

Student Learning Outcomes:

Students:

1. Demonstrate critical thinking and reasoning skills such as making inferences, evaluating assumptions, etc., by engaging in activities/discussion using the Paul Elder Critical Thinking Framework;
2. Apply knowledge/theories to analyze and reflect upon qualitative evidence collected through experience in the schools and social contexts in which they observe and participate;
3. Describe the aims of education in historic and contemporary perspectives, responding to multiple points of view on cultural issues as expressed in these different historical, social and cultural contexts;
4. Demonstrate how issues of race, class, gender, and ability influence educational opportunities for students at various ages and in various contexts;
5. Reflect on the school as a public institution and the historical and contemporary context of the teaching profession;
6. Analyze field placements with respect to how theories of learning and development can be applied in various school contexts;
7. Demonstrate observation, qualitative data collection, and analysis skills appropriate to the various field experience settings;
8. Examine the place of social foundations in teacher education; examine educational ideology and teacher professionalization in school and contemporary society;
9. Interpret and analyze perspectives of human learning and development, socio-linguistics, and demography through course readings and discussion;
10. Demonstrate the skills and dispositions of personal inquiry and self-reflection, communicating effectively in speech and writing while respecting others' contributions through appropriate citation.

Relevant Professional Standards Met by Course

INTASC Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.