Temple University

College of Education and Human Development
Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
ACCOMPLISHED TEACHING	MSED	Program graduates will be able to systematically assess student learning through a variety of modalities and use data to inform instructional practices
		Program graduates will be able to analyze and revise their learning plans and teaching practices based on increased awareness of learning theories, instructional technology, and methodology.
		Program graduates will be able to adapt instruction to meet diverse needs of students, including students with disabilities, students learning English an additional language, and students with backgrounds and experiences different than their own
		Program Graduates will gain leadership skills to serve as model teacher, mentor, collaborator, and professional development provider.
ADULT AND ORGANIZATIONAL DEVELOPMENT	BA	1. Facilitating effective adult learning and training
		2. Understanding team/group decision-making and performance
		3. Facilitating team/group decision-making and communication
		4. Analyzing and managing conflict situations
		5. Conducting mediation and other methods of conflict intervention
		6. Understanding organizational processes
		7. Understanding the role of research in AOD work
		8. Promoting cultural sensitivity in AOD work
		9. Working professionally and ethically in AOD settings
ADVOCACY + ORGANIZATIONAL DEVL	MED	1. Facilitating effective adult learning and training
		2. Understanding team/group decision-making and performance
		3. Facilitating team/group decision-making and communication
		4. Analyzing and managing conflict situations
		5. Conducting mediation and other methods of conflict intervention
		6. Understanding organizational communication
		7. Understanding the role of research in AOD work
		8. Promoting cultural sensitivity in AOD work
		9. Working professionally and ethically in AOD settings
		10. Understand and implement effective organizational development and change
APPLIED BEHAVIOR ANALYSIS	CERT	1. Students will develop fluency with the coherent system of behavior-analytic theory, concepts and principles. This includes proficiency in functional analyses that inform the application of those principles in practical situations, detailed task analyses, and teaching techniques as well as implementing of those principles.
		2. Students identify and apply a variety of real-time measures of behavior, including time-sampling, response rate, and time-allocation comparatively across individuals, settings, and staff members, including measures of reliability using inter-observer agreement.

Program Description	Program Degree	Student Learning Outcomes
APPLIED BEHAVIOR ANALYSIS (CONT'D)	**CERT (CONT'D)**	3. Students identify the appropriate research designs, with emphasis upon within-subject designs such as reversal, multiple-baseline, multi-element, changing-criterion and, probe designs, including evaluations of both strengths and limitations of each.
		4. Students will analyze and interpret behavior analytic data to evaluate intervention effects and make treatment decisions.
		5. Students write in a professional style for relevant formats including research reports, functional analyses, task analyses, intervention plans, and client correspondence.
		6. Students identify the ethical principles governing interactions with clients in need of intervention. They will also be conversant with the relevant legal issues and regulations.
APPLIED BEHAVIOR ANALYSIS	**MSED**	1. Students will develop fluency in working with the coherent system of behavior-analytic theory, concepts and principles. This includes proficiency in functional analyses that inform the application of those principles in practical situations, detailed task analyses, and techniques of teaching as well as implementing of those principles.
		2. Students will be able to identify and appropriately apply a variety of real-time measures of behavior, including time-sampling, response rate and time-allocation measured comparatively across individuals, settings, and staff members, including assessments of inter-observer agreement.
		3. Students will be able to evaluate the data generated before and during interventions, using appropriate graphical methods, including computer-based graphics where appropriate.
		4. Students will be able to identify the appropriate research designs, with emphasis upon within-subject designs such as reversal, multiple-baseline, multi-element, changing-criterion and, probe designs, including evaluations of both strengths and limitations of each.
		5. Students will be able to analyze and interpret behavior analytic data, and make sound research and application decisions based on a critical analysis of data.
		6. Students will be able to write in a professional style, appropriate to relevant formats such as research reports, functional analyses, task analyses, and intervention plans.
		7. Students will be able to identify the ethical principles governing interactions with clients in need of intervention. They will also be conversant with the relevant legal issues and regulations.
		8. Students will develop expertise within a specific topic area within behavior analysis by conducting a comprehensive literature review and empirical thesis project (e.g., empirical study, meta-analysis, etc.). This thesis project will represent an original contribution to the field.
		9. Complete at least 300 experience hours within a university practicum, engaging in behavior analytic work in the field (e.g., conducting behavioral assessments, researching and developing interventions, collecting behavioral data, etc.) supervised by a behavior analyst.

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		2: Students will be able to identify and appropriately apply a variety of real-time measures of behavior, including time-sampling, response rate and time-allocation measured comparatively across individuals, settings, and staff members, including assessments of inter-observer agreement
		3: Students will be able to identify the appropriate research designs, with emphasis upon within-subject designs such as reversal, multiple-baseline, multi-element, changing-criterion and, probe designs, including evaluations of both strengths and limitations of each.
		4: Students will be able to analyze and interpret behavior analytic data.
		5: Students will be able to write in a professional style, appropriate to relevant formats such as research reports, functional analyses, task analyses, and intervention plans.
		6: Students will be able to identify the ethical principles governing interactions with clients in need of intervention. They will also be conversant with the relevant legal issues and regulations
APPLIED RESEARCH + EVALUATION	PSM	1. demonstrates competency in foundational skills in quantitative and qualitative data collection and analysis methods.
		2. competency in applying conceptual and theoretical frameworks within the social and behavioral sciences to address applied problems within organizational and educational environments.
		3. competency in applying content and research knowledge and skills to design, collect, analyze, and interpret data in educational or organizational contexts.
		4. competency in understanding of and foundational skills in program evaluation
AUTISM ENDORSEMENT	GRAD	Graduates will be able to identify and implement evidence-based practices for students with ASD
		Graduates will understand and be able to apply effective classroom management strategies for students with ASD
		Graduates will be able to implement educational services in inclusive settings for students with ASD
CAREER AND TECHNICAL EDUCATION	BSEd	Develop students' deep understanding of teaching in a Career and Technical Education program and awareness of the successful transition characteristics of moving from industry to education.
		Cultivate students' competency in enacting lessons/CTE instruction that foster deep content understanding, exhibit coherence and continuity, facilitate active learning, and encourage critical and creative thinking.
		Cultivate students' competency in enacting lessons in a CTE context that enhance real world connections that are informed by reflective thinking.
		Deepen students' awareness of educator professionalism.
CAREER AND TECHNICAL EDUCATION	MED	Develop students' deep understanding of teaching in a career and technical education program, and awareness of the successful transition characteristics of moving from industry to education.

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CAREER AND TECHNICAL EDUCATION (CONT'D)	MED (CONT'D)	Cultivate students' competency in enacting lessons/CTE instruction that foster deep content understanding, exhibit coherence and continuity, facilitate active learning, and encourage critical and creative thinking.
		Cultivate students' competency in enacting lessons in a CTE context that enhance real world connections, and informed by reflective thinking.
		Deepen students' awareness of educator professionalism.
CAREER AND TECHNICAL EDUCATION	MSED	Develop students' deep understanding of administration and leadership in a Career and Technical Education setting. Cultivate student's competency in enacting leadership concepts that foster deep content understanding of the need for leadership in CTE settings, including CTE budgets, facility development plans, hiring prospective teachers and assisting in the transition from industry experts to educators, awareness of Career and Technical Education teacher certification and certification process, and understanding and implementation of the Daniel Domain Model for teacher evaluation in Pennsylvania.
		Cultivate students' competency in enacting professional development activities for CTE teachers that enhance real world connections. Cultivate students' competency in establishing connections between CTE programming and industry standards for workplace performance.
		Cultivate students' competency in understanding and implementing CTE programs of study as required by the Pennsylvania Department of Education.
CONFLICT PROCESS	GRAD	Understanding team/group decision-making and performance
		Facilitating team/group decision-making and communication
		Analyzing and managing conflict situations
		Conducting mediation and other methods of conflict intervention
		Promoting cultural sensitivity in AOD work
COUNSELING PSYCHOLOGY	MED	1: Students will demonstrate mastery of knowledge in core areas of Mental Health/School Counseling, including career development and the role of work in people's life, biological basis of behavior, developmental basis of behavior, and social/organizational/community basis of behavior, and evidence-based theories of psychopathology, classification systems, and individual and group counseling.
		2: Students will demonstrate mastery of applied skills with several stakeholder groups in school/mental health settings, including understanding and using supervision, implementing evidence-based practice of counseling, conceptualizing cases, developing therapeutic alliances, and evaluating and modifying interventions.
		3: Students will demonstrate an understanding of research in building psychological theory and creating and evaluating more effective forms of practices, interventions, and programs.
		4: Students will demonstrate an understanding of various forms of tests, measurements, and other assessments and how they are used to properly diagnose and inform counseling interventions.

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COUNSELING PSYCHOLOGY (CONT'D)	MED (CONT'D)	5: Students will demonstrate an understanding of multiculturalism and diversity, including awareness of self and others, and application of this knowledge in assessment, treatment, consultation, and all other professional interactions.
		6: Students will demonstrate understanding and adoption of professional identity, values, attitudes, and behaviors as they relate to counselor leadership, professional standards, ethical practices, and advocacy.
		7: Students will demonstrate professional communication, self-care, and relationship skills, including effectively handling conflict, receiving and integrating feedback, speaking, listening, writing, and establishing and maintaining positive relationships with clients, peers/colleagues, faculty, and supervisors within and across disciplines.
DATA-DRIVEN DECISION MAKING	GRAD	Students will apply introductory knowledgeable of main domains in educational psychology (learning, development, motivation, and/or assessment) to educational phenomena.
		Students will manifest introductory knowledge about quantitative data collection, analysis, and interpretation.
		Students will apply introductory knowledge of principles of program evaluation and use of data for decision making in a draft plan for an educational program evaluation.
DISABILITY STUDIES	GRAD	SLO1: Students will be able to discuss disability from an historical, cultural and socio-political perspective (includes intersectionality and multiply-marginalized communities)
		SLO2: Students will be able to place the study of disability within the context of their discipline (MSW, Bioethics, Anthropology, Education, etc).
		SLO3: Students will apply be able to explicate and interrogate "disability rights" in policy-specific contexts.
DIVERSITY AND INCLUSION	CERT	Students will be able to develop interpersonal skills in a variety of contexts by reflecting on their own communication and improving their professional and personal communication competence.
		Students will be able to identify the traits of good leaders develop skills for leading change processes in a variety of organizations.
		Students will be able to identify disabilities and barriers to success for people with disabilities in a variety of contexts
		Students will be able to analyze and evaluate inequalities based on race, socioeconomic status, immigration status, ethnicity, etc. and develop strategies to address systemic discrimination.
EARLY CHILDHOOD EDUCATION	MED	Develop students' deep understanding of the subjects they plan to teach
		Cultivate students' competency in enacting lessons that foster deep content understanding
		Cultivate students' competency in enacting lessons that exhibit coherence and continuity
		Cultivate students' competency in enacting lessons that enhance real world connections
		Cultivate students' competency in enacting lessons that facilitate active learning
		Cultivate students' competency in enacting lessons that encourage critical and creative thinking

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EARLY CHILDHOOD EDUCATION (CONT'D)	**MED (CONT'D)**	Cultivate students' competency in enacting lessons informed by reflective thinking
		Students must behave in a professional manner, including dress, timeliness, and courtesy to children, families, other school faculty, and Temple faculty and students.
EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION	**MED**	Develop students' deep understanding of the subjects they plan to teach
		Cultivate students' competency in enacting lessons that foster deep content understanding
		Cultivate students' competency in enacting lessons that exhibit coherence and continuity
		Cultivate students' competency in enacting lessons that enhance real world connections
		Cultivate students' competency in enacting lessons that facilitate active learning
		Cultivate students' competency in enacting lessons that encourage critical and creative thinking
		Cultivate students' competency in enacting lessons informed by reflective thinking
		Professionalism includes appropriate behavior such as dress, timeliness, and being courteous to children, families, school faculty, and Temple faculty and students.
EARLY CHILDHOOD-ELEMENTARY EDUCATION(PreK-4)	**BSEd**	Develop students' deep understanding of the subjects they plan to teach. This also includes students' deep understanding of a set of literacy routines that will form the foundation for the literacy block in their future classrooms: asking open-ended questions, giving feedback, interactive book reading, shared reading, guided reading, interactive writing, guided writing, repeated oral reading, and word study.
		Cultivate students' competency in enacting lessons that foster deep content understanding
		Cultivate students' competency in enacting lessons that exhibit coherence and continuity
		Cultivate students' competency in enacting lessons that enhance real world connections
		Cultivate students' competency in enacting lessons that facilitate active learning
		Cultivate students' competency in enacting lessons that encourage critical and creative thinking
		Cultivate students' competency in enacting lessons informed by reflective thinking
		Deepen students' awareness of education professionalism
EDUCATION	**PHD**	1. Knowledge of educational research foundations, design, and methodology
		2. Broad content knowledge of relevant Education topics
		3. Specific theory and content knowledge for their specialized concentration
		4. Mentored experience in both research and teaching

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Program Description	Program Degree	Student Learning Outcomes
Education PhD in Applied Linguistics	PHD	Demonstrate an understanding of the philosophical foundations of educational research.
		Demonstrate an understanding of current theories and key issues in the field of second language development. Demonstrate the ability to apply this knowledge for research purposes.
		Demonstrate the ability to find, analyze, and synthesize relevant research literature.
		Demonstrate the ability to design assessment instruments, analyze the data produced by the instruments, and interpret the results of the analyses.
		Demonstrate the ability to design and implement a qualitative, quantitative, or mixed method research project.
		Demonstrate the ability to gather, analyze, and interpret qualitative data.
		Demonstrate the ability to gather quantitative data and analyze and interpret the output of a variety of statistical software packages.
		Demonstrate familiarity with theories and key issues in the field of the bilingual lexicon.
		Demonstrate familiarity with theories and key issues in the fields of second language reading and writing.
		Demonstrate familiarity with theories and key issues in the fields of second language listening and speaking.
		Demonstrate the ability to conduct publishable research through mentored experience.
		Demonstrate the ability to produce a dissertation proposal, defend the proposal successfully, complete the dissertation study under the guidance of a mentor, and defend the dissertation study successfully.
EDUCATIONAL LEADERSHIP	EDD	1: Content Mastery: Students will demonstrate mastery of the overarching body of knowledge that informs the field of educational leadership and administration, they will develop expertise in a specific field based upon their own research interests, and they will demonstrate mastery of the elements of effective practices in educational leadership.
		2: Analysis: Students demonstrate sophisticated analyses of competing perspectives and research approaches; mastery of critical theory and social justice, and its implications for research, opinion, and practice.
		3: Application to Practice: Students demonstrate mastery of knowledge, skills, dispositions, experiences, and personal attributes necessary for effective and ethical leadership at the highest levels in school districts and other educational organizations.
		4: Research: Students produce quantitative and qualitative research projects, including a dissertation; engage in sophisticated empirical research and applied research to inform their own educational leadership practice; and they master the use and production of research to drive leadership decision making.
EDUCATIONAL LEADRSHP + POLICY	MED	i. The student will summarize the development and implementation of educational policies and reforms
		ii. The student will describe the historical, economic and socio-cultural community context that shape and influence local education and schooling

Program Description	Program Degree	Student Learning Outcomes
EDUCATIONAL LEADRSHP + POLICY (CONT'D)	MED (CONT'D)	iii. The student will review, select, synthesize and apply research and practitioner literature to examine educational issues
		iv. The student will describe the landscape of contemporary education reform and identify skills used by advocates seeking change
		v. The student will identify and apply effective practices for ethical and equitable leadership in school, school district, community and systems
		vi. The student will explain the influence of race/ethnicity and social class on education policy and opportunities for individuals
EDUCATIONAL PSYCHOLOGY	MED	Students will competently apply educational psychology knowledge in learning, motivation, and/or development to a topic in educational practice.
		Students will apply scientific thinking and knowledge of research methods in generating plausible educational psychological explanations for educational phenomena.
		Students will express ideas effectively by writing and speaking in multiple formats, interact with others, and use technology to communicate ideas to targeted audiences.
ENGLISH AS A SECOND LANGUAGE	GRAD	A. Students will demonstrate recognition of language as an integrative system made up of component parts (phonology, morphology, syntax, pragmatics and semantics) and apply this knowledge to identify aspects of English that are difficult for ELs (TESL 5613 quizzes and essay assessments). B. Students will demonstrate support of ELs in communicating effectively for social and academic purposes by enhancing oral/aural skills, i.e., recognizing and using syntactic structures, the English sound system, and other communication skills (TESL 5631 lesson plan, TESL 5616 curriculum plan, TESL 5613 final paper). C. Students will demonstrate support of ELs in understanding and using appropriate register variation and language use within different contexts and for different audiences, including formal, informal, social, and academic. (TESL 5613 final paper) D. Students will develop or adapt a variety of instructional techniques to assist ELs in developing and using vocabulary (idioms, cognates, and collocations) and L2 literacy appropriately in written and spoken language, including contextualized practice with language and literacy skills (TESL 5613 final paper). E. Students will apply knowledge of the principles of first and second language acquisition, and of the differences between first and second language development, to the design of instruction for ELs (TESL 5613 final paper; TESL 5631 lesson plan; TESL 5616 curriculum plan). F. Students will apply strategies that recognize the role of students' L1s as a resource for language and literacy development and for communicating with invested participants (students, families, volunteer support, and bilingual aides). (TESL 5613 final paper; TESL 5631 lesson plan TESL 5616 curriculum plan)

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ENGLISH AS A SECOND LANGUAGE (CONT'D)	**GRAD (CONT'D)**	A. Students will demonstrate knowledge of the processes of negotiating one's cultural identity (TESL 5631 discussion board assignment; TESL 5621 action research project) B. Students will demonstrate knowledge of the varied processes of cultural transitions, including acculturation, assimilation, biculturation and resistance. (TESL 5621 action research project) C. Students will identify negative effects of prejudice, stereotyping and ethnocentrism on language learners' successful learning in schools and promote pro-social classroom learning environment (TESL 5621 action research project; TESL 5631 discussion board assignments). D. Students will recognize cultural bias in curriculum and materials and use a range of resources to deliver instruction that resists cultural bias (TESL 5621 action research project) . E. Students will demonstrate effective intercultural communication skills to appreciate diverse cultures (TESL 5621 voicethread discussion). F. Students will develop effective techniques for communication between home and school by recognizing and supporting preferred modes of communication of parents/guardians (written, oral, L1, L2, etc.) and demonstrating knowledge of interpretation and translation resources (TESL 5621 discussion board assignment). G. Students will demonstrate understanding of the interdependence of language and culture to facilitate students' transition between the home culture/language and U.S. school culture/language (TESL 5621 action research project). H. Students will integrate diverse ways of learning and multiple cultural perspectives, including building on ELs' strengths, into the planning/adapting of curriculum and instructional methods (TESL 5616 needs assessment; 5616 curriculum plan; TESL 5631 lesson plan; TESL 5613 final paper).

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ENGLISH AS A SECOND LANGUAGE (CONT'D)	GRAD (CONT'D)	A. Students will design and reflect upon standards-aligned instruction in the English language utilizing the Pennsylvania Core Standards, the English Language Development Standards, and Can-Do descriptors in relation to the continuum of development levels (TESL 5631 lesson plan; TESL 5616 curriculum plan) B. Students will plan effective instruction that integrates all language domains (Reading, Writing, Speaking, and Listening) using a variety of materials, texts, activities, strategies and assessments appropriately based on consideration of learners' differing English language development levels, L1 literacy and prior knowledge, age and developmental stages, grade levels, learning styles and sociocultural needs (TESL 5631 lesson plan; TESL 5616 curriculum plan) C. Students will plan ESL instruction and assessment specific to the reading and writing needs of ELs, some of whom may have limited formal schooling (LFS) or interrupted formal education (SIFE) (TESL 5613 final paper) D. Students will recognize, plan and implement key elements of ESL lesson design, which include: 1. Content objectives and language foci; 2. Scaffolding, supports and differentiation; 3. Activating and building on prior knowledge; 4. Formative and authentic assessments; and 5. Academic and social interaction at the English Language Development Level of the student, specifically in the domains of listening, speaking, reading and writing. (TESL 5631 lesson plan; TESL 5616 curriculum plan) E. Students will differentiate instruction based on standardized (i.e. ACCESS test) and formative assessments of student progress, re-teaching as necessary for students who need additional time (when possible) and employing alternative approaches to meet learning outcomes. (TESL 5616 curriculum plan) F. Students will develop and implement communicative activities in K-12 classrooms that promote authentic interactions for social and academic purposes and that integrate all language skills, i.e., reading, writing, speaking, and listening. (TESL 5631, TESL 5616 curriculum plan) G. Students will plan and provide evidence-based reading and writing instruction that includes various cueing systems (i.e. graphic, syntactic, and semantic cues) appropriate for ELLs (TESL 5613 mid-term and final papers) H. Students will select, analyze and adapt a variety of authentic sources and tools to enhance oralcy and literacy development for ELLs, including but not limited to: 1. Various popular texts, including fiction, non-fiction, comic-book style, etc.; 2. Visual and/or original source materials; 3. L1 materials; 4. Music; 5. Media and multi-media, including technological resources and electronic communication. (TESL 5631 lesson plan; TESL 5616 curriculum plan, TESL 5613 final paper) I.Students will explain and model explicit comprehension and learning strategies that assist students with learning tasks in all subject areas(TESL 5613 final paper) J. Students will collaborate with and provide guidance to content teachers of ELs related to using English language development standards (ELPS), appropriate supports, and adaptations which provide students access to content instruction, tasks and assessments at their English language development levels (TESL 5631 lesson plan, TESL 5616 curriculum plan)

Program Description	Program Degree	Student Learning Outcomes
ENGLISH AS A SECOND LANGUAGE (CONT'D)	**GRAD (CONT'D)**	A.Students will design and implement multiple and appropriate formative and summative assessment measures for a variety of purposes, including classroom and student self-assessment and technology-based assessment (e.g., audio, video, computer) at various grade levels. (TESL 5616 Mid-term and final papers) B. Students will demonstrate knowledge of how to apply appropriate testing practices for English language learners including: 1. Determination of the validity and reliability of tests to make assessment related decisions for ELs; 2. Knowledge and application of alternate and multiple assessment measures to ascertain what ELs know and can do; 3. Appropriate interpretation and use of data to support ELs; 4. Assessment of ELs' test-taking challenges and creation of strategies and scaffolding techniques to address these challenges. (TESL 5616 Mid-term and final papers) C.Students will identify, apply (when possible) and share state-allowed testing accommodations for ELLs at varying proficiency levels. (TESL 5616 Quiz) D. Students will identify and use multiple assessment resources and measures (eg. published research, native language evaluation, Pennsylvania English Language Development Standards, PA Core Standards, WIDA ACCESS for ELs performance rubrics) to make informed decisions concerning an EL's progression through a class or program (when possible). (TESL 5616 mid-term and final papers) E. Students will implement a variety of assessment tools as part of classroom instruction (eg. observation checklists, running records, reading logs, writing assessments, self- and peer-assessments), while planning for classroom practice of a variety of techniques, to record progress towards ELs' English language development and academic achievement. (TESL 5616 mid-term and final papers) F. Students will demonstrate knowledge of best practices for communicating with parents/families, using parents' preferred mode(s) of communication, about federal and state-mandated testing, and the options they have as well as the implications of such testing for ELs in a language instructional program. (TESL 5621 Essay Assessment) G. Students will identify accountability measures and assessment targets in order to analyze real-time EL data in order to make programmatic (when possible) and instructional adjustments. (TESL 5616 Final Paper) H. As part of an instructional planning team, students will analyze data from various EL students to evaluate the effectiveness of an ESL program (when possible) or language teaching approach. (TESL 5616 final paper presentations) I. Students will identify and explore a variety of resources and research, including native-language assessment and accommodated assessments, to inform decisions about language differences, giftedness, learning disabilities, or other qualities of ELs which would entitle them to participation in school programs. (TESL 5621 Essay Assignment) J. Students will identify the multiple measures of assessment data, collected over time, that are needed to document EL growth and progress before considering a referral to a special education or other remedial program. (TESL 5621 Quiz) K. Students will explore data, including strengths and weaknesses of each, with parents/family (when possible) and other members of a team making informed decisions on

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ENGLISH AS A SECOND LANGUAGE (CONT'D)	**GRAD (CONT'D)**	A.Students will use research in the field of ESL to articulate a personal educational philosophy for instructing ELLs (TESL 5616 final paper). B. Students will conduct focused action research in the classroom following applicable procedures for protection of human research participants (TESL 5621 action research project). C. Students will create a personal professional development plan based on interests and reflection, and demonstrate knowledge of opportunities to support those goals in professional associations and other academic organizations (TESL 5631 final discussion board essay). D. Students will demonstrate knowledge of how to collaborate with general and specialist school staff for the purpose of establishing instructional programs appropriate for ELLs at a variety of English proficiency levels (TESL 5621 action research project). E. Students will demonstrate knowledge of strategies for advocating for ELLs and their families by facilitating their full access to school resources and informing colleagues in instructional teams (when possible). (TESL 5621 action research plan) F. Students will demonstrate ability to develop classroom activities that could involve families and provide ELLs and their families with information, support, and assistance (e.g., advocate for the students and their families, help families participate in their school/community through the use of bilingual paraprofessionals or interpreters, or engage with community members and policymakers with respect to issues affecting ELLs). (TESL 5621 action research project) G. Students will model the use of culturally and linguistically responsive techniques and dispositions, so as to support the learning of ELs and of other school professionals working with ELs (when possible). (TESL 5631 lesson plan; TESL 5616 curriculum plan; TESL 5613 final paper)
ENGLISH LANGUAGE TEACHING	**CERT**	1. Students will (1) understand the language as a system of different components (phonology, morphology, syntax, pragmatics), (2) identify and incorporate language structures, systems, and variations into teaching practice, and (3) analyze the linguistic, social and cultural complexities related to teaching English in the US and abroad.
		2. Students will plan instruction that integrate language skills (Reading, Writing, Speaking, Listening, Grammar, and Vocabulary) using a variety of materials, texts, activities, strategies and assessments appropriately based on different contexts (EFL/ESL/ELF/WE). Students will practically apply current theories and methods to language teaching.
		3. Students will design and implement multiple and appropriate formative and summative assessment measures for a variety of purposes (classroom, self-assessment, technology-based assessment at various teaching contexts (ESL/EFL/ELF/WE). Students will use a variety of assessment tools to determine proficiency levels in reading, writing, speaking and listening and to make decisions about instructional adaptations.

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ENGLISH LANGUAGE TEACHING (CONT'D)	CERT (CONT'D)	4. Students will demonstrate cross-cultural competence in interactions with colleagues, supervisors, students and their families. Students will identify negative effects of prejudice, stereotyping and ethnocentrism on language learners' second language development and integrate diverse ways of learning and multiple cultural perspectives into instructional practice.
		5. Demonstrate ability to effectively support language learners by including multiple techniques and resources and adapting instructional methods based on various linguistic, cultural and environmental limitations and constraints.
ENGLISH LANGUAGE TEACHING	GRAD	1. Students will (1) understand language as a dynamic and integrative system consisting of multiple sub-systems (phonology, morphology, syntax, pragmatics). Students will also analyze the linguistic, social and cultural complexities related to teaching English in a variety of contexts (ESL/EFL/EAP/ELF/WE) and with student population of diverse ages, locations, language backgrounds, proficiency levels, and needs.
		2. Students will plan effective instruction and curriculum that integrate all language skills (Reading, Writing, Speaking, Listening, Grammar, and Vocabulary) using a variety of materials, texts, activities, strategies and assessments appropriately based on consideration of learners' differing English language development levels, ages, needs, and teaching settings (ESL/EFL/EAP/ELF/WE) both in the US and abroad. Students will practically apply research, theories and current methods to language teaching and/or curriculum planning.
		3. Students will design and implement multiple and appropriate formative and summative assessment measures for a variety of purposes (classroom, self-assessment, technology-based assessment at various settings (ESL/EFL/EAP/ELF). Students will analyze multiple measures of assessment data to evaluate the effectiveness of language teaching approach and to make instructional adjustments.
		4. With an understanding of World English and English as a Lingua Franca, students will demonstrate knowledge of cultural diversity and language varieties. Students will identify negative effects of prejudice, stereotyping and ethnocentrism on language learners' second language development and demonstrate cross-cultural competence in interactions with colleagues, supervisors, students and their families. Students will also integrate diverse ways of learning and multiple cultural perspectives into the planning/adapting of curriculum and instructional methods.
		5. Students will demonstrate ability to effectively support language learners by including multiple techniques and resources and adapting instructional methods based on various linguistic, cultural and environmental limitations and constraints. Students will use research in the field of ESL/EFL to articulate a personal educational philosophy for language instruction.

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HIGHER EDUCATION	EDD	Demonstrate advanced understanding of the foundations of higher education, including knowledge of the history, politics, economics, and philosophy of higher education, theories of student development and organizations, and the institutional and social factors that contribute to student success in higher education.
		Demonstrate an advanced understanding of the governance and finance structures of postsecondary institutions and systems;
		The ability to critically examine, diagnose, and address persistent inequities in college access and success;
		Demonstrate sensitivity to the complexities of organizational culture and the skills needed to lead effectively in diverse settings;
		The ability to find, critically review, and apply evidence from scholarly and policy research, and a commitment to using evidence routinely in decision making;
		Develop skills and habits of reflective practice that support equitable and ethical decision-making in complex situations.
		Conduct original research and critical inquiry into issues impacting higher education-- collecting, interpreting, and communicating evidence to substantiate administrative issues.
HIGHER EDUCATION	MED	Students will be able to describe the major historical, social, legal, economic, cultural and political contexts of higher education.
		Students will be able to describe the basic administrative and governance structures of post-secondary institutions and systems
		Students will be able to critically examine, diagnose and address persistent inequities in college access and success.
		Students will be ably to apply essential methods of social science research to problems in higher education.
HUMAN DEVELOPMENT AND COMMUNITY ENGAGEMENT	BS	1: Students will demonstrate knowledge of human development and how it interacts with various systems within the community.
		2: Students will demonstrate a variety of effective communication skills.
		3: Students will recognize the unique challenges and opportunities of working in an urban environment.
		4: Students will show an understanding of the role of research methods and statistics in evaluating programs, interventions, and policies.
		5: Students will be able to effectively understand and analyze organizational needs, challenges and strengths.
		6: Students will demonstrate professional skills necessary to their future careers.
		7: Students will demonstrate an understanding of what it means to be a reflective, ethically motivated practitioner.
INSTITUTIONAL EFFECTIVENESS	GRAD	Demonstrate ability to critically examine, diagnose, and address institutional effectiveness challenges and opportunities
		Apply strategies for practice in institutional effectiveness in higher education
		Demonstrate an understanding of the basic administrative functions of institutional effectiveness professionals and post-secondary contexts in which they exists

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Program Description	Program Degree	Student Learning Outcomes
INSTITUTIONAL EFFECTIVENESS (CONT'D)	GRAD (CONT'D)	Collect, interpret and communicate evidence to substantiate best practices in institutional effectiveness.
INSTRUCTIONAL LEARNING TECHNOLOGY	GRAD	(1) Students will be able to develop an understanding of the fundamental and advanced concepts of instructional technology planning and applications in various settings - K-12, higher education, adult education, or non-profit educational settings.
		(2) Students will be able to identify, select, install, and maintain technology infrastructure, and hardware and software applications for school administration and instruction.
		(3) Students will be able to demonstrate their knowledge of and competence in the delivery of instructional technology services that enhance administrative and teaching capabilities and improve student learning.
		(4) Students will be able to demonstrate knowledge and competencies that foster professionalism in school and community settings.
LEADERSHIP AND MILITARY SCIENCE	CERT	Students will understand, facilitate, and apply team/group decision-making and performance to ROTC and other organizational settings.
		Students will analyze, facilitate and lead organizational change and transformation
		Students will analyze, design, and facilitate conflict processes in organizational settings
MIDDLE GRADES AND SPECIAL EDUCATION	MED	1: As a result of taking the required content courses in the major and passing PRAXIS II scores in relevant subjects, the preservice teachers will demonstrate the PDE required content knowledge of the subjects in which they will be certified.
		2: Temple preservice teachers will be able to write lesson plans that: a) support development deep content understanding, and critical and creative thinking b) demonstrate coherence and continuity c) incorporate Real World Connections d) engage students in active learning e) and are built on reflective exam of their practice
		3: Temple PSTs will demonstrate educator professionalism as appropriate per PDE standards as evaluated via coach ratings and comments in TORs.
MIDDLE GRADES EDUCATION	BSEd	1: As a result of taking the required content courses in the major and passing PRAXIS II scores in relevant subjects, the preservice teachers will demonstrate the PDE required content knowledge of the subjects in which they will be certified.
		2: Temple preservice teachers will be able to write lesson plans that: a) support development Deep Content Understanding and Critical Thinking b) demonstrate Coherence and Continuity c) incorporate Real World Connections d) engage students in Active Learning e) are built on reflective exam of their practice
		3: Temple PSTs will demonstrate educator professionalism as appropriate per PDE standards as evaluated via coach ratings and comments in TORs.
MIDDLE GRADES EDUCATION	MED	1: Students in the program will demonstrate that they deeply understand the content that they are to teach. This will be demonstrated in their certification area(s).

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Program Description	Program Degree	Student Learning Outcomes
MIDDLE GRADES EDUCATION (CONT'D)	**MED (CONT'D)**	2: Temple preservice teachers will be able to write lesson plans that: a) support development deep content understanding, and critical and creative thinking b) demonstrate coherence and continuity c) incorporate Real World Connections d) engage students in active learning e) and are built on reflective exam of their practice
		3: Temple PSTs will demonstrate educator professionalism as appropriate per PDE standards as evaluated via coach ratings and comments in TORs.
POLICY AND ORGANIZATIONAL STUDIES	**PHD**	1. Knowledge of policy and social science foundations, and quantitative and qualitative research design and methodology
		2. Specific theory and content knowledge for their specialized concentration
		3. Mentored experience in both research and teaching
SCHOOL LEADERSHIP	**MED**	The student will learn the knowledge and develop the skills needed to think and plan strategically by creating a coherent organizational vision , structure, policies and programs to support student success.
		The student will learn systems theory and related strategies and how effective leaders foster professional growth and organizational change as the primary architect of standards-based reform in schools.
		The student will learn to design, implement and use multiple measures of student success to assess school functioning and responsiveness to student needs.
		The student will learn the skills necessary to advocate for children in public education within the structure of the school district or organization and larger political, legal, social, cultural, and economic context.
		The student will learn the knowledge and skills needed to be able to lead in a democratic, ethical and equitable manner while acting with professional integrity.
SCHOOL PSYCHOLOGY	**EDS**	1: Students will demonstrate knowledge of the theoretical, empirical, and practical literature on assessment.
		2: Students will demonstrate mastery of administration and scoring of the basic instruments of cognitive assessment, personality and behavioral assessment, educational assessment, and assessment of adaptive behavior.
		3: Students will demonstrate the ability to perform diagnostic assessments of a wide variety of students from preschool through twelfth grade, including assessment of children with low-incidence disabilities and children at high risk for school failure, and to convey the results of these assessments orally and in writing.
		4: Students will demonstrate knowledge of the theoretical and empirical literature on consultation.
		5: Students will demonstrate basic consultation skills, including active listening, hypothesis generation, hypothesis testing, feedback to teachers, summarizing, eliciting case details, dealing with resistance, conducting direct teacher observations (evaluations of the instructional environment) and student observations (both structured and unstructured).

Program Description	Program Degree	Student Learning Outcomes
SCHOOL PSYCHOLOGY (CONT'D)	EDS (CONT'D)	6: Students will demonstrate the ability to consult with teachers about the academic and behavior problems of students in schools, appropriately evaluating the outcomes in terms of student performance.
		7: Students will demonstrate knowledge of the theoretical and empirical literature on academic, behavioral, and psychotherapeutic interventions.
		8: Students will demonstrate the ability to design, implement, and evaluate the effectiveness of empirically validated academic, behavioral, and psychotherapeutic interventions.
		9: Students will demonstrate knowledge of research findings and the ability to critically analyze research.
		10: PhD: Students will demonstrate the ability to apply research findings to practice.
		11: Students will demonstrate the ability to disseminate research findings that contribute to the expansion of scientific knowledge in general and School Psychology in particular.
		12: Students will demonstrate knowledge of diversity, including the impact of racial, ethnic, class, cultural, language, lifestyle, and ability differences on the practice of school psychology, including assessment, consultation, remediation, intervention, and working with families.
		13: Students will demonstrate sensitivity toward diversity by adjusting language to be sensitive to cultural, socioeconomic, and lifestyle issues when providing feedback of information to parents, adjusting language when consulting with teachers, and by continued discussion of individual differences relative to assessment and interventions.
		14: Students will demonstrate knowledge of the APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.
		15: Students will apply the knowledge APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.
SCHOOL PSYCHOLOGY	PHD	Students will demonstrate knowledge of the theoretical, empirical, and practical literature on assessment.
		Students will demonstrate mastery of administration and scoring of the basic instruments of cognitive assessment, personality and behavioral assessment, educational assessment and assessment of adaptive behavior.
		Students will demonstrate the ability to perform diagnostic assessments of a wide variety of students from preschool through twelfth grade, including assessment of children with low-incidence disabilities and children at high risk of school failure, to convey the results of these assessment orally and in writing.
		Students will demonstrate knowledge of the theoretical and empirical literature on consultation.

Program Description	Program Degree	Student Learning Outcomes
SCHOOL PSYCHOLOGY (CONT'D)	PHD (CONT'D)	Students will demonstrate basic consultation skills, including active listening, hypothesis generation, hypothesis testing, feedback to teachers, summarizing, eliciting case details, dealing with resistance, conducting direct teacher observation (evaluation of the instructional environment) and student observations (both structured and unstructured).
		Students will demonstrate the ability to consult with teachers about the academic and behavior problems of students in schools, appropriately evaluating the outcomes in terms of student performance.
		Students will demonstrate knowledge of the theoretical and empirical literature on academic, behavioral, and psychotherapeutic interventions.
		Students will demonstrate the ability to design, implement, and evaluate the effectiveness of empirically validated academic, behavioral, and psychotherepeutic interventions.
		Students will demonstrate knowledge of research findings and the ability to critically analyze research.
		Students will demonstrate the ability to design and conduct research to answer basic and applied questions to contribute to the expansion of scientific knowledge in general and School Psychology in particular.
		Students will demonstrate the ability to disseminate research findings that contribute to the expansion of scientific knowledge in general and School Psychology in particular.
		Students will demonstrate knowledge of diversity, including the impact of racial, ethnic, class, cultural, language, lifestyle, and ability differences on the practice of School Psychology, including assessment, consultation, remediation, intervention, and working with families.
		Students will demonstrate sensitivity toward diversity by adjusting language to be sensitive to cultural, socioeconomic, and lifestyle issues when providing feedback of information to parents, adjusting language when consulting with teachers, and by continued discussion of individual differences relative to assessment and interventions.
		Students will demonstrate knowledge of APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Boards of Psychology, and the Pennsylvania State and Federal Laws relevant to School Psychology.
		Students will apply the knowledge of APA code of ethics, the NASP code of ethnics, the ethical standards of the Pennsylvania State Board of Psychology, and Pennsylvania State and Federal laws relevant to School Psychology.
		Students will demonstrate professional communication, self-care, and relationship skills, including effectively handling conflict, receiving and integrating feedback, speaking, listening, writing, and establishing and maintaining positive relationships with clients, school personnel, peers/colleagues, faculty, and supervisors within and across disciplines.
		Students will display knowledge of systems, how to work within them, and how to foster change, with special attention to schools and the education system.
SECONDARY EDUCATION	MED	1: Students will demonstrate that they have deep understanding of their content as expressed in lesson plans, unit plans, and culminating portfolios.

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Program Description	Program Degree	Student Learning Outcomes
SECONDARY EDUCATION (CONT'D)	MED (CONT'D)	2: Temple preservice teachers will be able to write lesson plans that: a) support development deep content understanding, and critical and creative thinking b) demonstrate coherence and continuity c) incorporate Real World Connections d) engage students in active learning e) and are built on reflective exam of their practice
		3: Temple PSTs will demonstrate educator professionalism as appropriate per PDE standards as evaluated via coach ratings and comments in TORs.
SECONDARY EDUCATION / ENGLISH EDUCATION	BSEd	1: As a result of taking the required content courses in the major and passing PRAXIS II scores in relevant subjects, the preservice teachers will demonstrate the PDE required content knowledge of the subjects in which they will be certified.
		2: Temple preservice teachers will be able to write lesson plans that: a) support development deep content understanding, and critical and creative thinking b) demonstrate coherence and continuity c) incorporate Real World Connections d) engage students in active learning e) and are built on reflective exam of their practice
		3: Temple PSTs will demonstrate educator professionalism as appropriate per PDE standards as evaluated via coach ratings and comments in TORs.
SECONDARY EDUCATION / MATHEMATICS EDUCATION	BSEd	1: As a result of taking the required content courses in the major and passing PRAXIS II scores in relevant subjects, the preservice teachers will demonstrate the PDE required content knowledge of the subjects in which they will be certified.
		2: Temple preservice teachers will be able to write lesson plans that: a) support development deep content understanding, and critical and creative thinking b) demonstrate coherence and continuity c) incorporate Real World Connections d) engage students in active learning e) and are built on reflective exam of their practice
		3: Temple PSTs will demonstrate educator professionalism as appropriate per PDE standards as evaluated via coach ratings and comments in TORs.
SECONDARY EDUCATION / SCIENCE EDUCATION	BSEd	1: As a result of taking the required content courses in the major and passing PRAXIS II scores in relevant subjects, the preservice teachers will demonstrate the PDE required content knowledge of the subjects in which they will be certified.
		2: Temple preservice teachers will be able to write lesson plans that: a) support development dcu, CT b) demonstrate C&C c) incorporate d) engage students in AL e) built on reflective exam of their practice Cultivate students' competency in enacting lessons that foster deep content understanding, coherence & continuity, critical thinking, real world connections, active learning and reflective thinking.
		3: Temple PSTs will demonstrate educator professionalism as appropriate per PDE standards as evaluated via coach ratings and comments in TORs.
SECONDARY EDUCATION / SOCIAL STUDIES EDUCATION	BSEd	1: As a result of taking the required content courses in the major and passing PRAXIS II scores in relevant subjects, the preservice teachers will demonstrate the PDE required content knowledge of the subjects in which they will be certified.

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Program Description	Program Degree	Student Learning Outcomes
SECONDARY EDUCATION / SOCIAL STUDIES EDUCATION (CONT'D)	BSEd (CONT'D)	2: Temple preservice teachers will be able to write lesson plans that: a) support development deep content understanding, and critical and creative thinking b) demonstrate coherence and continuity c) incorporate Real World Connections d) engage students in active learning e) and are built on reflective exam of their practice
		3: Temple PSTs will demonstrate educator professionalism as appropriate per PDE standards as evaluated via coach ratings and comments in TORs.
SECONDARY EDUCATION / WORLD LANGUAGES EDUCATION	BSEd	1: As a result of taking the required content courses in the major and passing PRAXIS II scores in relevant subjects, the preservice teachers will demonstrate the PDE required content knowledge of the subjects in which they will be certified.
		2: Temple preservice teachers will be able to write lesson plans that: a) support development dcu, CT b) demonstrate C&C c) incorporate d) engage students in AL e) built on reflective exam of their practice Cultivate students' competency in enacting lessons that foster deep content understanding, coherence & continuity, critical thinking, real world connections, active learning and reflective thinking.
		3: Temple PSTs will demonstrate educator professionalism as appropriate per PDE standards as evaluated via coach ratings and comments in TORs.
SECONDARY EDUCATION AND SPECIAL EDUCATION	MED	1: Temple preservice teachers will be able to write lesson plans that: a) support development dcu, CT b) demonstrate C&C c) incorporate d) engage students in AL e) built on reflective exam of their practice Cultivate students' competency in enacting lessons that foster deep content understanding, coherence & continuity, critical thinking, real world connections, active learning and reflective thinking.
		2: Temple PSTs will demonstrate educator professionalism as appropriate per PDE standards as evaluated via coach ratings and comments in TORs.
SPECIAL EDUCATION	MED	1: Graduates will be able to identify and implement evidence-based practices
		2: Graduates will be able to implement educational services in inclusive settings
		3: Graduates will be able to differentiate instruction based on the individual needs of children with disabilities
		4: Graduates will have a firm understanding of the legal and ethical framework within which special education operates
		5: Graduates will understand and be able to apply effective classroom management strategies.
SPECIAL EDUCATION (PRE-K-12)	BSED	1: Graduates will be able to identify and implement evidence-based practices.
		2: Graduates will be able to implement educational services in inclusive settings.
		3: Graduates will be able to differentiate instruction based on the individual needs of children with disabilities
		4: Graduates will have a firm understanding of the legal and ethical framework within which special education operates
		5: Graduates will understand and be able to apply effective classroom management strategies.

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Program Description	Program Degree	Student Learning Outcomes
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES	MSED	1: To demonstrate understanding of the English language as a system
		2: to demonstrate understanding of language variation, cross-linguistic differences, and first language transfer and ability to apply this knowledge for instructional purposes
		3: to demonstrate understanding of the processes of first and second language development and of development of bilingualism and biliteracy, as well as ability to apply current principles, theories and research to support student learning
		4: to demonstrate ability to find, analyze, and synthesize relevant research literature and to conduct teacher-research
		5: to demonstrate ability to find, analyze, and synthesize relevant classroom and student data to conduct teacher-research
		6: To demonstrate familiarity with and ability to apply critical approaches and ethical principles to teaching multilingual students
		7: To demonstrate ability to conduct needs assessments in a variety of teaching environments and/or for a variety of student populations
		8: To demonstrate ability to adapt instruction to the learners' age, proficiency level, linguistic background, communicative and academic needs, and native language and literacy development
		9: To demonstrate understanding of linguistic and cultural diversity and unequal power relations in society and ability to apply this knowledge to support student learning
		10: To demonstrate ability to find and select appropriate academic and teaching resources for their ongoing professional development and to use computer technology to address their learners' needs
		11: To demonstrate sufficient familiarity with and teaching experience in a real classroom environment that is similar to the setting in which they wish to teach after graduating from the program
Teaching English to Speakers of Other Languages (MSed)	MSED	Demonstrate an understanding of the English language as a system.
		Demonstrate an understanding of first language transfer. Demonstrate the ability to apply this knowledge for instructional purposes.
		Demonstrate an understanding of the processes of second language development and the development of bilingualism and biliteracy. Demonstrate the ability to apply current theories and research to support student learning.
		Demonstrate the ability to find, analyze, and synthesize relevant research literature and to conduct teacher-research.
		Demonstrate familiarity with and the ability to apply critical approaches and ethical principles to teaching EFL and ESL courses.
		Demonstrate the ability to conduct needs assessment in a variety of teaching environments.
		Demonstrate the ability to adapt instruction to learners' age, proficiency level, linguistic background, communicative and academic needs, and native language and literacy development.

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Program Description	Program Degree	Student Learning Outcomes
Teaching English to Speakers of Other Languages (MSed) (CONT'D)	MSED (CONT'D)	Demonstrate an understanding of linguistic and cultural diversity and unequal power relations in society and the ability to apply this knowledge to support student learning.
		Demonstrate the ability to find and select appropriate academic and teaching resources for ongoing professional development and to use computer technology to assist their learners' needs.
		Demonstrate sufficient familiarity with and teaching experience in a real classroom environment that is similar to the setting in which they wish to teach after graduating from the program.
		Demonstrate the ability to plan classes focused on one or a combination of the four main language skills of reading, writing, listening, and speaking.
TRAINING AND ORGANIZATIONAL DEVELOPMENT	GRAD	Facilitate effective adult learning and training
		Understand and implement effective organizational development and change
URBAN EDUCATION	GRAD	(1) Students will understand how the social, historical, and economic context of American cities shapes education.
		(2) Students will have the ability to identify, explore, and apply connections between extant theory and/or research on urban education and real world experiences and problems.
		(3) Students will understand the convergence of race and social class in influencing policy, practice, and individuals' life chances.
		(4) Students will understand the landscape of contemporary urban education reform and be able to critique strategies, assumptions, and goals.
URBAN EDUCATION	MED	1: Students will understand how the social, historical, and economic context of American cities shapes education.
		2: Students will understand the convergence of race and social class in influencing policy, practice, and individuals' life chances.
		3: Students will understand the landscape of contemporary urban education reform and be able to critique strategies, assumptions, and goals.
		4: Students will have the ability to identify, explore, and apply connections between extant theory and/or research on urban education and real world experiences and problems.
URBAN SCHOOL LEADERSHIP	MED	The student will learn to design and use multiple measures of student success to assess school functioning and responsiveness to student needs.
		The student will learn the knowledge and skills needed to be able to lead in a fair and equitable manner while acting with professional integrity.
		The student will learn the knowledge and develop the skills needed to think and plan strategically by creating a coherent organizational vision around personalized student success.
		The student will learn the skills necessary to advocate for children in public education in the larger political, legal, social, cultural, and economic context.

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Program Description	Program Degree	Student Learning Outcomes
URBAN SCHOOL LEADERSHIP (CONT'D)	MED (CONT'D)	The student will learn systems theory and how effective leaders foster professional growth and organizational change as the primary architect of standards-based reform in schools.
		The student will learn the unique history, challenges, opportunities, and resources of urban schools and urban school districts.
WORLD/FOREIGN LANGUAGES EDUCATION/K-I2	GRAD	1: As a result of taking the required content courses in the major and passing PRAXIS II scores in relevant subjects, the preservice teachers will demonstrate the PDE required content knowledge of the subjects in which they will be certified.
		2: Temple preservice teachers will be able to write lesson plans that: a) support development dcu, CT b) demonstrate C&C c) incorporate d) engage students in AL e) built on reflective exam of their practice Cultivate students' competency in enacting lessons that foster deep content understanding, coherence & continuity, critical thinking, real world connections, active learning and reflective thinking.
		3: Temple PSTs will demonstrate educator professionalism as appropriate per PDE standards as evaluated via coach ratings and comments in TORs.