

**Louisiana Tech University**  
**Teacher Candidate Outcomes: Knowledge, Skills, and Disposition**

**I. Knowledge – Content Proficiency**

The program candidate develops declarative, procedural, and contextual knowledge bases in each of these areas.

- A. Demonstrates knowledge in subject discipline
  - 1. Explains central concepts, tools of inquiry and structure of the subject matter discipline (i.e., biology, chemistry, mathematics, geography, etc.)
  - 2. Connects content knowledge to other subjects across curriculum and grade levels
- B. Demonstrates knowledge of human growth and development, learning theory, and learning environment (P – 12)
  - 1. Utilizes understanding of the learning process to create opportunities for intellectual, social, career, and physical development of students
  - 2. Understands learning style differences and applies this knowledge to create equitable and adaptable learning opportunities for all students
- C. Demonstrates effective communication
  - 1. Knows and utilizes effective verbal, non verbal, and media communication techniques
  - 2. Utilizes appropriate technologies for communication
- D. Demonstrates broad pedagogical and professional content knowledge
  - 1. Knows, understands, and applies a variety of instructional strategies, techniques, and technologies
  - 2. Identifies appropriate materials and teaching resources for the content and for the needs of diverse learners
  - 3. Knows and complies with legal and ethical codes under which P – 12 systems operate.

**II. Skills – Research Based Professional Competencies**

The teacher candidate understands the teaching – learning process and demonstrates proficiency in each of these following areas.

- A. Planning Processes
  - 1. Designs instruction based upon knowledge of subject matter, students, community, curriculum goals (state and national content standards), and provides accommodation and modification to meet diverse learner needs
  - 2. Applies principles of learning theory and human growth and development to instructional decisions in P – 12 settings
- B. Management Processes
  - 1. Understands principles of quantitative and qualitative research and utilizes action research methods in managing and monitoring classrooms and in solving problems
  - 2. Demonstrates a variety of classroom techniques that promote effective management of the learning environment
- C. Instructional Processes
  - 1. Sequences lessons in logical order and maintains appropriate pace
  - 2. Uses a variety of learning, teaching, and assessment methods to accommodate students of various cultural, ethnic, socioeconomic backgrounds, learning styles, and challenging conditions
  - 3. Teaches and models critical thinking skills
  - 4. Provides effective feedback on student performance to students, parents, and colleagues

5. Uses technology to support curricular aims, classroom management, and professional productivity
6. Constructs and maintains appropriate learning environments to facilitate the intellectual, emotional, and social development of the student

D. Assessment Processes

1. Utilizes a variety of formal and informal assessment strategies appropriate for content and learners
2. Evaluates learner progress in intellectual, social, emotional, and physical development
3. Develops and implements fair assessments of student achievement

III. **Dispositions – Professional Identity**

The teaching candidate demonstrates the following dispositions consistent with the conceptual framework.

A. Personal and Professional Development

1. Reflects critically upon personal beliefs and practices, continually evaluating the effects of choices on students, parents, and other professionals in the learning community
2. Actively participates in personal and professional improvement plans
3. Participates effectively in the professional community

B. Ethics and Relationships

1. Fosters ethical relationships with parents, colleagues, and other institutions to promote student personal and academic growth
2. Creates caring, inclusive, and challenging learning communities
3. Maintains high expectations among students for their learning and behavior
4. Behaves ethically

C. Personal/Professional Characteristics

1. Encourages and supports learners
2. Completes professional obligations in a timely manner
3. Complies with institutional policies and expectations
4. Consistently models traits of punctuality, responsibility, and trustworthiness
5. Adapts to the rapid changes in educational contexts at local, state, and national levels
6. Maintains standards of appropriate grooming, professional attire, and demeanor.