analyze and apply teaching models and strategies that inform sound decisions to effectively plan lessons and units that are relevant and meaningful to students;</li> <li>• Teach relevant and significant Science lessons and activities to K-6 students, then reflect on strengths, shortcomings, and areas of improvement.</li> </ul>	Models of Instruction	
ED 480 Social Studies Methods	<ul style="list-style-type: none"> <li>• Students will demonstrate appropriate levels of knowledge for teaching to the Hawaii State Standards in social studies in the fields of history, geography, political science and economics.</li> <li>• Students will demonstrate the ability to plan grade level appropriate lesson plans in each of the social study disciplines.</li> <li>• Students will teach a lesson plan of their own making that demonstrates their ability to use several models of instruction in social studies.</li> <li>• Students will demonstrate their ability to create and use a rubric to critically evaluate the quality of lesson plans for the disciplines of the social studies.</li> </ul>	Models of Instruction	
ED 404 Managing School Environments	<ul style="list-style-type: none"> <li>• Demonstrate the knowledge gained in O &amp; P experiences by keeping an O &amp; P journal that reflects the objective reactions, subjective reactions, and changes needed in relationship to the educational theories presented in the course.</li> </ul>	Classroom Management Plan	
ED 420 Curriculum	<ul style="list-style-type: none"> <li>• Students will able to create a grade appropriate 15 lesson thematic unit including context, outcomes, assessment and instruction;</li> <li>• Students will be able to create individual lesson plans that incorporate differentiated</li> </ul>	Thematic Unit Plan	



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Courses	Student Learning Outcomes for REFLECT	Evidence (Signature Assignments, Artifacts)	HTPS
Foundations	instruction/assessment and reflection.		
ED 490 Seminar	<ul style="list-style-type: none"> <li>• Candidates will reflect on their personal and professional growth relative to the ten Hawaii Professional Teaching Standards;</li> <li>• Candidates will demonstrate the ability to integrate the Marianist values in education with relevance to creating a community of learners in the classroom and the wider community;</li> <li>• Candidates will demonstrate an understanding of school law and its implications the teaching profession.</li> </ul>	Culminating Portfolio	

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5. *ADAPT: The successful candidate evaluates elements of change in the grade K-6 classroom and the wider world, actively bringing this awareness to work with students, faculty, and other members of the community.*

Courses	Student Learning Outcomes for ADAPT	Evidence (Signature Assignments, Artifacts)	HTPS
ED 200 Intro to Education	<ul style="list-style-type: none"> <li>See “REFLECT”</li> </ul>	Annotated Timeline	
ED 470 Technology for Teachers	<ul style="list-style-type: none"> <li>Students will demonstrate an understanding of multiple uses of technology to enhance their teaching;</li> <li>Students will create a grade appropriate interactive presentation.</li> </ul>	Interactive Presentations	
ED 450 Music, Art, & Creative Movement for Elem. Teachers	<ul style="list-style-type: none"> <li>Students will demonstrate knowledge of Hawaii Department of Education standards for art, music, and movement using them in writing lesson plans;</li> <li>Students will create grade level appropriate lesson plans in art, music, &amp; movement.</li> </ul>	Resource Guide	
ED 415 Teaching Reading the El. School	<ul style="list-style-type: none"> <li>See “PLAN”</li> </ul>	Unit Plan/Strategies	
ED 446 Advanced Math Methods	<p>By participating throughout and completing this course, students will be able to...</p> <ul style="list-style-type: none"> <li>Utilize mathematical content knowledge and problem solving skills to investigate real life mathematical situations, to formulate valid questions from problem situations, and to represent situations verbally, numerically/symbolically, graphically, and/or geometrically. (HTSB 5)</li> <li>Use the NCTM standards and HCPS benchmarks for grades 3-6 to guide the planning of standardized, comprehensive, meaningful, and integrated math lessons that engage students in active, hands-on, problem-based learning experiences. (HTSB 1, 2, 3, 4, 6, 7)</li> <li>Identify and review mathematics resources, and effectively use various forms of technology to enhance student experiences in the grades 3-6 classroom. (HTSB 1, 3, 5, 9)</li> <li>Connect learning experiences in mathematics with the broader issues in the community (i.e. social injustices, discrimination, etc.) and apply culturally responsive solutions utilizing mathematics to address them. (HTSB 4, 5, 6, 9, 10)</li> </ul>	<p>Unit Plan/Strategies</p> <ul style="list-style-type: none"> <li>Continuation of Resource Guide compilation from ED 419 (Elementary Mathematics Methods I), with the addition of relevant math resources appropriate for grades three through six.</li> <li>Final Integrated, standards-based, and culturally responsive Math Lesson – includes presentation of ‘big ideas’ and rationale, and the teaching of a mini-lesson to the class.</li> </ul>	
ED 404 Managing School Environments	<ul style="list-style-type: none"> <li>Demonstrate the knowledge gained in O &amp; P experiences by keeping an O &amp; P journal that reflects the objective reactions, subjective reactions, and changes needed in relationship to the educational theories presented in the course.</li> </ul>	Classroom Management Plan	
ED 460 Intro to Exceptional Children	<ul style="list-style-type: none"> <li>Students will become familiar with the different areas of exceptionality such as mental retardation, speech language impairments, specific learning disabilities, and giftedness, behavior disorders, emotional disturbance, attention deficit hyperactive disorder, visual impairments, hearing impairments, physical disabilities, and health impairments. They will also be able to identify the different characteristics associate</li> </ul>	Differentiation Plan	

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Courses	Student Learning Outcomes for ADAPT	Evidence (Signature Assignments, Artifacts)	HTPS
	with exceptional children; <ul style="list-style-type: none"> <li>• Students will demonstrate knowledge of “best practices” and effective instructional strategies for the different categories of exceptional children;</li> <li>• Students will be able to write differentiated lesson plans to address the needs of children with learning differences.</li> </ul>		
ED 490 Seminar	<ul style="list-style-type: none"> <li>• Candidates will reflect on their personal and professional growth relative to the ten Hawaii Professional Teaching Standards;</li> <li>• Candidates will demonstrate the ability to integrate the Marianist values in education with relevance to creating a community of learners in the classroom and the wider community;</li> <li>• Candidates will demonstrate an understanding of school law and its implications the teaching profession.</li> </ul>	Culminating Portfolio	