College of Education & Behavioral Science – Student Learning Outcomes

Degree Program Table

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Mental Health Counseling		See Outcomes
School Counseling		See Outcomes
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Educational Leadership		
Educational Leadership-Principalship		See Outcomes
Educational Leadership-Education Curriculum Director		
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Educational Leadership-Gifted, Talented, & Creative Director		
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Curriculum and Instruction		See Outcomes
Educational Theory and Practice		See Outcomes
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Exercise Science	See Outcomes	See Outcomes
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Psychology	See Outcomes	
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Teaching		See Outcomes

Graduate

College Student Personnel Services

- Students in the A-State CSPS master's program will be able to acquire, critique, analyze, interpret, and apply pertinent information from the higher education literature; and select tools, methods, and approaches to solving practice based issues.
- Students in the A-State CSPS master's program will acquire leadership skills and knowledge to lead in diverse settings; function accordingly within a legal and political contexts; design, implement, and evaluate practices; make legally appropriate decisions and choices; understand and manage organizational improvement; and adhere to institutional, state, and national governance models.
- Students in the A-State CSPS master's program will develop the capability to work effectively with and within diverse groups. Students will develop the skills to evaluate and interpret differing philosophical perspectives, and provide a forum where individuals can discuss and appreciate diverse viewpoints.

Mental Health Counseling

> as prescribed by CACREP, specialized accreditor

1. **PROFESSIONAL COUNSELING ORIENTATION**
   Knowledge Outcome: Students will demonstrate an understanding of professional counselor identity.
2. **ETHICAL PRACTICE**
   Knowledge Outcome: Students will demonstrate an understanding of professional counseling ethical practice.
3. **SOCIAL AND CULTURAL DIVERSITY**
   Knowledge Outcome: Students will demonstrate knowledge of multicultural counseling competencies and identity development.
4. **HUMAN GROWTH AND DEVELOPMENT**
   Skills Outcome: Students will be able to identify phases of human growth and development and how they conceptualize the client.
5. **CAREER DEVELOPMENT**
   Knowledge Outcome: Students will demonstrate an understanding of career development and related life factors.
6. **COUNSELING AND HELPING RELATIONSHIPS**
   Knowledge Outcome: Students will demonstrate knowledge of theoretical frameworks, case conceptualization skills, and strategies for incorporating evidence-based practice into counseling.
7. **GROUP COUNSELING AND GROUP WORK**
   Knowledge Outcome: Students will demonstrate knowledge about the theoretical frameworks, development, and facilitation of group work.

8. **ASSESSMENT AND TESTING**
   Knowledge Outcome: Students will demonstrate an understanding of individual and group approaches to assessment and evaluation.
9. **RESEARCH AND PROGRAM EVALUATION**
   Skills Outcome: Students will be able to identify and critique counseling research.
10. **CLINICAL MENTAL HEALTH COUNSELING (Specialty Area)**
    Knowledge Outcome: Students will demonstrate the knowledge necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

School Counseling

> *These outcomes have been adopted from the CACREP standards.*

- Students will strongly identify as a professional school counselor.
- Students will possess the knowledge, skill, and awareness to help a diverse range of students and their families in the school setting.
- Students will be equipped to practice ethically and legally in the school setting while relying on evidence-based practices in their work with diverse students and their families.

Early Childhood Education

> *These outcomes have been adopted from the NAEYC Standards for Early Childhood Professional Preparation*

- STANDARD 1. CHILD DEVELOPMENT AND LEARNING IN CONTEXT
  Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.
- STANDARD 2. FAMILY—TEACHER PARTNERSHIPS AND COMMUNITY CONNECTIONS
  Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections

between early learning settings, schools, and community organizations and agencies.

- STANDARD 3. CHILD OBSERVATION, DOCUMENTATION, AND ASSESSMENT
  Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences.
- STANDARD 4. DEVELOPMENTALLY, CULTURALLY, AND LINGUISTICALLY APPROPRIATE TEACHING PRACTICES
  Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.
- STANDARD 5. KNOWLEDGE, APPLICATION, AND INTEGRATION OF ACADEMIC CONTENT IN THE EARLY CHILDHOOD CIRRICULUM
  Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.
- STANDARD 6. PROFESSIONALISM AS AN EARLY CHILDHOOD EDUCATOR
  Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Early Childhood Services

> *as prescribed by the specialized accreditor, NAEYC*

- **Child Development and Learning in Context:** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.
- **Family—Teacher Partnerships and Community Connections:** Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.
- **Child Observation, Documentation, and Assessment:** Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences.
- **Developmentally, Culturally, and Linguistically Appropriate Teaching Practices:** Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive,
  caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant,
  anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.
- **Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum:** Early childhood educators have knowledge of the content of the

academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

- **Professionalism as an Early Childhood Educator:** Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Educational Leadership - Principalship, Curriculum Administrator, Special Education Director, Gifted, Talented, and Creative Director

> *These outcomes have been adopted from the specialized accreditor – NELP standards.*

- **NELP Standard 1**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- **NELP Standard 2**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
- **NELP Standard 3**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive,

equitable, culturally responsive, and inclusive school culture.

- **NELP Standard 4**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.
- **NELP Standard 5**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
- **NELP Standard 6**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data- informed and equitable school resource plans and to apply laws, policies, and regulations.
- **NELP Standard 7**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.
- **NELP Standard 8**: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Educational Leadership - MSE

> *These outcomes have been adopted from the specialized accreditor – NELP standards.*

- **NELP Standard 1**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity,

digital citizenship, and community.

- **NELP Standard 2**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
- **NELP Standard 3**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
- **NELP Standard 4**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.
- **NELP Standard 5**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
- **NELP Standard 6**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data- informed and equitable school resource plans and to apply laws, policies, and regulations.
- **NELP Standard 7**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.
- **NELP Standard 8**: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Educational Leadership - Doctorate

- PLO 1 - apply the program’s academic knowledge base in bringing about creative changes and innovations within organizations
- PLO 2 - understand human behavior within the organization as well as the transactional relationship between the organization and its external environment
- PLO 3 - exercise effective leadership in the context of complex cultural, economic, and political diversity
- PLO 4 - utilize appropriate research principles to resolve problems and conflicts
- PLO 5 - discover and utilize insight about one’s self to increase effectiveness in leading and working with others
- PLO 6 - function as risk-takers and change agents in facilitating organizational vision and sound planning
- PLO 7 - utilize the evolving professional knowledge base concerning learning theories, knowledge acquisition, and the nature of the educational environment in promoting sound educational practices
- PLO 8 - create an organizational ethic committed to the equitable treatment of all people

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Educational Leadership - Superintendent

> *These outcomes have been adopted from the specialized accreditor – NELP standards.*

- **Standard 1: Mission, Vision, and Improvement**
  A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.
- **Standard 2: Ethics and Professional Norms**
  A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.
- **Standard 3: Equity, Inclusiveness, and Cultural Responsiveness**
  A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed

leadership; and ensuring that district time focuses on high-quality instruction and student learning.

- **Standard 4: Learning and Instruction**
  A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.
- **Standard 5: Community and External Leadership**
  Community and External Leadership Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.
- **Standard 6: Operations and Management**
  Operations and Management Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.
- **Standard 7: Policy, Governance, and Advocacy**
  Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.
- **Standard 8: Internship**
  Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

Curriculum and Instruction

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These outcomes have been adopted from the specialized accreditor – NELPstandards.

- **NELP Standard 1**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- **NELP Standard 2**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
- **NELP Standard 3**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
- **NELP Standard 4**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.
- **NELP Standard 5**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
- **NELP Standard 6**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data- informed and equitable school resource plans and to apply laws, policies, and regulations.
- **NELP Standard 7**: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.
- **NELP Standard 8**: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse

school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Educational Theory and Practice

Program-Level

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Exercise Science

- Students will be able to identify how the muscular, cardiovascular and respiratory systems function as a response to exercise so they will be able to work effectively in the clinical, corporate, and commercial health and wellness environments and/or pursue advanced degrees in areas of study requiring this body of knowledge.
- Students will be able to conduct health appraisals, in the fitness and clinical exercise testing.
- Students will be able to design, implement, and assess exercise programs intended to accomplish pre-established goals for normal and special populations (i.e., elderly, pre- and postnatal women, cardiovascular disease, COPD, diabetic, obese)

Physical Education

- Demonstrate advanced understanding of core content areas: Measurement and Statistics, Curriculum Construction, Research Design, Analysis of Sport Skill, Motor Learning, Current Issues in the field, and Organizational Effectiveness.
- Demonstrate proficiency in research abilities. Students will effectively analyze reports, articles, and studies in order to synthesize and critique contemporary issues and trends in physical education. Effectively understand and complete original research requirement for thesis completion.
- Demonstrate advanced critical analytical skills, enabling students to fully comprehend and effectively analyze issues; formulate well-based judgments for effective decision-making.

Psychological Science

- Understand the substantive content areas and theoretical approaches of psychological science (e.g., cognitive, organizational, and social)

- Determine the appropriate research design or strategy for specific research questions.
- Determine and conduct the appropriate data analysis for a particular research question.
- Explain everyday individual and collective behavior using different psychological theories or models.
- Apply the principles and theories of psychological science to societal and organizational problems, public policy, and social justice.
- Demonstrate effective communication for multiple purposes
- Understand the role of culture and individual diversity in psychological theories and research

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School Psychology

- Data-Based Decision-Making and Accountability:
  School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
- Consultation and Collaboration:
  School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.
- Interventions and Instructional Support to Develop Academic Skills:
  School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.
- School-Wide Practices to Promote Learning:
  School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

- Preventive and Responsive Services:
  School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.
- Family-School Collaboration Services:
  School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.
- Diversity in Development and Learning:
  School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.
- Research and Program Evaluation:
  School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
- Legal, Ethical, and Professional Practice:
  School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Reading

> as prescribed by the specialized accreditor, CAEP

- Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
- Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Instructional Specialist K-12

- **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**
  Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
  - **Component 1.1**: Candidates practice within ethical guidelines and legal policies and procedures.
  - **Component 1.2**: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.
  - **Component 1.3**: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
- **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**
  Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
  - **Component 2.1**: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning

experiences that address individualized strengths and needs of students with exceptionalities.
    - **Component 2.2**: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
- **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**
  Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
    - **Component 3.1**: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.
    - **Component 3.2**: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
- **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making**
  Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
    - **Component 4.1**: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.
    - **Component 4.2**: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.
    - **Component 4.3**: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.
- **Standard 5: Supporting Learning Using Effective Instruction**
  Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction.

Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.
    - **Component 5.1**: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan. and guide instruction to meet rigorous academic and non-academic content and goals for each individual.
    - **Component 5.2**: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.
    - **Component 5.3**: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.
    - **Component 5.4**: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.
    - **Component 5.5**: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.
    - **Component 5.6**: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.
- **Standard 6: Supporting Social, Emotional, and Behavioral Growth**
  Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
    - **Component 6.1**: Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.
    - **Component 6.2**: Candidates use a range of preventive and responsive practices documented as effective to support individuals’ social, emotional, and educational well-being.
    - **Component 6.3**: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.
- **Standard 7: Collaborating with Team Members**
  Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
    - **Component 7.1**: Candidates utilize communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students’ instructional and behavioral needs.

- **Component 7.2**: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.
- **Component 7.3**: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.
- **Component 7.4**: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

Gifted, Talented, & Creative

- **Standard 1**
  - Beginning gifted education professionals understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents.
  - Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.
- **Standard 2**
  - Beginning gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interactions.
  - Beginning gifted education professionals use communication and motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop ethical leadership skills.
  - Beginning gifted education professionals adjust their communication to an individual's language proficiency and cultural and linguistic differences.
  - Beginning gifted education professionals demonstrate understanding of the multiple environments that are part of a continuum of services for individuals with gifts and talents, including the advantages and disadvantages of various settings and teach students to adapt to these environments.
- **Standard 3**
  - Beginning gifted education professionals understand the role of central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and use their understanding to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions within and across grade levels.
  - Beginning gifted education professionals design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.

- Beginning gifted education professionals use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.
- Beginning gifted education professionals understand that individuals with gifts and talents demonstrate a wide range of advanced knowledge and performance levels and modify the general or specialized curriculum appropriately.

- **Standard 4**
  - Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services.
  - Beginning gifted education professionals use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.
  - Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.
  - Beginning gifted education professionals use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.
  - Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives.
- **Standard 5**
  - Beginning gifted education professionals know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.
  - Beginning gifted education professionals apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents.
  - Beginning gifted education professionals collaborate with families, professional colleagues, and other educators to select, adapt, and use evidence-based strategies that promote challenging learning opportunities in general and specialized curricula.
  - Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in a multicultural society for individuals with gifts and talents.
  - Beginning gifted education professionals use instructional strategies that enhance the affective development of individuals with gifts and talents.
- **Standard 6**
  - Beginning gifted education professionals use professional ethical principles and specialized program standards to guide their practice.
  - Beginning gifted education professionals understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and

society.
    - Beginning gifted education professionals' model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services.
    - Beginning gifted education professionals are aware of their own professional learning needs, understand the significance of lifelong learning, and participate in professional activities and learning communities.
    - Beginning gifted education professionals advance the profession by engaging in activities such as advocacy and mentoring.
- **Standard 7**
    - Beginning gifted education professionals apply elements of effective collaboration.
    - Beginning gifted education professionals serve as a collaborative resource to colleagues.
    - Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators.

Sport Administration

- Demonstrate knowledge of the advanced principles of sport management field.
- Effectively apply a variety of oral and written business and professional communications styles.
- Demonstrate advanced understanding and competence of practicing good ethics and conduct in intern workplace.
- Ability to research, analyze, and interpret sport studies in order to effectively discuss current issues, challenges, professional practices, and strategies in the sport environment.
- Perceived effectiveness in the workplace based on academic program preparation

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Teaching

- **Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences**. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environments**. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the

content.

- **Application of Content**. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment**. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction**. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies**. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice**. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Leadership and Collaboration**. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Undergraduate

Elementary Education

> These outcomes have been adopted from the Arkansas Teaching Standards.

- **Standard #1: Learner Development**
  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences**
  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments**
  The teacher works with others to create environments that support individual and

collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- **Standard #4: Content Knowledge**
  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content**
  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment**
  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction**
  The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies**
  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice**
  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration**
  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Exercise Science

- Identify the anatomical, physiological, and biomechanical concepts of human movement.
- Identify appropriate behaviors associated with a healthy lifestyle
- Assess health, fitness, and performance of individuals from diverse populations
- Design and implement appropriate exercise programs for both apparently healthy individuals and those with chronic diseases
- Apply knowledge of exercise science in a practical setting
- Recognize ethical behavior in the exercise profession

Health Promotion

- Students will be able to assess needs, resources, and capacity for Health Education/Promotion.
- Students will be able to demonstrate the ability to plan Health Education/Promotion programs.
- Students will be able to implement Health Education/Promotion programs.
- Students will be able to conduct evaluations of Health Education/Promotion programs.
- Students will be able to identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques.
- Students will be able to identify a variety of concepts connected to personal and public/community health issues.

Middle-Level Education

> These outcomes have been adopted from the Association for Middle Level Education Middle Level Teacher Preparation Standards.

- **Standard 1: Young Adolescent Development:**
  Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.
- **Standard 2: Middle Level Curriculum**
  Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).
- **Standard 3: Middle Level Philosophy and School Organization**
  Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.
- **Standard 4: Middle Level Instruction and Assessment**
  Middle level teacher candidates understand, use, and reflect on the major concepts,

principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

- **Standard 5: Middle Level Professional Roles**
  Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

Physical Education

> Adapted from the SHAPE 2017 Standards.

- **Standard 1: Content and Foundational Knowledge**
  Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program.
- **Standard 2: Skillfulness and Health-Related Fitness**
  Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
- **Standard 3: Planning and Implementation**
  Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
- **Standard 4: Instructional Delivery and Management**
  Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.
- **Standard 5: Assessment of Student Learning**
  Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
- **Standard 6: Professional Responsibility**
  Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity

opportunities that support the development of physically literate individuals.

Psychology

- Successful students will be able to apply psychological knowledge.
- Successful students will be able to communicate effectively in a formal written format.
- Successful students will be able to evaluate the ethical principles of psychological research.
- Successful students will be able to critically appraise the quality of psychological research.

Special Education

- **Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines**
  Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
  - **Component 1.1**: Candidates practice within ethical guidelines and legal policies and procedures.
  - **Component 1.2**: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.
  - **Component 1.3**: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
- **Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs**
  Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
  - **Component 2.1**: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.
  - **Component 2.2**: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
- **Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
    - **Component 3.1**: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.
    - **Component 3.2**: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
- **Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making**
  Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
    - **Component 4.1**: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.
    - **Component 4.2**: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.
    - **Component 4.3**: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.
- **Standard 5: Supporting Learning Using Effective Instruction**
  Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.
    - **Component 5.1**: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan. and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

- **Component 5.2**: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.
- **Component 5.3**: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.
- **Component 5.4**: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.
- **Component 5.5**: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.
- **Component 5.6**: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

- **Standard 6: Supporting Social, Emotional, and Behavioral Growth**
  Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
  - **Component 6.1**: Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.
  - **Component 6.2**: Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.
  - **Component 6.3**: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.
- **Standard 7: Collaborating with Team Members**
  Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
  - **Component 7.1**: Candidates utilize communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.
  - **Component 7.2**: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.
  - **Component 7.3**: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with

exceptionalities and their families.
    - **Component 7.4**: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

Sport Management

- Students will assimilate sport management concepts and skills.
- Students will effectively communicate.
- Students will demonstrate expectations of ethical conduct in the sport industry.

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