

## **Learning Objective Alignment Worksheet**

### **Teacher Education Program**

#### **Program Mission Statement:**

In addition to the institutional mission, the Greenville University Teacher Education Program has thoughtfully considered its mission and purposes in order to provide a foundational framework for its programs. This statement demonstrates some key elements of our program, such as value for human dignity, the importance of community, and the responsibility that teachers have to foster meaningful learning: Teacher candidates will create classroom environments that promote cooperation and responsibility, support self-worth, affirm the dignity of all students, and stimulate learning.

#### **Teacher Education Program Objectives:**

The following 12 Program objectives are organized around the philosophical intent of the framework, and state and national standards. They reflect the faculty's desire to prepare candidates who are committed to diversity, technology, children and youth with special needs, the content area, and professional teaching standards.

They communicate the Unit's intent that all Program graduates should be able to:

1. State the concepts and structure basic to their subject matter specializations, articulate instructional outcomes, and use teaching styles, resources, and strategies appropriate for all learners.
2. Identify important characteristics of learners stemming from sociological, psychological, and cultural environments at various stages of growth and development, and implement appropriate teaching strategies.
3. Create positive learning environments for students from varied cultural milieus.
4. Develop and utilize teaching strategies based on tested psychological principles, learning theories, current research, and emerging technology appropriate for various teaching and learning environments.
5. Engage students in higher level thinking by using an array of technological and other resources, and a variety of written and communication techniques.
6. Use a variety of assessment strategies and techniques in order to assure positive student development.
7. Distinguish among different roles of students, parents, and school officials within diverse social contexts and to create positive learning experiences within school and community environments.
8. State cognitive, affective, and psychomotor goals of education from historical, philosophical, social, cultural, and global perspectives and be able to use these goals in assessing personal attitudes and strategies, learning environments, and the profession.
9. Assume responsibility for staying abreast of current professional developments and educational research with regard to theory and best practice.
10. Exemplify in planning and demonstrate in practice the dispositions articulated by Unit faculty as necessary for all teacher education candidates.
11. Communicate effectively in both spoken and written modes with all constituents.
12. Be a model of hope – consistent with the mission of Greenville University to be a Christ-centered university in the liberal arts and sciences.

Student Learning Outcomes	Teacher Education Program Objectives
<b>1. Seek Truth Through Critical Inquiry and Research</b>	
1.1 Practice critical self-awareness	1, 9
1.2 Understand our world and comprehend quantitative and conceptual relationships	1, 2, 4, 5, 8,
1.3 Think integratively to solve problems	2, 4, 6, 7
1.4 Apply skills and systematic reasoning	6
<b>2. Collaborate and Communicate</b>	
2.1 Communicate and cooperate	1, 5, 7, 9, 11
2.2 Value others	2, 3
<b>3. Engage Culture and Be Creative</b>	
3.1 Demonstrate cultural awareness	2, 3, 7, 8
3.2 Demonstrate creativity and appreciation for arts, beauty, and ideas	4, 12
<b>4. Demonstrate Faith and Learning in Action</b>	
4.1 Recognize worldviews	12
4.2 Apply Christian values	10, 12
4.3 Respond to God	12
4.4 Maintain healthy self-regard and a growth-focused lifestyle	10, 12

Teacher Education Program Objectives	ILPTS
1	2. b, d, f, i, m; 3. a, b, h, i, l, n; 5. c, d, k, l; 6. a, b, d, f, g, i
2	1. a, b, c, d, e f, h, i, j; 2. c, e, g, m, o, p; 3. a, b c, k; 5. m, p
3	1. a, k, l; 3. h; 4. a, b, c, d, e, g, h, i, j, k, l, m, n, o, p, q; 5. a, b, r
4	1. g, j; 2. f, g, h, l, m, q; 3. a, b, e, n, o, p, q; 5. a, b, c, e, f, i, j, l, n, o, s; 6. a, i, j, l, m, n, o, p, q; 8. m

5	1. i; 2. b, c, j, k, n; 3. g; 4. d; 5. b, e, i, l; 6. s
6	2. n; 3. d, j, m; 4. e, h, q; 5. g, h, j, p; 6. h, k; 7. a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r; 8. o
7	8. a, b, d, e, j, k, l, p, q, t
8	1. a, b, c, d, e; 2. a; 4. f, j, o
9	3. g; 6. l; 8. c, n, o; 9. c, d, e, f, g, o
10	3. f, o, p; 5. q; 6. r; 8. h, i, s; 9. a, h, j, k, l, m, n, o, p, q, r, s, t
11	3. f; 5. q; 6. c, e, r; 8. c, f, g, j, k, l, r; 9. b, i, j, l, m, p, q
12	8. s