

Program Outcomes for B.S. in Secondary Education

The successful undergraduate candidate in the 7-12 bachelors 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 7 – 12 in the candidate’s subject area.*
- 2. (TEACH) has a competent grasp of content knowledge in his/her subject area, employs appropriate pedagogical practices, and utilizes resources to facilitate the learning process for students in grades 7 – 12.*
- 3. (ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the grade 7 – 12 learner.*
- 4. (REFLECT) engages in the process of continual and thoughtful reflection on his/her grade 7 – 12 teaching practices.*
- 5. (ADAPT) evaluates elements of change in the grade 7 – 12 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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<p align="center">Sequence of Courses (in order of 4 year plan)</p>	<p align="center">Primary Program Outcomes Addressed</p>	<p align="center">Evidence (“Signature Assignment”)</p>
CS 103 Computer & App. Software OR Proficiency Test	NA	NA
PSY 304 Psychology of Adolescence	NA	NA
ED 300 Intro. To Secondary Ed. (3)	REFLECT, ADAPT	Annotated Timeline
ED 303 Foundations of American Ed. (3)		
ED 306 Psychological Foundations of Ed.	PLAN	Context & Outcomes
ED 460 Intro. To Exceptional Children (3)	ADAPT	Differentiation Plan
ED 470 Technology for Teachers (3)	PLAN, ADAPT	Interactive Presentation
ED 404 Managing School Environments	PLAN, REFLECT, ADAPT	Classroom Management Plan
ED 421 Literature for Adolescents (3) OR ED 462 Mult. Ed. (3)	PLAN, REFLECT, ADAPT	Unit Plan/Strategies
ED 423 Teaching Strategies: Secondary (3)	PLAN, TEACH, ADAPT	Lesson Plans/Strategies
ED 427 Teaching in Area of Specialization	PLAN, TEACH, ADAPT	Unit Plan/Strategies
ED 408 Assessment	ASSESS, REFLECT	Assessment Resource Portfolio
ED 490 A & B Seminar	REFLECT, ASSESS ADAPT	Culminating Portfolio
ED 495 A & B Student Teaching: Secondary Education	PLAN, TEACH, REFLECT	Solo Teaching Evaluation

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1. PLAN: The successful candidate designs meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessments for grades 7-12 in the candidate's subject area.

Courses	Student Learning Outcomes for PLAN	Evidence (Signature Assignments, Artifacts)	Corresponding HTPS
ED306: Psychological Foundations of Education	<ul style="list-style-type: none"> Plan lessons using the five types of knowledge required of effective teachers; Integrate and synthesize knowledge of learning theories in planning lessons that develop thinking and problem-solving skills; Use appropriate assessment instruments to guide the planning process 	Context & Outcomes	#9 #4, 6, 7 #8
ED470: Technology for Teachers	<ul style="list-style-type: none"> Students will demonstrate an understanding of multiple uses of tech. to enhance their teaching. Students will create a grade appropriate interactive presentation. 	Interactive Presentations	
ED404: Classroom Management	<ul style="list-style-type: none"> Demonstrate the understanding of the concepts in classroom management; Demonstrate the knowledge gained in observation and participation experiences; Demonstrate what have been learned in the course by reflecting on the completed course assignment. 	Classroom Management Plan	1-10
ED421: Literature for Adolescents	<ul style="list-style-type: none"> Describe the rationale, history, current research and theory in 7-12 language arts/literacy; Utilize diagnostic techniques to guide the planning process for 7-12 language arts/literacy; Use research-based pedagogical strategies and current standards to plan for differentiating and integrating 7-12 language arts/literacy throughout the curriculum 	Lesson Planning/Strategies	
ED462: Multicultural Education	<p>By the completion of this course, students will be able to:</p> <ul style="list-style-type: none"> Define and describe the major concepts and issues in multicultural education and diversity; Identify, discuss and analyze the impact of culture on learning, focusing especially in connecting knowledge of content areas to students' prior experiences, personal interests and real life situations; Demonstrate knowledge of appropriate teaching strategies for preparing productive learning environments in a multicultural school setting, focusing especially on the use of appropriate assessment strategies. 	Lesson Planning/Strategies	
ED423: Teaching Strategies	<ul style="list-style-type: none"> Analyze and apply teaching models and strategies that inform sound decisions to effectively plan lessons and units that are relevant and meaningful to students; Create individual lesson plans that incorporate differentiated instruction/assessment and reflections on various teaching strategies; 	Lesson Plans/Strategies	
ED427: Teaching in Area of Specialization	<ul style="list-style-type: none"> Develop a balanced, comprehensive unit plan that focuses on the learner, content in the area of specialization, outcomes and assessment plans, and an instructional blueprint that addresses the needs of all learner types in the classroom; Demonstrate an understanding of big ideas in content aligned with the 7-12 Hawaii State Content and Performance Standards; Teach relevant and significant lessons and activities to 7-12 students, then reflect on 	Unit Plan/Strategies	

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	strengths, shortcomings, and areas of improvement.		
ED 495 A&B: Student Teaching Secondary Ed	<ul style="list-style-type: none">• Candidates will demonstrate effective teaching relative to each of the HTPS Standards 1 – 10;• Candidates will effectively create a unit of study and teach a minimum of 5 lessons from the unit.	Unit Plan & Solo Teaching Evaluation	

2. TEACH: *The successful candidate has a competent grasp of content knowledge in his/her subject area, employs appropriate pedagogical practices, and utilizes resources to facilitate the learning process for students in grades 7-12.*

Courses	Student Learning Outcomes for TEACH	Evidence (Signature Assignments, Artifacts)	HTPS
ED423: Teaching Strategies	<ul style="list-style-type: none"> • Students will be able to create a grade appropriate 15 lesson unit including context, outcomes, assessment and instruction; • Students will be able to create individual lesson plans that incorporate differentiated instruction/assessment and reflections on various teaching strategies 	Unit Plan/Strategies	
ED427: Teaching in Area of Specialization	<ul style="list-style-type: none"> • Develop a balanced, comprehensive unit plan that focuses on the learner, content in the area of specialization, outcomes and assessment plans, and an instructional blueprint that addresses the needs of all learner types in the classroom; • Demonstrate an understanding of big ideas in content aligned with the 7-12 Hawaii State Content and Performance Standards; • Teach relevant and significant lessons and activities to 7-12 students, then reflect on strengths, shortcomings, and areas of improvement. 	Unit Plan/Strategies	
ED 495 A&B: Student Teaching Secondary Education	<ul style="list-style-type: none"> • Candidates will demonstrate effective teaching relative to each of the HTPS Standards 1 – 10; • Candidates will effectively create a unit of study and teach a minimum of 5 lessons from the unit. 	Unit Plan & Solo Teaching Evaluation	

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 7-12 learner.

Courses	Student Learning Outcomes for ASSESS	Evidence (Signature Assignments, Artifacts)	HTPS
ED408: Assessment	<ul style="list-style-type: none"> • 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; • Students will be able to select appropriate assessments tools to support teaching in the classroom 	Assessment Resource Portfolio	
ED490 A&B: Seminar	<ul style="list-style-type: none"> • Candidates will reflect on their personal and professional growth relative to the ten Hawaii Professional Teaching Standards; • 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; • Candidates will demonstrate an understanding of school law and its implications the teaching profession. 	Culminating Portfolio	

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4. REFLECT: The successful candidate engages in the process of continual and thoughtful reflection on his/her grade 7-12 teaching practices.

Courses	Student Learning Outcomes for REFLECT	Evidence (Signature Assignments, Artifacts)	HTPS
ED404: Classroom Management	<ul style="list-style-type: none"> • Demonstrate the understanding of the concepts in classroom management; • Demonstrate the knowledge gained in observation and participation experiences; • Demonstrate what have been learned in the course by reflecting on the completed course assignment. 	Classroom Management Plan	1-10
ED421: Literature for Adolescents	<ul style="list-style-type: none"> • Describe the rationale, history, current research and theory in 7-12 language arts/literacy; • Utilize diagnostic techniques to guide the planning process for 7-12 language arts/literacy; • Use research-based pedagogical strategies and current standards to plan for differentiating and integrating 7-12 language arts/literacy throughout the curriculum 	Lesson Planning/Strategies	
ED408: Assessment	<ul style="list-style-type: none"> • 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; • Students will be able to select appropriate assessments tools to support teaching in the classroom 	Assessment Resource Portfolio	
ED490 A&B: Seminar	<ul style="list-style-type: none"> • Candidates will reflect on their personal and professional growth relative to the ten Hawaii Professional Teaching Standards; • 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; • Candidates will demonstrate an understanding of school law and its implications the teaching profession. 	Culminating Portfolio	
ED495 A&B: Student Teaching Secondary Education	<ul style="list-style-type: none"> • Candidates will demonstrate effective teaching relative to each of the HTPS Standards 1 – 10; • Candidates will effectively create a unit of study and teach a minimum of 5 lessons from the unit. 	Unit Plan & Solo Teaching Evaluation	

5. ADAPT: The successful candidate evaluates elements of change in the grade 7-12 classroom and the wider world, and actively brings this awareness to work with students, faculty, and other members of the community.

Course	Student Learning Outcomes for ADAPT	Evidence (Signature Assignments, Artifacts)	HTPS
ED460: Intro to Exceptional Children	<ul style="list-style-type: none"> • Students will become familiar with the different categories and characteristics of exceptional children as identified by IDEA; • Students will be able to write differentiated lessons plans using research based instructional strategies to address the needs of students with learning differences. 	Differentiation Plan	
ED470: Technology for Teachers	<ul style="list-style-type: none"> • Students will demonstrate an understanding of multiple uses of technology to enhance their teaching; • Students will create a grade appropriate interactive presentation. 	Interactive Presentations	
ED421: Literature for Adolescents	<ul style="list-style-type: none"> • Describe the rationale, history, current research and theory in 7-12 language arts/literacy; • Utilize diagnostic techniques to guide the planning process for 7-12 language arts/literacy; • Use research-based pedagogical strategies and current standards to plan for differentiating and integrating 7-12 language arts/literacy throughout the curriculum 	Lesson Planning/Strategies	
ED423: Teaching Strategies	<ul style="list-style-type: none"> • Analyze and apply teaching models and strategies that inform sound decisions to effectively plan lessons and units that are relevant and meaningful to students; • Create individual lesson plans that incorporate differentiated instruction/assessment and reflections on various teaching strategies; 	Lesson Plans/Strategies	
ED427: Teaching in Area of Specialization	<ul style="list-style-type: none"> • Develop a balanced, comprehensive unit plan that focuses on the learner, content in the area of specialization, outcomes and assessment plans, and an instructional blueprint that addresses the needs of all learner types in the classroom; • Demonstrate an understanding of big ideas in content aligned with the 7-12 Hawaii State Content and Performance Standards; • Teach relevant and significant lessons and activities to 7-12 students, then reflect on strengths, shortcomings, and areas of improvement. 	Unit Plan/Strategies	
ED490 A&B: Seminar	<ul style="list-style-type: none"> • Candidates will reflect on their personal and professional growth relative to the ten Hawaii Professional Teaching Standards; • 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; • Candidates will demonstrate an understanding of school law and its implications the teaching profession. 	Culminating Portfolio	