

Cornell College Educational Objectives	Education Department Goals	INTASC Standards	Education Department Intended Student Outcomes Graduating Seniors will...
#1 Be able to acquire, analyze, interpret, and communicate knowledge; possess skills including, but not limited to, writing, reading comprehension, critical thinking, quantitative reasoning, information literacy, and oral communication	<p>The department will continue to promote and develop students' qualitative research skills, and encourage at least 2 students to present their original research at Cornell's student symposium each year</p> <p>Every major will conduct a qualitative research project using data collected during student teaching</p>	#6 Communication Skills	<p>Construct effective formative and summative assessment plans to guide instruction</p> <p>Demonstrate the ability to analyze, think critically, and use information literacy skills successfully</p>
<p>#2 Understand the methods and practices of the natural sciences, social science, arts, and humanities:</p> <ul style="list-style-type: none"> <li>▪ As a result of their experiences with various methods of inquiry, graduates will recognize and apply different disciplinary and interdisciplinary forms of thinking;</li> <li>▪ As a result of their experiences with a major or concentration, graduates will possess depth of understanding and research skills in at least one method of inquiry;</li> </ul>	<p>The department will actively recruit math and science majors into the teaching profession</p> <p>The department will hire a faculty member who will develop courses needed for the elementary reading endorsement</p> <p>The department will increase the number of Education majors by 2% each year beginning 2010/2011 academic year</p>	<p>#1 Knowledge of Subject Matter #2 Human Development and Learning #4 Multiple Instructional Strategies #5 Classroom Motivation &amp; Management Skills #7 Instructional Planning Skills #8 Assessment of Student Learning</p>	<p>Construct, and reflect upon, a personal educational philosophy to inform their teaching and student learning</p> <p>Demonstrate the ability to integrate behaviorist, cognitive and constructivist theories in their practice</p> <p>Demonstrate content-area knowledge that leads to meaningful (K-12) student learning</p>
#3 Possess intercultural knowledge and recognize global perspectives;	<p>The department will seek out and develop international student teaching opportunities at the secondary level</p> <p>All education majors will have the opportunity to work with diverse populations during practicum and student teaching experiences.</p>	#3 Diversity in Learning	Acknowledge and value intercultural and global perspectives ( <i>to be developed further</i> )
#4 Integrate and transfer knowledge and skills from one setting to another;	In the 300 level courses, education faculty will address academic and socio-political tensions operative in public school environments	#10 Partnerships (develops relationships with school colleagues, parents, and agencies in the larger community)	Demonstrate their ability to negotiate the academic and socio-political tensions operative in the educational environment
#5 Be cognizant of their responsibility for individual; civic, and social choices	Every education major will display the five dispositions before being recommended for licensure (caring, communicative, creative, critical and competency – professionalism, personal and professional ethics and integrity)	#9 Professional Commitment and Responsibility	Articulate and demonstrate adherence to professional ethical and legal principles