Student Learning Outcomes

University of North Carolina at Greensboro

Provost & Academic Affairs

School of Education

Teacher Education and Higher Education

Teacher Education and Higher Education (MEd)

SLO01: A. Evidence 1: Content: Breadth of Knowledge

Teaching candidates will demonstrate a breadth of knowledge in their specialized area. For this evidence, candidates must provide their university transcript. Candidate’s transcript will document at least 24 semester hours of coursework relevant to the specialty area from a regionally accredited college or university with a grade of C or better [OR satisfactory Praxis II scores in the licensure area].

SLO02: B. Evidence 2: In-depth Content Knowledge

Teaching candidates will demonstrate in-depth understanding of a designated content area through applying said knowledge in an in-depth inquiry project. Elementary education majors complete the in-depth inquiry project during the Science Methods course that includes a review of the literature and data collection. Middle grades majors complete a capstone project (separate 1-hour courses) in each of their concentrations.

SLO03: C. Evidence 3: Pedagogical Knowledge and Skills/Planning

Teaching candidates will demonstrate ability in both short and long term planning by designing an interdisciplinary unit plan and reflection. The Unit Plan and reflection demonstrate the candidate’s ability to use research-verified approaches to instructional design, with attention to the North Carolina Standard Course of Study, 21st century knowledge and skills, individual and group differences, formative and summative assessments, and the interdisciplinary nature of knowledge and learning.

Elementary education majors complete the unit plan during the Advanced Methods course taken prior to student teaching.

Middle grades education majors complete the unit plan/reflection in a Seminar class.

SLO04: D. Evidence 4: Pedagogical Knowledge and Skills/Clinical

Teaching candidates will apply proficient professional teaching knowledge and skills in a clinical setting.

SLO05: E. Evidence 5: Impact on Student Learning

Candidates will successfully, positively impact student achievement, as evidenced through an original teaching/assessment project with a diverse group of students, for a period of time/series of lessons that provide the opportunity for substantive instruction and data collection (typically four consecutive weeks), contain multiple assessment measures/approaches, be based upon the use of research-verified instructional practices, and focus on 21st century skills and knowledge. In most cases, this project will include aggregated data for at least one group (typically a class) and in-depth data for at least three individual students or three subgroups.

Elementary education majors will complete this project during their Math Methods class.

Middle grades education majors will complete the project while student teaching.

SLO06: F. Evidence 6: Leadership, Advocacy and Professional Practice

Teaching candidates will apply their professional leadership skills by implementing an original, collaborative leadership project based on the PDS school improvement plan during their senior year. The project will address collaboration, leadership for school improvement, engaging in professional development and community/family involvement.
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