



# UNIVERSITY OF WISCONSIN WHITEWATER

## ACADEMIC ASSESSMENT

### ELEMENTARY EDUCATION

#### MISSION STATEMENT

The department of Curriculum and Instruction in the UW-Whitewater College of Education & Professional Studies (COEPS) provides students with the opportunity to prepare for careers as teachers. Students may choose the Dual Early Childhood: Regular Education and Special Education program, the Elementary Education: Middle Childhood/Early Adolescence (MCEA) program or a Secondary Education: Early Adolescence/Adolescence program. In each of the programs, students earn Department of Public Instruction (DPI) licensure.

As they move through their coursework, students combine a commitment to education with a strong liberal arts foundation, a teaching major, and the study of teaching. All students engage in at least three school-based field experiences that allow them to apply their knowledge to actual classroom situations.

Upon graduation, students will have gained extensive knowledge of their subject areas and teaching. They will also have been given the opportunity to grow as instructional decision makers, preparing them to be effective teachers and instructional leaders in our changing schools.”

#### STUDENT LEARNING OUTCOMES

*Student learning outcomes (SLOs) are statements of what a student will know or be able to do when they have completed a program. They represent the knowledge and skills a program has determined are most important for students to gain from that program. The most useful SLOs are specific and measurable so the program can accurately assess the degree to which students have achieved each outcome, and they align with college and institution mission and values. Data on achievement of SLOs is used to make improvements in the program and increase student success.*

The following are student learning objectives/outcomes that a student will need to meet and be able to do upon completion of the elementary education program. These are based on the ten Wisconsin Teacher Standards (WTS) for Teacher Development and Licensure, upon which the elementary education program is grounded and students are evaluated and assessed. The Unit has adopted the WTS which incorporate the Interstate New Teacher Assessment and Support Consortium (INTASC) principles. The WTS standards under-gird all curricula leading to licensure in Wisconsin. To receive a license to teach in Wisconsin, an applicant must complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions contained in each standard.

Upon completion of the Elementary Education program, students will be able to:

- Have an understanding of the central concepts, tools of inquiry and ways of knowing that are central to the discipline(s) he/she teaches;
- Have an understanding how children with broad ranges of ability learn and will be able to provide instruction that supports their intellectual, social, and personal development;
- Have an understanding of how pupils differ in their approaches to learning and the barriers that impede learning and adapt instruction to meet the diverse needs of pupils, including those with disabilities exceptionalities;
- Have an understanding of and be able to use a variety of instructional strategies, including using technology, and will encourage children's development of critical thinking, problem solving, and performance skills;
- Utilize an understanding of individual and group motivation and behavior in creating learning environments that encourage positive social interaction, active engagement in learning, and self-motivation;
- Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom;
- Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals;
- Have an understanding and use formal and informal assessment strategies in evaluating and ensuring the continuous intellectual, social, and physical development of children;
- Become practitioners who reflect upon and continuously evaluate the effect of their choices and actions on children, parents, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally; and
- Foster relationships with school colleagues, parents, and agencies in the larger community and will support a child's learning and well-being while acting with integrity, fairness, and ethically.