

## **Elementary/Collaborative Education K-6 BSED Student Learning Outcomes**

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### **Objective 1: Content Knowledge and Pedagogical Expertise**

Outcome 1.1: Candidates demonstrate accurate, developmentally appropriate content knowledge in English language arts/literacy, mathematics, science, and social studies, and apply effective, research-based pedagogical practices to support elementary learners.

Outcome 1.2: Candidates plan coherent lessons that establish clear, standards-aligned learning targets, integrate academic language demands, and utilize scaffolding, modeling, and checks for understanding.

Outcome 1.3: Candidates demonstrate measurable growth in K–6 learners through high-leverage instructional practices and impact documentation (including K–6 benchmark growth trends).

Outcome 1.4: Candidates plan, deliver, and assess explicit, systematic instruction in foundational reading skills (phonological awareness, phonics, fluency, vocabulary, comprehension) aligned to the Science of Reading and early literacy frameworks.

Outcome 1.5: Candidates will demonstrate in-depth knowledge of special education law, disability characteristics, assessment, and instructional strategies to meet the diverse needs of students with disabilities.

### **Objective 2: Data-Informed, Inquiry-Based, and Critical Thinking Instruction.**

Outcome 2.1: Candidates collect, interpret, and use assessment data (screeners, diagnostics, progress monitoring) to plan instruction, identify trends, differentiate supports, and communicate findings clearly to stakeholders.

Outcome 2.2: Candidates implement inquiry and problem-based activities across disciplines (particularly science, math, and social studies) to deepen conceptual understanding and foster critical thinking skills.

Outcome 2.3: Candidates design, implement, and interpret formative and summative assessments, using results to adjust instruction and provide actionable feedback.

Outcome 2.4: Candidates will analyze and interpret assessment data, research, and student performance evidence to make informed instructional decisions, design individualized education programs (IEPs), and evaluate student progress.

### **Objective 3: Communication and Academic Language.**

Outcome 3.1: Candidates explicitly teach discipline-specific academic vocabulary and discourse, scaffolding language across reading, writing, speaking, and listening.

Outcome 3.2: Candidates will demonstrate proficiency in written and oral communication that reflects professional standards in special education, including the ability to prepare IEPs, behavior intervention plans, and parent/family communications.

#### Objective 4: Differentiation and Universal Design for Learning.

Outcome 4.1: Candidates design accessible instruction using UDL principles, accounting for varied learning needs, language backgrounds, cultural contexts, interests, and readiness levels.

Outcome 4.2: Candidates establish safe, respectful, productive learning environments using positive behavior supports, culturally responsive practices, and proactive management strategies.

Outcome 4.3: Candidates collaborate effectively with families, colleagues, and multidisciplinary professionals to support academic, social, emotional, and behavioral needs of all students.

Outcome 4.4: Candidates will serve as advocates for students with disabilities, promoting access to high-quality instruction and positive change in schools and communities.

#### Objective 5: Integration of Technology for Learning

Outcome 5.1: Candidates appropriately select, integrate, and evaluate digital tools to enhance instruction, promote student collaboration, and ensure digital citizenship.

#### Objective 6: Professionalism, Ethics, and Reflective Practice

Outcome 6.1: Candidates abide by the Alabama Educator Code of Ethics, maintain confidentiality, engage in professional learning, and use reflection and feedback to improve instruction.

Outcome 6.2: Candidates will demonstrate a commitment to ongoing professional learning, reflective practice, and growth in the field of special education, remaining current on research, best practices, and policy changes impacting students with disabilities.