

Learning Outcomes:
M.Ed. with a concentration in Elementary Education

Candidates who successfully complete the required coursework, the comprehensive examination, and the Professional Portfolio will have demonstrated their competence in three **Domains**, and will have met the following *Standards*:

Domain	<i>Massachusetts Professional Standards for Teachers (PST)</i> <i>(selected Indicators)</i>	<i>National Council for the Accreditation of Teacher Education (NCATE/CAEP) Standards</i>	<i>National Board for Professional Teaching Standards (NBPTS) Core Propositions</i>
Content Knowledge	<p>(a) Plans Curriculum and Instruction.</p> <ul style="list-style-type: none"> • Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge. <p>(b) Delivers Effective Instruction.</p> <ul style="list-style-type: none"> • Demonstrates an adequate knowledge of and approach to the academic content of lessons. 	<p>Standard 1a: Content Knowledge</p> <ul style="list-style-type: none"> • The candidate demonstrates in-depth knowledge and mastery of the subject areas in his/her teaching field(s). This may be evidenced by demonstrated knowledge of the history, structure, and/or real world applications of the content taught. 	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <ul style="list-style-type: none"> • They have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. • They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. • They are able to use diverse instructional strategies to teach for understanding.
Pedagogical Knowledge and Skills	<p>(a) Plans Curriculum and Instruction.</p> <ul style="list-style-type: none"> • Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught. • Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom. <p>(b) Delivers Effective Instruction.</p> <ul style="list-style-type: none"> • Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and 	<p>Standard 1b: Pedagogical Knowledge & Skills</p> <ul style="list-style-type: none"> • The candidate demonstrates an in-depth understanding of the content of his/her field and theories related to developmentally appropriate pedagogy in the subject area(s). • The candidate knows and understands the state and national curriculum standards that guide the instruction in his/her field. • The candidate is familiar with types of skills gaps and preconceptions that students bring to the subject area, and demonstrates a repertoire of instructional strategies, including technology based strategies that are effective means of promoting student learning in the subject area(s). This includes the learning of 	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <ul style="list-style-type: none"> • They have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. • They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. • They are able to use diverse instructional strategies to teach for understanding.

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Pedagogical Knowledge and Skills (con't)	<p>Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).</p> <ul style="list-style-type: none"> • Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy. 	<p>students who have diverse learning needs and styles.</p>	
Professional Knowledge and Skills	<p>(c) Manages Classroom Climate and Operations.</p> <ul style="list-style-type: none"> • Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance. <p>(d) Promotes Equity.</p> <ul style="list-style-type: none"> • Works to promote achievement by all students without exception. • Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary. <p>(e) Meets Professional Responsibilities.</p> <ul style="list-style-type: none"> • Conveys knowledge of and enthusiasm for his/her academic discipline to students. 	<p>Standard 1c: Professional Knowledge & Skills</p> <ul style="list-style-type: none"> • The candidate demonstrates the ability to reflect on his/her practice and identify strengths and areas needing improvement in his/her teaching. • The candidate demonstrates a sound understanding of the role of school, community and family contexts in instructional choices and lesson planning. • The candidate demonstrates perspectives gained through participation in professional activities and/or collaboration with colleagues, community organizations, or the professional community, to create meaningful learning experiences for students. • The candidate demonstrates an understanding of how students develop and learn, and a respect and appreciation for cultural diversity, including cultural differences students bring to the classroom. • The candidate demonstrates knowledge of 	<p>Proposition 1: Teachers are Committed to Students and Learning.</p> <ul style="list-style-type: none"> • They are dedicated to making knowledge accessible to all students. They believe all students can learn. • They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. • They understand how students develop and learn. • They respect the cultural and family differences students bring to their classroom. • They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships. • They are also concerned with the development of character and civic responsibility.

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Professional Knowledge and Skills (con't)	<p>(e) Meets Professional Responsibilities. (con't)</p> <ul style="list-style-type: none"> • Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice. • Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth. 	<p>Standard 1c: Professional Knowledge & Skills (con't)</p> <p>strategies for motivating students and helping students achieve to their fullest capacity.</p> <ul style="list-style-type: none"> • The candidate is aware of current research and policies related to schooling, teaching, learning, and best practices; he/she is able to analyze educational research and policies and can explain the implications for his/her own practice and for the profession. 	<p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</p> <ul style="list-style-type: none"> • They model what it means to be an educated person – they read, they question, they create and they are willing to try new things. • They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. • They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.