

Elementary Education Program Outcomes

1. Students will be able to design effective instruction for children and early adolescence
 - a. University outcome: 3,5
 - b. Assessment Tools: Lesson Plan (common rubric)

2. Students will be able to create and maintain a positive learning environment.
 - a. University outcome: 3,4,5
 - b. Assessment Tools: Evaluations from Practicums (common summative assessment)

3. Students will be able to provide appropriate cognitively engaging instruction that results in student learning.
 - a. University Outcome: 3,5,6
 - b. Assessment Tools: Evaluations from Practicums (common summative assessment)

4. Students exhibit the characteristics and qualities of a professional educator
 - a. University Outcome: 1,2,3,4,5,6
 - b. Assessment tools: Professional Goals, Evaluations from Practicums, Praxis

Ed 200 Outcomes

Program Outcome 4: Students will exhibit the characteristics and qualities of a professional educator

Course Outcomes: Danielson Domain 4: Component 4f

Outcome	Assessment/Data	Sample Learning Experiences	Program Outcome Alignment
Students understand the educational theories extant in American classrooms and begin to see themselves as a part of that system by analyzing how the theories pertain to themselves.	<ul style="list-style-type: none"> • Philosophy brochure • Mid-term exam • Quizzes 	<ul style="list-style-type: none"> • In-class discussion • Student presentations • Simulations in which student approach problems and criticisms from the view of differing educational theories 	Program Outcome 4:
Students will understand how the history of the their profession has resulted in the advantages and problems inherent in American education today	<ul style="list-style-type: none"> • Student presentation • Quizzes 	<ul style="list-style-type: none"> • Student presentations • Group process • Class discussions 	Program Outcome 4:
Students will have a beginning understanding of what it means to be a professional in the field of education, and will set goals for achieving professional status	<ul style="list-style-type: none"> • Master teacher paper • Graduation plan 	<ul style="list-style-type: none"> • Discussions of professional ethics • Graduation plan • 	Program Outcome 4

Ed 243 Outcomes

Program Outcome 1: Students will be able to design effective instruction for children and early adolescence.

Program Outcome 2: Students will be able to create and maintain a positive learning environment.

Program Outcome 3: Students will be able to provide appropriate cognitively engaging instruction that results in student learning.

Program Outcome 4: Students exhibit the characteristics and qualities of a professional educator

Course Outcomes: Danielson Domain 4f, 1c, 1f, 1e, 2c, 2d,3c, 3d

Outcome	Assessment/Data	Sample Learning Experiences	Program Outcome Alignment
Students will demonstrate integrity and ethical conduct through compliance with school and district regulations.	<ul style="list-style-type: none"> • Christ-like attribute and professional goal setting project • Observations • Reflections • Philosophy of education paper 		Program Outcome 4:
Students will write clear instructional objectives related to Common Core State Standards and appropriate formative assessment options for those objectives.	<ul style="list-style-type: none"> • Lesson Plans • Observations 		Program Outcome 1:
Students will design activities for coherent instruction making use of school and	<ul style="list-style-type: none"> • Lesson Plans • Observations 		Program Outcome 1:

originally created teaching materials.			
Students will plan management decisions with their lesson content detailing transitions, movement of materials, and expectations for student behavior	<ul style="list-style-type: none"> • Papers written in class • Lesson Plans • Observations 		Program Outcome 2:
Students will deliver engaging instruction with suitable pacing for the particular grouping of students.	<ul style="list-style-type: none"> • Papers written for class • Lesson Plans • Observations 		Program Outcome 3:
Students will employ appropriate engagement activities and plan formative assessment to assure lesson objectives are met.	<ul style="list-style-type: none"> • Papers written for class • Lesson Plans • Observations 		Program Outcome 3:

Ed 304 Outcomes

Program Outcome 1: Students will be able to design effective instruction for children and early adolescence.

Course Outcomes: Danielson Domain 1: Component 1B

Outcome	Assessment/Data	Sample Learning Experiences	Program Outcome Alignment
Students will identify and characterize the physical, emotional, moral and intellectual stages of childhood and early adolescent development.	<ul style="list-style-type: none"> • Individual and Team quizzes • Student written and defended lesson plan 	<ul style="list-style-type: none"> • Michaelson RAP procedure • Application activities 	Program Outcome 1:
Students will understand how gender affects student learning and self-image.	<ul style="list-style-type: none"> • Student presentations 	<ul style="list-style-type: none"> • Student Individual research • Group process 	Program Outcome 1:
Students will understand the processes that influence learning	<ul style="list-style-type: none"> • Individual and Team quizzes 	<ul style="list-style-type: none"> • Class discussion 	Program Outcome 1:

and memory and apply them to educational settings.	<ul style="list-style-type: none"> • Student written and defended lesson plan 		
Students will understand the different views of intelligence and how they interact to affect student learning and teaching.	<ul style="list-style-type: none"> • Individual and Team quizzes • Student written and defended lesson plan 	<ul style="list-style-type: none"> • Michaelson RAP procedure • Application activities 	Program Outcome 1:
Students will understand how constructivist and behaviorist theories view student learning and behavior.	<ul style="list-style-type: none"> • Individual and Team quizzes • Student written and defended lesson plan 	<ul style="list-style-type: none"> • Michaelson RAP procedure • Application activities • 	Program Outcome 1:
Students will understand how Maslow and Bloom contribute to our understanding of learning.	<ul style="list-style-type: none"> • Individual and Team quizzes • Student written and defended lesson plan 	<ul style="list-style-type: none"> • Michaelson RAP procedure • Application activities • 	Program Outcome 1:

Ed 312 Outcomes

Program Outcome 1: Students will be able to design effective instruction for children and early adolescence.

Program Outcome 2: Students will be able to create and maintain a positive learning environment.

Program Outcome 3: Students will be able to provide appropriate cognitively engaging instruction that results in student learning.

Program Outcome 4: Students exhibit the characteristics and qualities of a professional educator

Course Outcomes: Danielson Domain 1a,1c, 1e, 1f, 2a, 2b, 3a,3b,3c,3e,4c,4d,4e,4f

Outcome	Assessment/Data	Sample Learning Experiences	Program Outcome Alignment
Students will be able to design effective instruction for children and early adolescence.	<ul style="list-style-type: none"> • SIOP lesson plan and quiz 	<ul style="list-style-type: none"> • Write lesson plan using SIOP and class discussions 	Program Outcome 1:
Students will be able to create and maintain a positive learning environment.	<ul style="list-style-type: none"> • Concept map, response papers, and SIOP lesson plan 	<ul style="list-style-type: none"> • Class discussions, response paper, conduct & write mini-ethnography/case study and analyze videos 	Program Outcome 2:

<p>Students will be able to provide appropriate cognitively engaging instruction (delivery) that results in student learning.</p>	<ul style="list-style-type: none"> • SIOP lesson plan • Concept map 	<ul style="list-style-type: none"> • Class discussions and plan an inclusive classroom culture 	<p>Program Outcome 3:</p>
<p>Students will exhibit the qualities of a professional educator</p>	<ul style="list-style-type: none"> • Response papers, concept map and min-ethnography/case study 	<ul style="list-style-type: none"> • Write papers based on research literature and develop concept map of their understanding of the components of multi-cultural education. Conduct and write a mini-ethnography/case study • Class discussions 	<p>Program Outcome 4:</p>

Ed 341 Outcomes

Program Outcome 1: Students will be able to design effective instruction for children and early adolescence.

Program Outcome 4: Students will exhibit the characteristics and qualities of a professional educator.

Course Outcomes: Danielson Domain 1a,1c,1d 1f,4f

Outcome	Assessment/Data	Sample Learning Experiences	Program Outcome Alignment
Students will gain knowledge of content and pedagogy for art, elements and principles of design	<ul style="list-style-type: none"> • Small group art lesson • Peer review of small group lesson • Creation of art project examples using varied media: portfolio of projects 	<ul style="list-style-type: none"> • 	Program Outcome 1:
Students will set instructional outcomes and formative assessments suitable for specific grade levels and diverse learners.	<ul style="list-style-type: none"> • Small group art lesson • Peer review of small group lesson • Large group lesson 		Program Outcome 1:

	<ul style="list-style-type: none"> • Instructor review of lesson 		
Students will design cohort instruction for the visual arts suitable for specific grade levels and diverse learners.	<ul style="list-style-type: none"> • Small group art lesson • Peer review of small group lesson • Large group lesson • Instructor review of lesson 		Program Outcome 1:
Students will demonstrate knowledge of visual arts resources.	<ul style="list-style-type: none"> • Creation of art project examples using varied media: portfolio of projects 	<ul style="list-style-type: none"> • 	Program Outcome 1:
Students will demonstrate integrity and ethical conduct through compliance with BYU-Idaho honor code and expectations.	<ul style="list-style-type: none"> • Attendance • Practiced presentation of art lesson 	<ul style="list-style-type: none"> • 	Program Outcome 4:

Ed 342 Outcomes

Program Outcome 1: Students will be able to design effective instruction for children and early adolescence.

Program Outcome 4: Students will exhibit the characteristics and qualities of a professional educator.

Course Outcomes: Danielson Domain 1a,1c,1d, 1f,4f

Outcome	Assessment/Data	Sample Learning Experiences	Program Outcome Alignment
<p>Students will gain knowledge of musical structure and content-related pedagogy</p>	<ul style="list-style-type: none"> • Skill assessments playing autoharp, piano, and recorder • Skills test of conducting skills • Lesson teaching a primary-level song • Peer review of small group lesson • Small group lesson (song from another country) 	<ul style="list-style-type: none"> • 	<p>Program Outcome 1:</p>

	<ul style="list-style-type: none"> • Creation of short original song 		
Students will set instructional outcomes and formative assessments suitable for specific grade levels and diverse learners.	<ul style="list-style-type: none"> • Small group lesson teaching a song • Peer review of small group lesson • Large group song lesson • Instructor review of lesson 		Program Outcome 1:
Students will design cohort instruction with learning activities that actively involve students.	<ul style="list-style-type: none"> • Small group lesson teaching a song • Peer review of small group lesson • Large group song lesson 		Program Outcome 1:
Students will demonstrate knowledge of musical resources by playing simple melodies on the autoharp, piano,	<ul style="list-style-type: none"> • Skill assessments playing autoharp, piano, recorder and 	<ul style="list-style-type: none"> • 	Program Outcome 1:

recorder, and rhythm instruments.	rhythm instruments		
Students will demonstrate integrity and ethical conduct through compliance with BYU-Idaho honor code and expectations.	<ul style="list-style-type: none"> • Attendance • Practiced presentation of music lesson for peers 	•	Program Outcome 4:

Ed 344 Outcomes

Program Outcome 1: Students will be able to design effective instruction for children and early adolescence.

Program Outcome 3: Students will be able to provide appropriate cognitively engaging instruction that results in student learning.

Program Outcome 4: Students will exhibit the characteristics and qualities of a professional educator.

Course Outcomes: Danielson Domain 1a,1c,1e, 1f,3c, 4a

Outcome	Assessment/Data	Sample Learning Experiences	Program Outcome Alignment
Students will be able to design effective instruction for children and early adolescence.	<ul style="list-style-type: none"> • Idaho Comprehensive Literacy Assessment (St. 1) • Lesson Plans & Student Groupings 	<ul style="list-style-type: none"> • 	Program Outcome 1:
Student will be able to provide appropriate cognitively engaging instruction that results in student learning.	<ul style="list-style-type: none"> • Lesson observation (peer lesson) 		Program Outcome 3:
Students will exhibit the characteristics and qualities of a professional educator	<ul style="list-style-type: none"> • Reflection of own teaching experience 		Program Outcome 4:

Ed 345 Outcomes

Program Outcome 1: Students will be able to design effective instruction for children and early adolescence.

Program Outcome 3: Students will be able to provide appropriate cognitively engaging instruction that results in student learning.

Program Outcome 4: Students will exhibit the characteristics and qualities of a professional educator.

Course Outcomes: Danielson Domain 1a,1c,1e, 1f,3c, 4a

Outcome	Assessment/Data	Sample Learning Experiences	Program Outcome Alignment
Students will be able to design effective instruction for children and early adolescence.	<ul style="list-style-type: none"> • Idaho Comprehensive Literacy Assessment (St. 2 & 3) • Lesson Plans & Student Groupings 	<ul style="list-style-type: none"> • 	Program Outcome 1:
Student will be able to provide appropriate cognitively engaging instruction that results in student learning.	<ul style="list-style-type: none"> • Lesson observation (peer lesson) 		Program Outcome 3:
Students will exhibit the characteristics and qualities of a professional educator	<ul style="list-style-type: none"> • Reflection of own teaching experience 		Program Outcome 4:

Ed 347 Outcomes

Program Outcome 1: Students will be able to design effective instruction for children and early adolescence.

Program Outcome 2: Students will be able to create and maintain a positive learning environment.

Program Outcome 3: Students will be able to provide appropriate cognitively engaging instruction that results in student learning.

Program Outcome 4: Students will exhibit the characteristics and qualities of a professional educator.

Course Outcomes: Danielson Domain 1a,1d,1e, 1f,2a, 2b, 2c, 2d, 2e, 3a, 3b,3c, 3d, 4a, 4d, 4e, 4f

Outcome	Assessment/Data	Sample Learning Experiences	Program Outcome Alignment
Students will be able to design effective instruction for children and early adolescence.	<ul style="list-style-type: none"> • Lesson Plan 	<ul style="list-style-type: none"> • 	Program Outcome 1:
Students will be able to create and maintain a positive learning environment.	<ul style="list-style-type: none"> • Lesson observation 	<ul style="list-style-type: none"> • 	
Student will be able to provide appropriate cognitively engaging instruction that results in student learning.	<ul style="list-style-type: none"> • Lesson observation 		Program Outcome 3:
Students will exhibit the characteristics and qualities of a professional educator	<ul style="list-style-type: none"> • Final Self & instructor evaluation 		Program Outcome 4:

ED 441 Outcomes

Program Outcomes 1, 2, 3 and 4

Course Outcomes: Danielson Domain 1a,1b,1c, 1d, 1e,1f, 2a, 2b, 2c, 2d, 2e, 3a,3c, 3d, 3e, 4a, 4d, 4e, 4f

Outcome (SWBAT)	Assessment/Data	Sample Learning Experiences	Program Outcome Alignment
Understand the importance and value of all forms of communication.	<ul style="list-style-type: none"> • Mini-lesson plan that incorporates multiple forms of communication • Create a two-voice poem 	<ul style="list-style-type: none"> • Reader's theater • Listening research activity 	<p>Outcome 2: Students will be able to design effective instruction for children and early adolescents.</p> <p>Outcome 4: Students will be able to provide appropriate cognitively engaging instruction that results in student learning.</p>
Analyze and evaluate English Language Arts Common Core State Standards for application to the classroom setting.	<ul style="list-style-type: none"> • Unpack an ELA CCSS standard (students complete independently) 	<ul style="list-style-type: none"> • ELA CCSS treasure hunt • Model the standards unpacking process 	<p>Outcome 1: Students will exhibit the characteristics and qualities of a professional educator.</p>

<p>Use the writer's workshop model to design and provide appropriate, cognitively engaging, effective writing instruction.</p>	<ul style="list-style-type: none"> • Design and implement a mini-lesson plan based on the effective characteristics of a mini-lesson. 	<ul style="list-style-type: none"> • Direct instruction/modeling of an effective mini-lesson • Guided practice: evaluation of professor modeled mini-lesson 	<p><u>Outcome 1:</u> Students will exhibit the characteristics and qualities of a professional educator.</p> <p><u>Outcome 2:</u> Students will be able to design effective instruction for children and early adolescents.</p> <p><u>Outcome 3:</u> Students will be able to create and maintain a positive learning environment.</p> <p><u>Outcome 4:</u> Students will be able to provide appropriate cognitively engaging instruction that results in student learning.</p>
<p>Peer evaluate appropriate, cognitively engaging, effective writing instruction for the</p>	<ul style="list-style-type: none"> • Peer evaluation scoring guide with feedback (guide is based on 	<ul style="list-style-type: none"> • Direct instruction in using the scoring guide • Peer-to-peer reflective feedback (provided verbally) 	<p><u>Outcome 1:</u> Students will exhibit the characteristics and qualities of a</p>

characteristics of strong mini-lessons.	characteristics of mini-lessons)	<ul style="list-style-type: none"> • Discussion of differentiation of learning 	professional educator.
Understand the stages of the writing process, the types of writing most appropriate for elementary and early adolescent students, and determine student needs based on assessment data.	<ul style="list-style-type: none"> • Evaluation of anchor papers using 6+1 rubric 	<ul style="list-style-type: none"> • Inquiry lesson for traits and evaluation of traits 	<p>Outcome 2: Students will be able to design effective instruction for children and early adolescents.</p> <p>Outcome 4: Students will be able to provide appropriate cognitively engaging instruction that results in student learning.</p>
Assess and evaluate the developmental writing of students based on rubric scoring.	<ul style="list-style-type: none"> • Evaluation of authentic student writing pieces (Writing Diagnostic) using 6+1 rubric 	<ul style="list-style-type: none"> • Direct instruction of holistic writing assessment and scoring 	<p>Outcome 1: Students will exhibit the characteristics and qualities of a professional educator.</p> <p>Outcome 4: Students will be able to provide appropriate cognitively engaging instruction that results in student learning.</p>

Ed 442 Outcomes

Program Outcome 1: Students will be able to design effective instruction for children and early adolescence.

Program Outcome 2: Students will be able to create and maintain a positive learning environment.

Program Outcome 3: Students will be able to provide appropriate cognitively engaging instruction that results in student learning.

Program Outcome 4: Students will exhibit the characteristics and qualities of a professional educator.

Course Outcomes: Danielson Domain 1a, 1c, 1d,1e, 1f, 2b, 2d, 2e, 3b,3c, 3d, 4a, 4d, 4e, 4f

Outcome	Assessment/Data	Sample Learning Experiences	Program Outcome Alignment
Students will be able to design effective instruction for children and early adolescence.	<ul style="list-style-type: none"> • Lesson Plan and math activities • Reflection Papers • Performance assessment using math manipulatives 	<ul style="list-style-type: none"> • Write lesson plans and adapt math activities. Analyze peer-created activities. Class discussions. Solving problems using math manipulatives 	Program Outcome 1:
Students will be able to create and maintain a positive learning environment.	<ul style="list-style-type: none"> • Lesson plans and math activities • Essays • Reflection papers 	<ul style="list-style-type: none"> • Class discussions and analyze videos of effective teachers. 	Program Outcome 2:

<p>Student will be able to provide appropriate cognitively engaging instruction that results in student learning.</p>	<ul style="list-style-type: none"> Lesson planning and math activities. Reflection papers, manipulative binder 	<p>Write lesson plans and adapt math activities. Analyze videos of an effective math teacher. Class discussions. Solving problems using math manipulatives</p>	<p>Program Outcome 3:</p>
<p>Students will exhibit the characteristics and qualities of a professional educator</p>	<ul style="list-style-type: none"> Reflections, quizzes, and performance assessments 	<p>Write reflections based on research literature and develop skills in using math manipulatives. Class discussions</p>	<p>Program Outcome 4:</p>

Ed 443 Outcomes

Program Outcome 1: Students will be able to design effective instruction for children and early adolescence.

Program Outcome 2: Students will be able to create and maintain a positive learning environment.

Program Outcome 3: Students will be able to provide appropriate cognitively engaging instruction that results in student learning.

Program Outcome 4: Students will exhibit the characteristics and qualities of a professional educator.

Course Outcomes: Danielson Domain 1a,1b,1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e,3b,3c, 3d, 4a, 4d, 4e, 4f

Outcome	Assessment/Data	Sample Learning Experiences	Program Outcome Alignment
Students will be able to design effective instruction for children and early adolescence.	<ul style="list-style-type: none"> • Lesson Plans and quizzes 	<ul style="list-style-type: none"> • Write lesson plans, reading the research on teaching children science and quizzes 	Program Outcome 1:
Students will be able to create and maintain a positive learning environment.	<ul style="list-style-type: none"> • Quizzes and reflections 	<ul style="list-style-type: none"> • Read the literature on science teaching, discussions, write reflective papers 	Program Outcome 2:
Student will be able to provide appropriate cognitively engaging instruction that	<ul style="list-style-type: none"> • Lesson plans and reflective papers 	Designing lesson plans, writing reflection papers, and class discussions	Program Outcome 3:

results in student learning.			
Students will exhibit the characteristics and qualities of a professional educator	<ul style="list-style-type: none">• Reflection Papers	Class discussions and peer assessments	Program Outcome 4:

Ed 448 Outcomes

Program Outcome 3: Students will be able to provide appropriate cognitively engaging instruction that results in student learning.

Program Outcome 4: Students will exhibit the characteristics and qualities of a professional educator.

Outcome	Assessment/Data	Sample Learning Experiences	Program Outcome Alignment
Students will use assessment to promote and verify learning.	<ul style="list-style-type: none"> • Students will analyze student data to determine plan for improvement 	<ul style="list-style-type: none"> • 	Program Outcome 3:
Students will make sure achievement targets are clear and appropriate.	<ul style="list-style-type: none"> • Assessments created with objectives (blueprint) 	<ul style="list-style-type: none"> • 	Program Outcome 3:
Student will make sure assessments are accurate.	<ul style="list-style-type: none"> • Assessments created using sound methods of design 		Program Outcome 3:
Students will communicate results effectively.	<ul style="list-style-type: none"> • Conference 		Program Outcome 4:

Ed 427/449 Outcomes

Program Outcome 1: Students will be able to design effective instruction for children and early adolescence.

Program Outcome 2: Students will be able to create and maintain a positive learning environment.

Program Outcome 3: Students will be able to provide appropriate cognitively engaging instruction that results in student learning.

Program Outcome 4: Students will exhibit the characteristics and qualities of a professional educator.

Course Outcomes: Danielson Domain 1a,1d,1e, 1f,2a, 2b, 2c, 2d, 2e, 3a, 3b,3c, 3d, 4a, 4d, 4e, 4f

Outcome	Assessment/Data	Sample Learning Experiences	Program Outcome Alignment
Students will be able to design effective instruction for children and early adolescence.	<ul style="list-style-type: none"> • Lesson Plan • Unit 	<ul style="list-style-type: none"> • 	Program Outcome 1:
Students will be able to create and maintain a positive learning environment.	<ul style="list-style-type: none"> • Lesson observation 	<ul style="list-style-type: none"> • 	Program Outcome 2:
Student will be able to provide appropriate cognitively engaging instruction that results in student learning.	<ul style="list-style-type: none"> • Lesson observation 		Program Outcome 3:
Students will exhibit the characteristics and qualities of a professional educator	<ul style="list-style-type: none"> • Final Self & instructor evaluation 		Program Outcome 4: