College of Education & Professional Studies
The Learning Outcomes of the Conceptual Framework

Aligned with Alabama Quality Teaching Standards—Basic Programs Code (AQTS), the Interstate New Teacher Assessment and Support Consortium Standards (INTASC), and the Core Propositions of the National Board for Professional Teaching Standards (NBPTS).

Learning Outcome 1: Theory & Research

The Creative Decision Maker demonstrates an understanding of education theory and research by their:

1. Knowledge of research and theory underpinning effective teaching and learning.
   AQTS 290-3-3-.04(2)(c)4.(i) and (5)(c)4.(i)

2. Knowledge of the components and characteristics of collaboratively designed individual behavioral support plans.
   AQTS 290-3-3-.04(2)(c)2.(iii)

3. Knowledge of ways to develop learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.
   AQTS 290-3-3-.04(2)(c)2.(i)

4. Ability to create short and long-range plans linked to student needs and performance, and develop plans to ensure student progress and motivation.
   AQTS 290-3-3-.04(2)(c)3.(ii)

5. Ability to evaluate and select content and appropriately design instructional activities, such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design.
   AQTS 290-3-3-.04(1)(c)2.(iii)

6. Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.
   AQTS 290-3-3-.04(2)(c)4.(viii) and (2)(c)5.(xii)

7. Ability to develop learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.
   AQTS 290-3-3-.04(2)(c)2.(vi) and (5)(c)3.(iii)

(Reference: INTASC Principle 4—Content Knowledge; 7—Planning; NBPTS Core Proposition #4: Teachers think systematically about their practice and learn from experiences)
Learning Outcome 2: Content Pedagogy

The Creative Decision Maker demonstrates an understanding of content pedagogy by their:

1. Knowledge of the subject-matter content areas (central concepts, principles, and theories) and tools of inquiry associated with the discipline. AQTS 290-3-3-.04(1)(c)1.(i)

2. Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching fields as defined in the Alabama courses of study for those teaching fields. AQTS 290-3-3-.04(1)(c)2.(i)

3. Knowledge of the physical, emotional, and social development of young people and of the relationship of these to learning readiness and to cognitive development. AQTS 290-3-3-.04(2)(c)1.(i) and (4)(c)2.(ii)

4. Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners. AQTS 290-3-3-.04(1)(c)1.(ii)

5. Ability to use various types of reasoning, including inductive, deductive, spatial, and proportional. AQTS 290-3-3-.04 (3)(c)3.(iv) and (3)(c)3.(iii)

6. Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings. AQTS 290-3-3-.04 (1)(c)1.(v)

7. Ability to solve problems using different strategies to verify and interpret results, and to draw conclusions. AQTS 290-3-3-.04 (3)(c)3.(v)

8. Ability to use students’ prior knowledge and experiences to introduce new subject-area related content. AQTS 290-3-3-.04 (1)(c)1.(iii)

(Reference: INTASC Principle 5—Application of Content; NBPTS Core Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.)
Learning Outcome 3: Diverse Learners

The Creative Decision Maker demonstrates an understanding of diverse learners by their:

1. Knowledge of the different learning styles (Visual, Auditory and Tactile/Kinesthetic learner).
   AQTS 290-3-3-.04(4)(c)4.(i)

2. Knowledge of cultural, ethnic, gender, linguistic, and socio-economic differences and how these may affect individual learner needs, preferences, and styles.
   AQTS 290-3-3-.04(3)(c).(ii)

3. Knowledge of the process of second language acquisition and strategies to support the learning of students whose first language is not English.
   AQTS 290-3-3-.04(2)(c)1.(ii) and (4)(c)2.(i)

4. Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.
   AQTS 290-3-3-.04 (2)(c)1.(vii), (2)(c)3.(vi), (4)(c)4.(iv), and (4)(c)2.(ii)

5. Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.
   AQTS 290-3-3-.04 (4)(c)1.(iv)

6. Ability to identify and refer students for diagnosis for special services.
   AQTS 290-3-3-.04 (4)(c)3.(ii) and (4)(c)3.(iii)

7. Ability to address learning differences and disabilities (i.e., exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder) that are prevalent in an inclusive classroom.
   AQTS 290-3-3-.04 (2)(c)1.(iii), (4)(c)3.(i), (4)(c)3.(iv), and (4)(c)4.(iv)

(Reference: INTASC Principles 1—Learner Development and 2—Learner Differences; NBPTS Core Proposition #1: Teachers are committed to students and their learning.)
Learning Outcome 4: Teaching Strategies & Techniques

The Creative Decision Maker demonstrates an understanding of teaching strategies and techniques by their:

1. Knowledge of developmentally appropriate, research-based instructional strategies that promote retention as well as transfer of learning and the relationship between the two. AQTS 290-3-3-.04(2)(c)1.(iv), (1)(c)4.(ii), and (2)(c)4.(iii)

2. Ability to teach explicit cognitive, metacognitive, and other learning strategies. AQTS 290-3-3-.04 (1)(c)1.(iv) and (2)(c)1.(v)

3. Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner. AQTS 290-3-3-.04 (1)(c)2.(ii), (2)(c)4.(ii), (2)(c)4.(vi), and (4)(c)5.(iv)

4. Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction. AQTS 290-3-3-.04 (2)(c)2.(ix)

5. Ability to incorporate strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. AQTS 290-3-3-.04 (2)(c)4.(vii)

6. Ability to integrate reading instruction into all content areas that one teaches. AQTS 290-3-3-.04 (3)(c)3.(iii)

7. Ability to communicate with others about mathematical concepts, processes, and symbols associated with the discipline. AQTS 290-3-3-.04 (3)(c)3.(i), (3)(c)3.(ii), (3)(c)3.(iv), and (3)(c)3.(vi)

8. Ability to use various questioning techniques to help develop critical thinking and problem solving skills in all students. AQTS 290-3-3-.04 (2)(c)4.(ix)

(Reference: INTASC Principle 4—Instructional Strategies; NBPTS Core Proposition #4: Teachers think systematically about their practice and learn from experience.)
Learning Outcome 5: Professionalism

The Creative Decision Maker demonstrates an understanding of professionalism by their:

1. Knowledge of the importance of collegial activities such as peer coaching, mentoring, and student support teams.

2. Knowledge of the importance of communication and collaboration with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners.
   AQTS 290-3-3-.04(2)(c)4.(iv), (5)(c)1.(iii), (5)(c)1.(iv), (5)(c)1.(v), and (5)(c)1.(ix)

3. Knowledge of a range of professional development opportunities.
   AQTS 290-3-3-.04(5)(c)2.(ii)

4. Knowledge of laws related to students’ and teachers’ rights and responsibilities.
   AQTS 290-3-3-.04(5)(c)6.(i)

5. Knowledge of the importance of leadership roles in school improvement initiatives.
   AQTS 290-3-3-.04(5)(c)3.(i) and (5)(c)4.(ii)

6. Ability to practice safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.
   AQTS 290-3-3-.04 (5)(c)5.(ii) and (5)(c)5.(iv)

7. Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitments.
   AQTS 290-3-3-.04 (5)(c)2.(iv)

8. Ability to exhibit the professional behavior and dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.
   AQTS 290-3-3-.04 (5)(c)1.(x) and (5)(c)5.(i)

9. Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.
   AQTS 290-3-3-.04 (2)(c)5.(vi) and (2)(c)5.(vii)

10. Ability to share responsibility for all students’ learning across the school and collaborate with colleagues to support every student’s growth, including students with diverse needs.
    AQTS 290-3-3-.04 (5)(c)1.(viii)

11. Ability to use professional literature, best practices, collegial assistance, and reflections to improve as a teacher and a learner.
    AQTS 290-3-3-.04 (5)(c)2.(v)
12. Ability to access resources to gain information about federal, state, district, and school policies and procedures. 
AQTS 290-3-3-.04 (5)(c).6(ii) and (5)(c).6(iii)

13. Ability to maintain confidential student information in an ethical and professional manner. 
AQTS 290-3-3-.04 (5)(c).5(iii)

14. Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies and other records with legal implications. 
AQTS 290-3-3-.04 (5)(c).6(iv)

15. Ability to communicate with students, parents, and the public about Alabama’s assessment system and major state educational improvement initiatives. 
AQTS 290-3-3-.04 (5)(c).3(iv)

16. Ability to communicate and collaborate with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners. 
AQTS 290-3-3-.04 (2)(c).3(iv), (5)(c).1(iv), (5)(c).1(v), and (5)(c).1(ix)

(Reference: INTASC Principle 9—Professional Learning and Ethical Practices and 10—Leadership and Collaboration; NBPTS Core Proposition #5: Teachers are members of learning communities.)
Learning Outcome 6: Educational Environment

The Creative Decision Maker demonstrates an understanding of educational environment by their:

1. Knowledge of the principles associated with age-appropriate classroom organization and supportive behavior management strategies.  
AQTS 290-3-3-.04(2)(c)2.(i)

2. Knowledge of norms and structures that contribute to a safe and stimulating learning environment.  
AQTS 290-3-3-.04(2)(c)2.(iv) and (2)(c)3.(i)

3. Ability to create an effective learning environment in which students participate in independent and collaborative decision-making, are held accountable for their actions, and engage in a variety of purposeful learning activities.  
AQTS 290-3-3-.04 (2)(c)1.(vi), (2)(c)3.(viii), (2)(c)4.(x), and (4)(c)5.(iii)

4. Ability to engage students in individual and cooperative learning activities that generate motivation.  
AQTS 290-3-3-.04 (2)(c)3.(v)

5. Ability to manage time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.  
AQTS 290-3-3-.04 (2)(c)2.(viii)

(Reference: INTASC Principle 3—Learning Environment; NBPTS Core Proposition #3: Teachers are responsible for managing and monitoring student learning.)
Learning Outcome 7: Communication & Technology

The Creative Decision Maker demonstrates an understanding of communication and technology by their:

1. Knowledge of media communication technologies that enrich learning opportunities.
   AQTS 290-3-3-.04(3)(c)1.(iii)

2. Ability to create a print-/language-rich environment that develops/extends students’ desire and ability to read, write, speak, and listen.
   AQTS 290-3-3-.04 (2)(c)3.(vii), (2)(c)2.(iv), and (3)(c)2.(iv)

3. Ability to model appropriate oral and written communications.
   AQTS 290-3-3-.04 (3)(c)1.(i) and (3)(c)1.(iv)

4. Ability to model effective communication strategies when conveying ideas and information, and asking questions (e.g., monitoring the effectiveness of messages, restating ideas and drawing connections, and incorporating verbal and non-verbal cues).
   AQTS 290-3-3-.04 (3)(c)1.(v), (3)(c)1.(viii)

5. Ability to integrate skill development in oral and written communications into all content areas that one teaches.
   AQTS 290-3-3-.04 (3)(c)1.(vii)

6. Ability to communicate in ways that demonstrate sensitivity to diversity, and acknowledgement of and responsiveness to different modes of communication and participation.
   AQTS 290-3-3-.04 (4)(c)1.(v)

7. Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.
   AQTS 290-3-3-.04 (2)(c)2.(v), (2)(c)4.(v), and (3)(c)1.(vi)

8. Ability to integrate technology into the teaching of all content areas.
   AQTS 290-3-3-.04 (3)(c)4.(i) and (3)(c)4.(iii)

9. Ability to facilitate and evaluate students’ individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.
   AQTS 290-3-3-.04 (3)(c)4.(ii), (3)(c)4.(iv), and (3)(c)4.(vi)

10. Ability to use technology to assess student progress and manage records.
    AQTS 290-3-3-.04 (3)(c)4.(v)

(Reference: INTASC Principle 10—Leadership and Collaboration; NBPTS Core Proposition #5: Teachers are members of learning communities.)
Learning Outcome 8: Assessment

The Creative Decision Maker demonstrates an understanding of assessment by their:

1. Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.
   AQTS 290-3-3-.04(2)(c)5.(i)

2. Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.
   AQTS 290-3-3-.04(2)(c)5.(ii)

3. Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.
   AQTS 290-3-3-.04(2)(c)5.(iii)

4. Ability to design and implement a variety of formal and informal assessments to plan instruction, modify teaching and learning strategies, and measure and report student progress related to learning objectives.
   AQTS 290-3-3-.04 (2)(c)2.(vii),(2)(c)5.(v), (2)(c)5.(x), (3)(c)2.(i), and (3)(c)2.(ii)

5. Ability to provide a variety of ways for students with diverse needs and abilities to demonstrate their learning.
   AQTS 290-3-3-.04 (2)(c)5.(viii)

6. Ability to develop rubrics and to teach students how to use them to assess their own performances.
   AQTS 290-3-3-.04 (2)(c)5.(ix)

7. Ability to engage all students in assessing and understanding their own learning and behavior.
   AQTS 290-3-3-.04 (2)(c)5.(xi) and (4)(c)4.(iii)

8. Ability to evaluate students’ technology proficiency and students’ technology-based products within content areas.
   AQTS 290-3-3-.04 (3)(c)4.(vi)

(Reference: INTASC Principle 6—Assessment; NBPTS Core Proposition #3: Teachers are responsible for managing and monitoring student learning.)