



COLLEGE OF EDUCATION

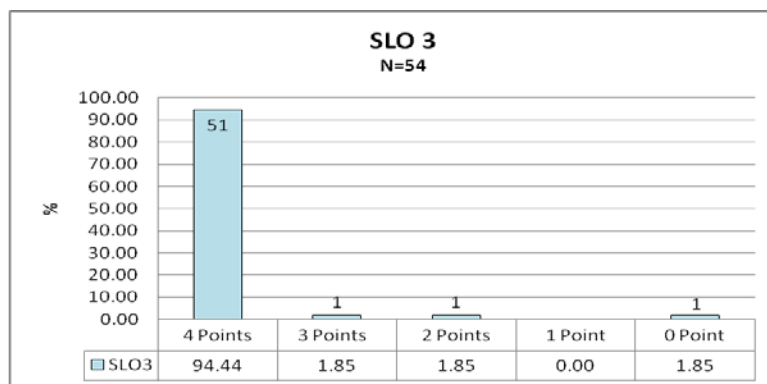
NCATE Standard 1 Program Level Data 2008-09

Knowledge and Skills – Other School Professionals

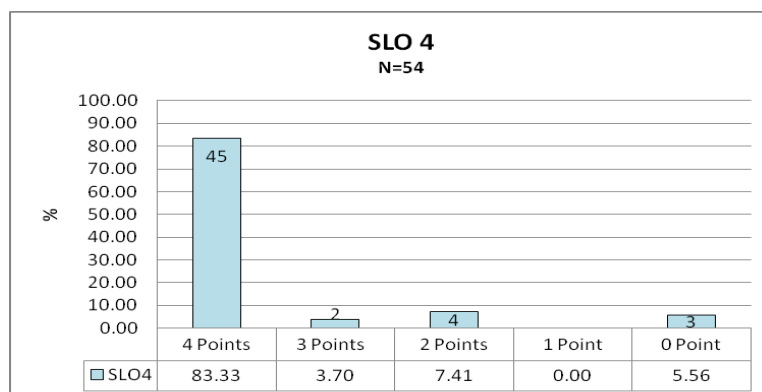
Other School Professionals

Administrative Services I (include MA)

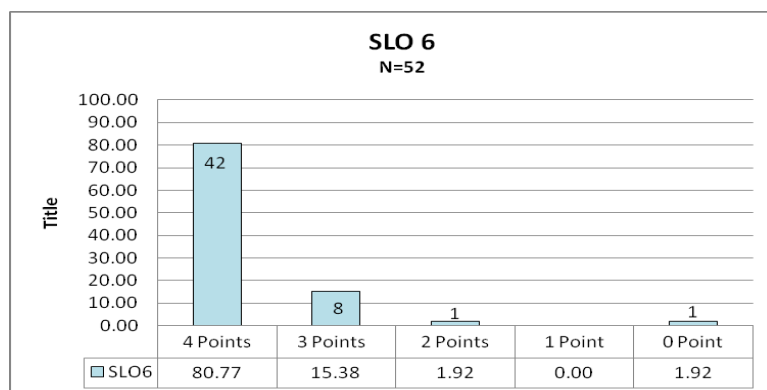
- SLO 3: Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment.



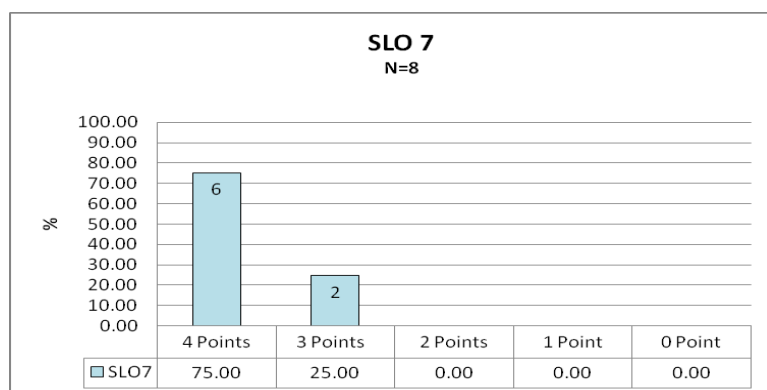
- SLO 4: Collaborate with families and community members, respond to diverse community needs, and mobilize community resources.



- SLO 6: Understand, respond and influence the larger political, social, economic, legal, and cultural context.

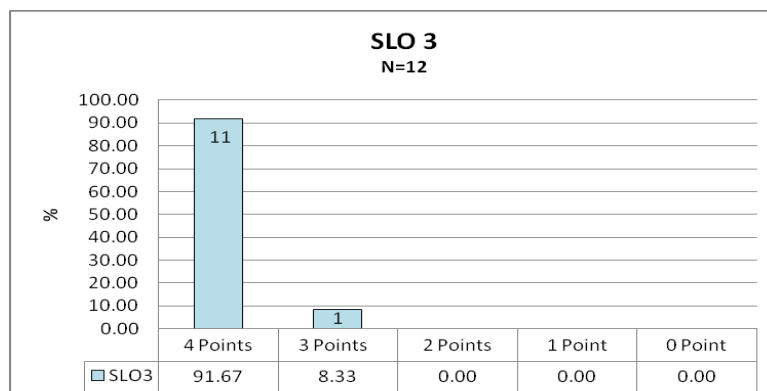


- SLO 7: Demonstrate ability to utilize and apply research skills to solve a school or district based problem.

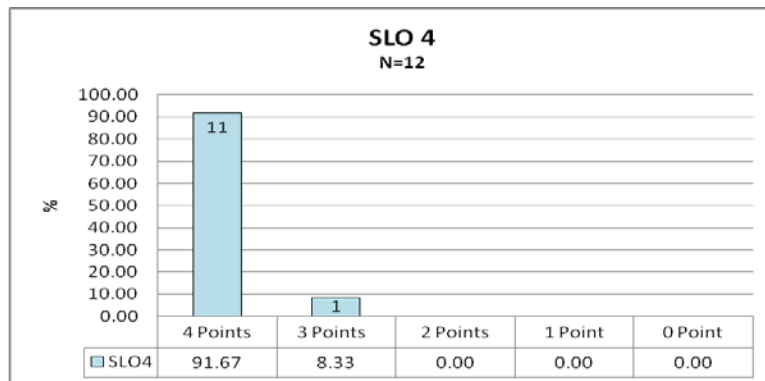


Administrative Services II

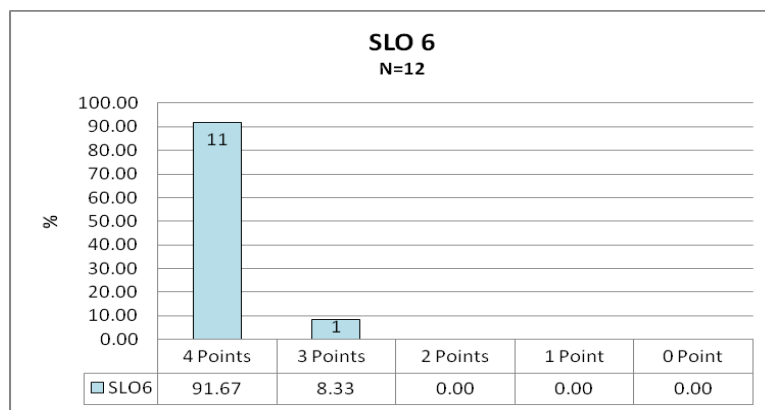
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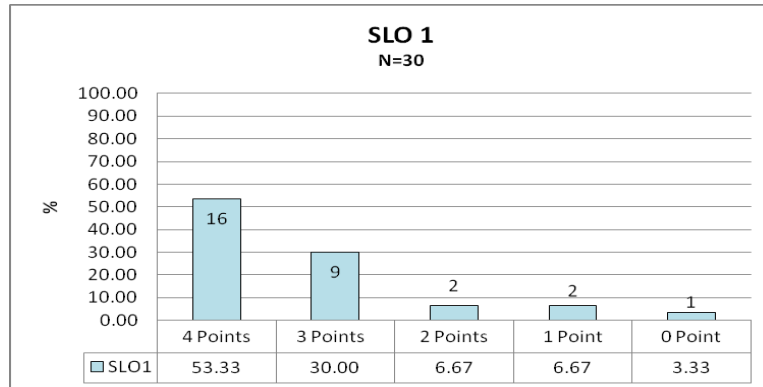


Speech-Language Pathology (CRS)

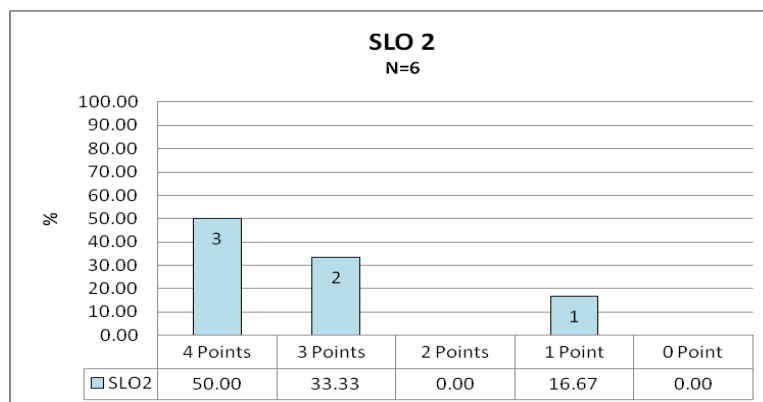
- SLO 1: Candidates can implement accurate and appropriate listening and oral communication skills with clients, client's families, clinical supervisors, and with the use of interpreters.
- SLO 2: Candidates can write professional clinical reports, research papers, and documentation using organized structure and accurate content.
- SLO 3: Candidates can effectively counsel clients with different backgrounds and needs demonstrating respect, privacy, and the client's best interests
- SLO 4: Candidates can administer and interpret appropriate measures to diagnose communication disorders

Educational Technology

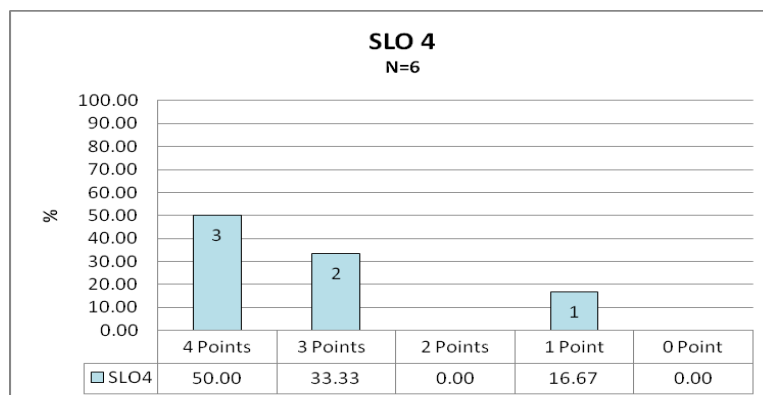
- SLO 1: Apply knowledge of multicultural, ethical, and legal issues pertaining to using educational technologies and networks within the global community.



- SLO 2: Synthesize leadership principles within the practice of educational technology planning, coordination and professional development.

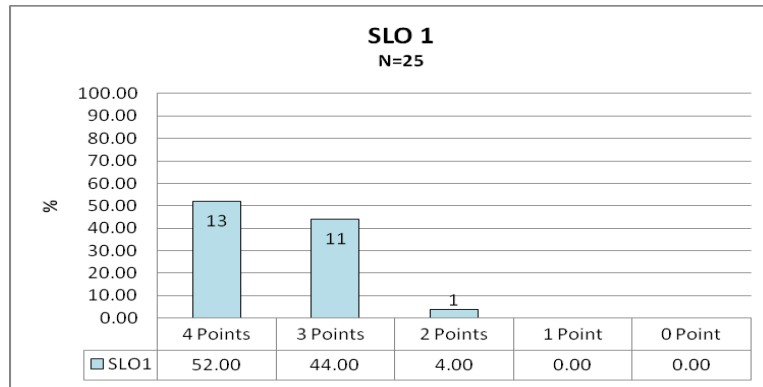


- SLO 4: Integrate theoretical perspectives to review, interpret, and/or conduct research in educational technology.

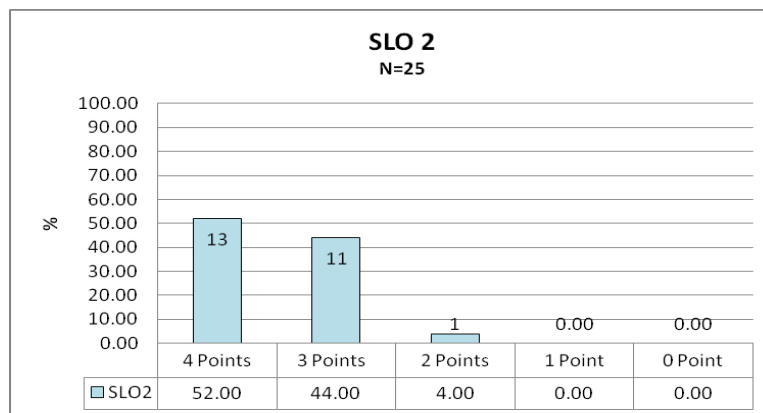


Librarianship (includes MA)

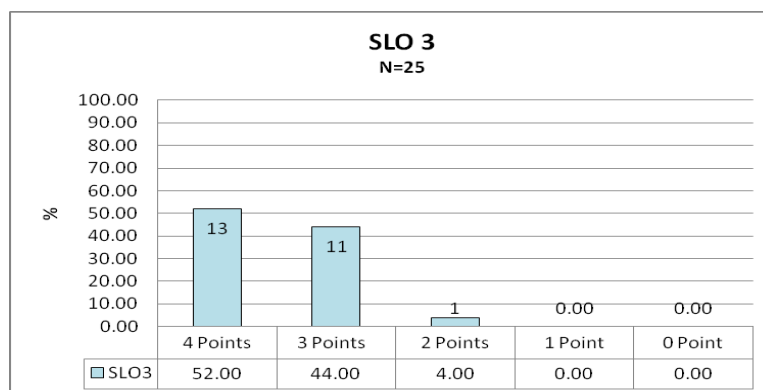
- SLO 1: Model strategies to locate, evaluate & use information for specific purposes.



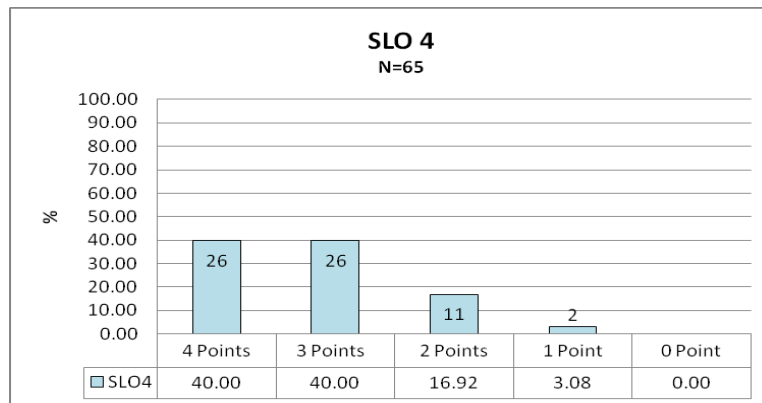
- SLO 2: Analyze major trends in reading material for children & youth.



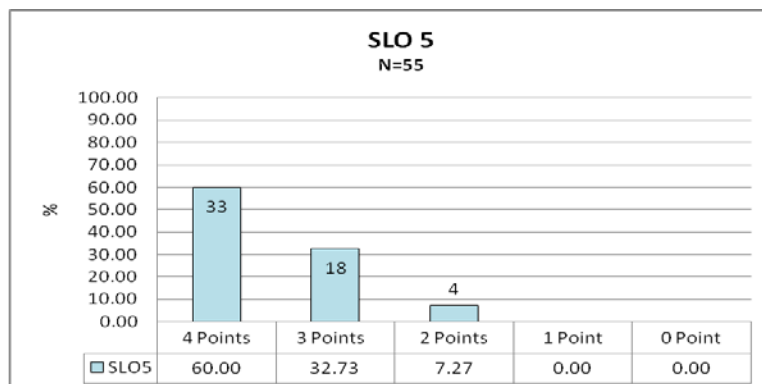
- SLO 3: Support flexible and open access for library media center & its services.



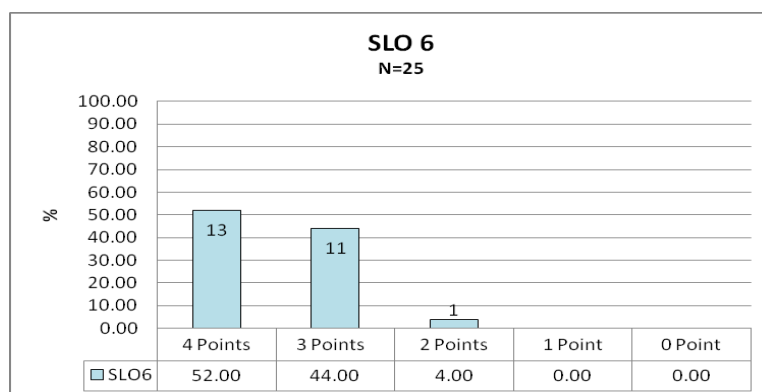
- SLO 4: Demonstrate ways to establish & maintain a positive educational climate in the library media center.



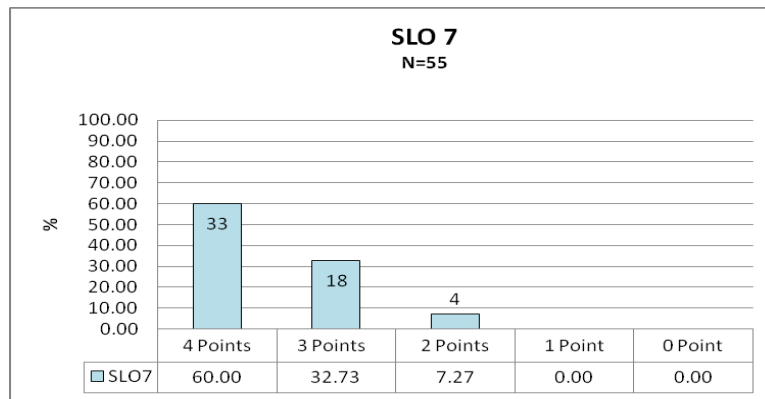
- SLO 5: Design library media instruction that assesses learner interest, needs, instructional methodologies, & information processes.



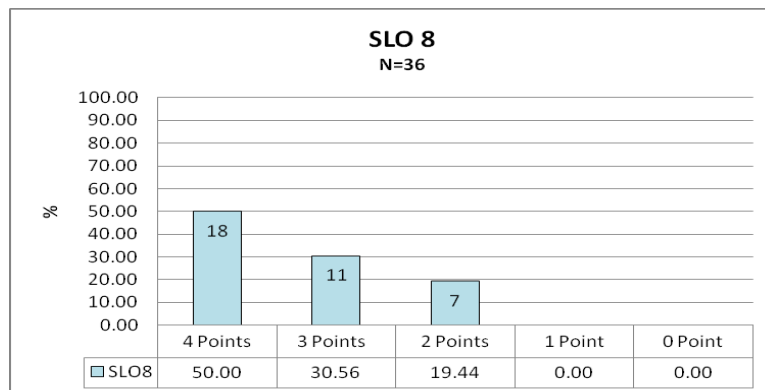
- SLO 6: Work with classroom teachers to co-plan, co-teach, & co-assess information skills instruction.



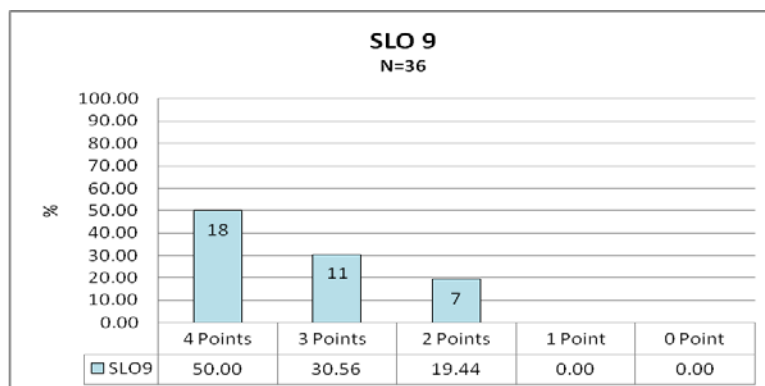
- SLO 7: Employ strategies to integrate the information literacy curriculum with content curriculum.



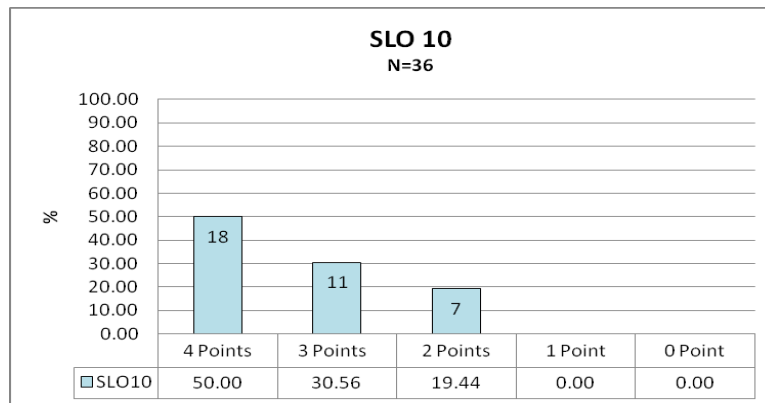
- SLO 8: Plan how to establish connections to other libraries & the larger library community.



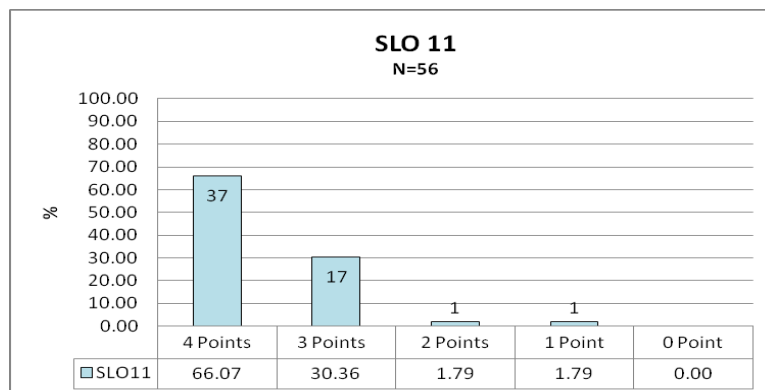
- SLO 9: Model, share, & promote ethical and legal principles of education & librarianship.



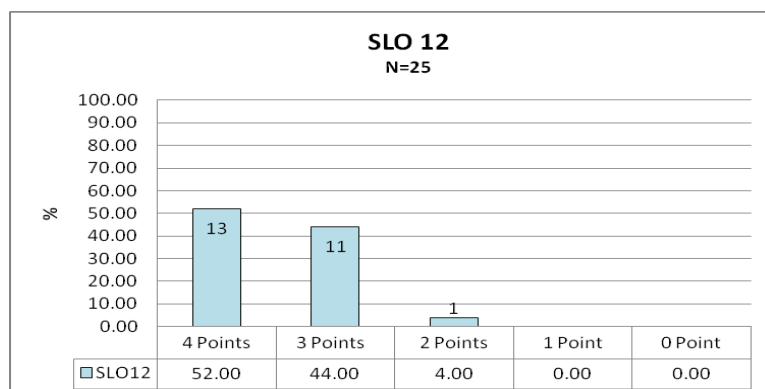
- SLO 10: Articulate the relationship of the library media program with current educational trends & important issues.



- SLO 11: Select, analyze & evaluate print, non-print & electronic resources using professional selection tools & evaluation criteria.

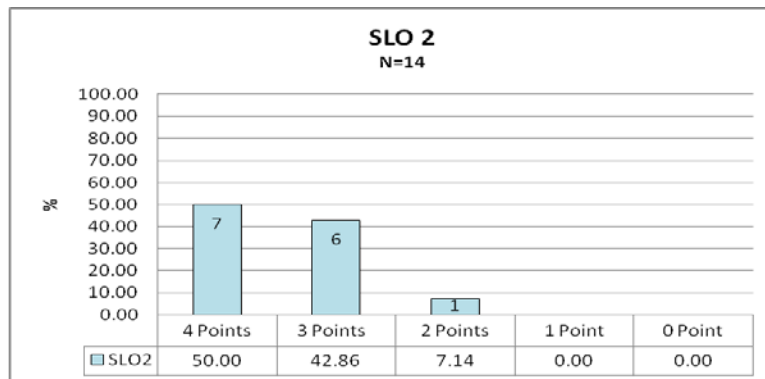


- SLO 12: Develop & evaluate policies & procedures that support the mission of the school & address specific needs of the library media program.

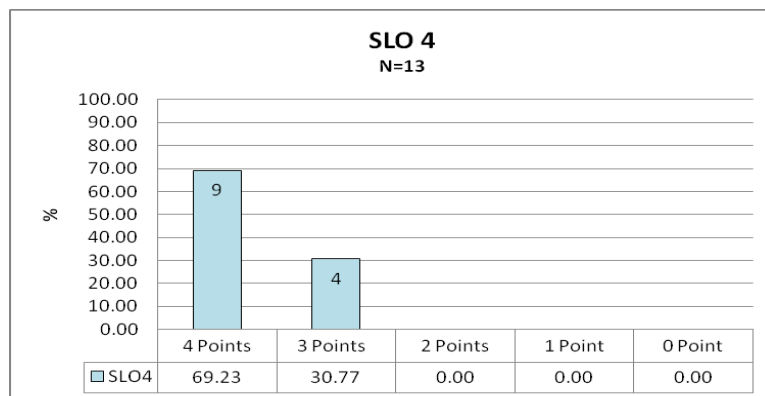


Reading and Language Art (includes MA)

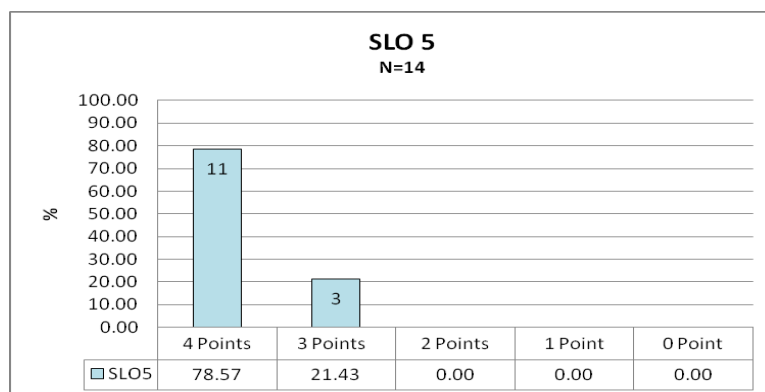
- SLO 2: Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures



- SLO 4: Articulate and apply theoretical foundations in reading/language arts to current theory and research.

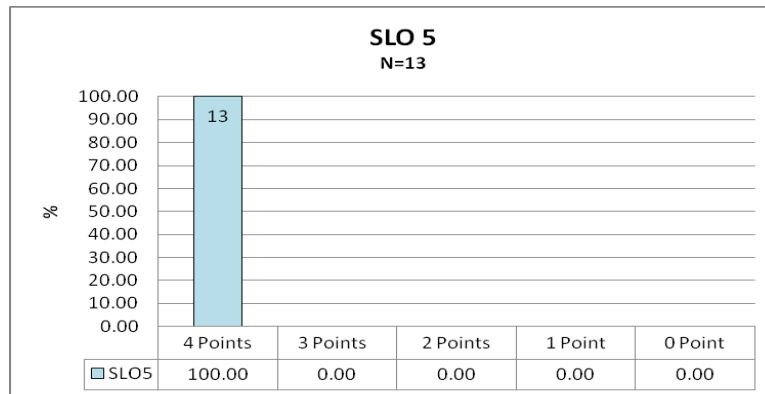


- SLO 5: Integrate technology into reading / language arts instruction.

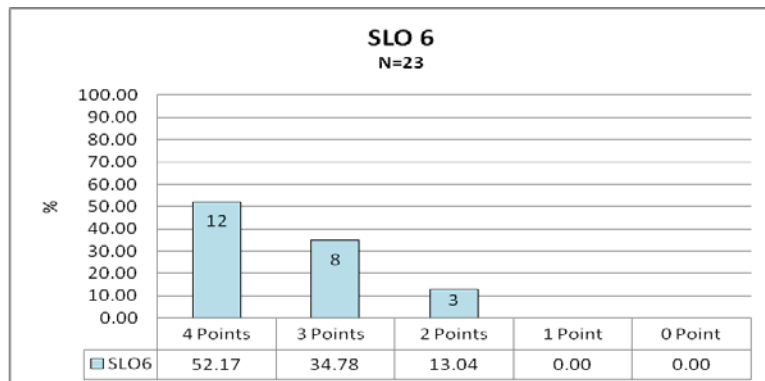


School Counseling (includes MS)

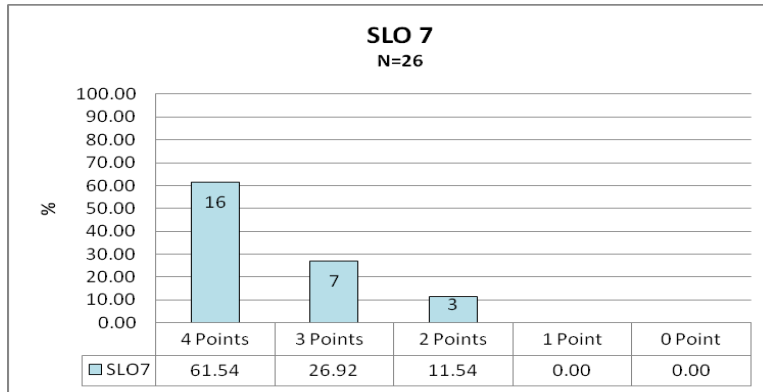
- SLO 2: Describe and address key issues pertaining to counseling in school settings, including professional, ethical, and legal issues, and issues of diversity (including race/ethnicity, gender, disabilities, sexual orientation, and others).
- SLO 3: Describe and demonstrate the role of the school counselor regarding coordination and delivery of comprehensive school counseling programs.
- SLO 5: Employs counseling skills for effective individual counseling.



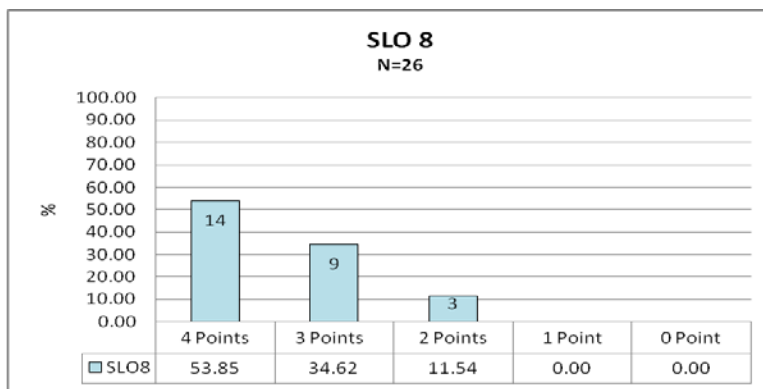
- SLO 6: Deliver classroom guidance around college and career exploration and deliver presentation of a college planning/preparation process.



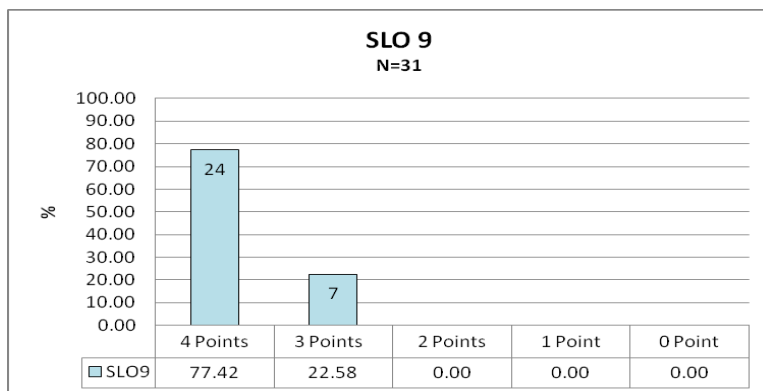
- SLO 7: Critically interpret and evaluate school counseling related literature.



- SLO 8: Demonstrate effective written skills.



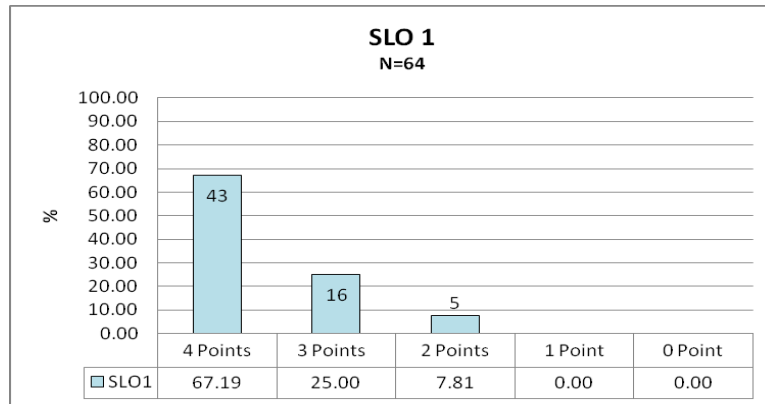
- SLO 9: Demonstrate effective oral communication skills.



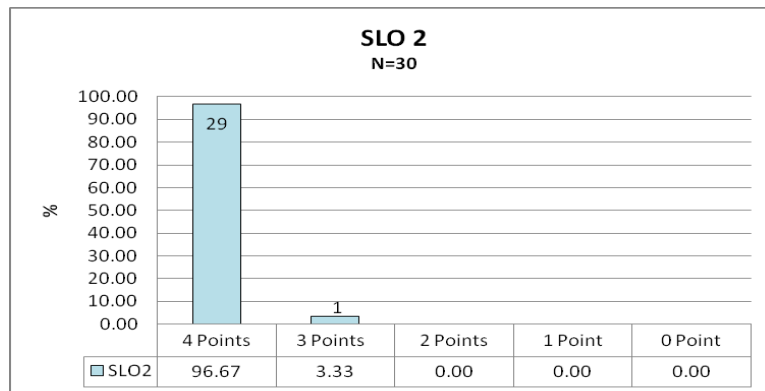
- SLO 11: Describe the role of the professional school counselor according to the American School Counselor Association (ASCA) and within the domains of academic, career, and personal/social counseling.

School Psychology

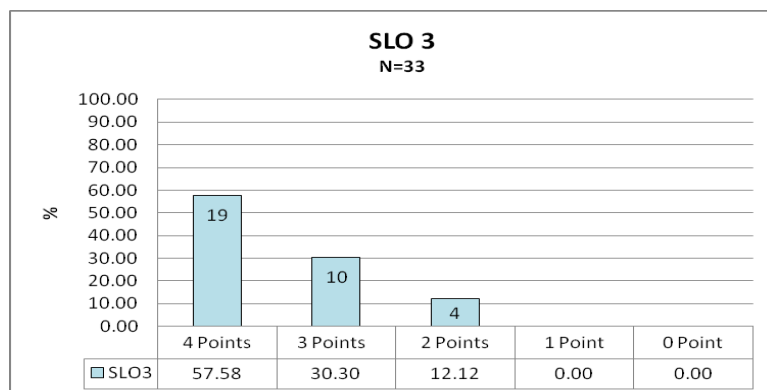
- SLO 1: Use systematic assessment models to collect data that are useful in identifying strengths and needs, understanding problems, and measuring progress; assessment results are then translated into empirically-based decisions about service delivery, and used to evaluate the outcomes of services



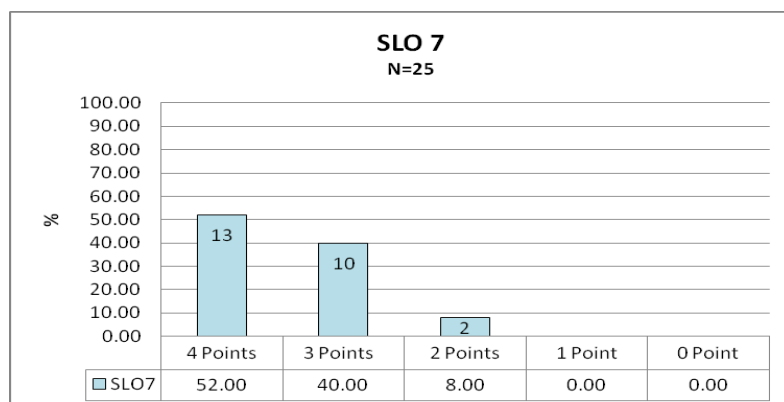
- SLO 2: Demonstrate knowledge of behavioral, mental health, collaborative, and/or other consultation models and their application to particular situations through effective collaboration with others in planning and decision-making at the individual, group, and system levels



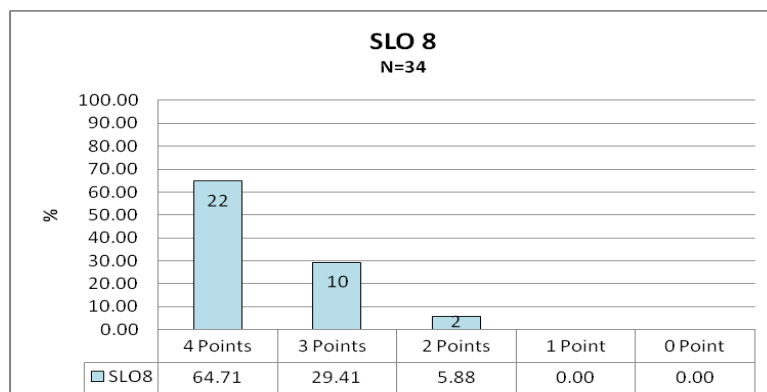
- SLO 3: In collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions



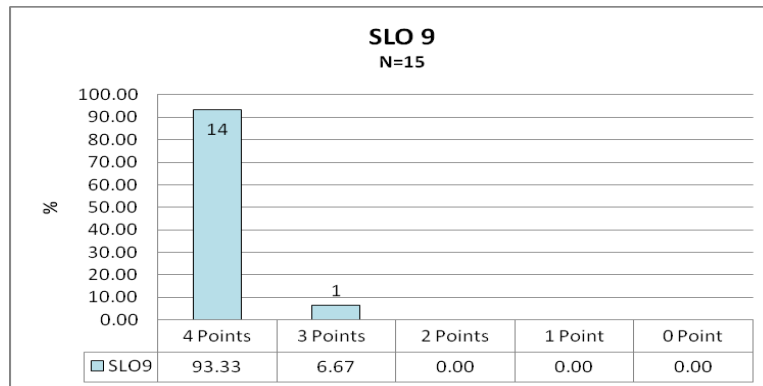
- SLO 7: Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students



- SLO 8: Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families



- SLO 9: Evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services



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- SLO 1: Candidates can implement accurate and appropriate listening and oral communication skills with clients, client's families, clinical supervisors, and with the use of interpreters.
- SLO 2: Candidates can write professional clinical reports, research papers, and documentation using organized structure and accurate content.
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