Program Mission Statement

Deaf Education

Student Learning Outcomes

Graduates will be able to:

Other Skills (Opt.)

• Aligns instruction with state-adopted standards at the appropriate level of rigor - critical thinking.
• Sequences lessons and concepts to ensure coherence and to help children build on their prior knowledge.
• Designs instruction for students to improve their learning or achieve mastery of a concept if appropriate.
• Selects appropriate formative assessments to monitor learning.
• Uses diagnostic student data to plan lessons that demonstrate their ability to plan activities that support critical thinking on the part of the student. In addition, the candidate must be able to reflect in a way that evidences their own ability to think critically with regard to their teaching - critical thinking.
• Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
• Organizes, allocates, and manages the resources of time, space, and attention.
• Manages individual and class behaviors through a well-planned management system.
• Conveys high expectations to all students.
• Respects students’ cultural linguistic and family background.
• Models clear, acceptable oral and written communication skills.
• Maintains a climate of openness, inquiry, fairness and support.
• Integrates current information and communication technologies--they must show evidence that they are able to think critically when selecting information and communication technologies that are appropriate for the classroom - critical thinking.
• Adapts the learning environment to accommodate the differing needs and diversity of students.
• Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
• Deliver engaging and challenging lessons as determined by professor or classroom teacher observation and completion of a checklist or rubric.
• Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter - critical thinking.
• Identify gaps in students' subject matter knowledge.
• Modify instruction to respond to preconceptions or alternate conceptions of students.
• Relate and integrate the subject matter with other disciplines and life experiences.
• Employ higher-order questioning techniques - critical thinking.
• Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.
• Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.
• Support, encourage, and provide immediate and specific feedback to students to promote student achievement.
Assessment Approaches

- Utilize student feedback to monitor instructional needs and to adjust instruction.
- Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process.
- Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.
- Uses a variety of assessment tools to monitor student progress, achievement and learning gains.
- Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.
- Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).
- Applies technology to organize and integrate assessment information.
- Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs - critical thinking.
- Examines and uses data-informed research to improve instruction and student achievement - critical thinking.
- Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.
- Engages in targeted professional growth opportunities and reflective practices.
- Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.