

## Student Learning Outcomes for Adolescence English, BA/BS

Candidates who successfully complete all required components of the Adolescence English program at SUNY New Paltz will:

- **Content Knowledge:** Demonstrate content area mastery by completing a carefully structured program in English that requires at least 37 hours of coursework and includes in-depth study of: the English language/linguistics; critical practices and writing; British, American and Transnational literature; young adult literature; Shakespeare; and literary theory.
- **Planning:** Plan lessons in the English language arts that are standards-based; structured in accordance to learners' needs; use differentiated instructional strategies and appropriate technologies; promote diversity and inclusion; and contribute to safe, democratic, and equitable learning environments.
- **Assessment and Learning for Adolescents, grades 7-12:** Choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning; Use assessment data when making instructional decisions; identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in the English language arts, including adolescents' cognitive and/or social skills.
- **Pedagogical Practice:** Demonstrate varied, imaginative, and relevant teaching strategies that include appropriate and effective technology, effective questioning and discussion, and a variety of developmentally and contextually appropriate strategies to support critical thinking and meaningful learning in the English language arts.
- **Dispositions:** Demonstrate integrity of character and ethical conduct; participate effectively in institutional change; and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking:** Identify, analyze, and evaluate different methods of planning, assessing, and teaching to support pedagogical decisions.
- **Information Management:** Use technology and basic research techniques to inform planning, instruction, and assessment of English language arts for adolescents, grades 7-12.

## Student Learning Outcomes for Adolescence English, MAT

Candidates who successfully complete all required components of the Adolescence English program at SUNY New Paltz will:

- **Content Knowledge:** Demonstrate content area mastery by completing 12 hours of graduate-level coursework in English that builds on a BA/English degree or the equivalent as well as accomplishing performance targets in an exit examination in English education.
- **Planning:** Plan lessons in the English language arts that are standards-based; structured in accordance to learners' needs; use differentiated instructional strategies and appropriate technologies; promote diversity and inclusion; and contribute to safe, democratic, and equitable learning environments.
- **Assessment and Learning for Adolescents, grades 7-12:** Choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning; Use assessment data when making instructional decisions; identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in the English language arts, including adolescents' cognitive and/or social skills.

- **Pedagogical Practice:** Demonstrate varied, imaginative, and relevant teaching strategies that include appropriate and effective technology, effective questioning and discussion, and a variety of developmentally and contextually appropriate strategies to support critical thinking and meaningful learning in the English language arts.
- **Dispositions:** Demonstrate integrity of character and ethical conduct; participate effectively in institutional change; and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking:** Identify, analyze, and evaluate different methods of planning, assessing, and teaching to support pedagogical decisions.
- **Information Management:** Use technology and basic research techniques to inform planning, instruction, and assessment of English language arts for adolescents, grades 7-12.

### Student Learning Outcomes for Adolescence English, MS

Candidates who successfully complete all required components of the Adolescence Social Studies program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area mastery by completing 15 hours of masters-level coursework in English and develop a portfolio that evidences outstanding performance in coursework and professional practice.
- **Critical Inquiry and Intellectual Development:** Inquire and reflect critically on sociological, historical, and other aspects of educational practice and policy; engage in data-informed decision-making processes; demonstrate the ability to employ evidence-based practices; and continually develop disciplinary and pedagogical knowledge and skills oriented towards high-quality teaching and learning standards.
- **Professional Skills and Disposition:** Develop respectful relationships with students, families, communities and colleagues; practice an ethically informed philosophy; and participate effectively in institutional change.
- **Culturally Responsive Practice and Social Justice:** Understand and apply practices that promote respect, inclusion and equity in teaching, learning, and student development based on social identity markers including, but not limited to, race, gender, class, sexual orientation, disability, language, religion, culture, national origin, epistemology, and family life.
- **Democratic Citizenship and Student Advocacy:** Respect education as a human right and a foundation to active inclusion and participation in public life, and aspire to be agents of change in response to persistent barriers to equal educational opportunity.
- **Technology:** Demonstrate knowledge and skill with using appropriate educational technology to enhance learning in adolescence education.
- **Critical Thinking:** Identify, analyze, and evaluate different methods of planning, assessing, and teaching to support pedagogical decisions.
- **Information Management:** Use technology and basic research techniques to inform planning, instruction, and assessment of English language arts for adolescents, grades 7-12.