



BAKER COLLEGE
STUDENT LEARNING OUTCOMES
EDU 4510 Theory and Techniques of Instruction
6 Semester Hours

Student Learning Outcomes and Enabling Objectives

SLO 1: Adapt instruction using appropriate strategies and resources to the needs of individuals and groups of learners. (InTASC 8a)

- a. Identify strategies specific to learner needs.
- b. Locate related resources to support learner needs.
- c. Implement appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

SLO 2: Monitor student learning, engage learners in assessing their progress, and adjust instruction in response to student learning needs. (InTASC 8b)

- a. Develop formative assessments to monitor student learning, including tools for P-12 students to self-monitor.
- b. Analyze data from both formative and summative assessments to adjust instruction.

SLO 3: Design relevant learning experiences. (InTASC 8c)

- a. Create content using family and community resources to enhance learner engagement.
- b. Model content appropriate strategies.

SLO 4: Vary teacher's role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. (InTASC 8d)

- a. Compare teacher's roles.
- b. Choose the appropriate teacher role for various teaching strategies.

SLO 5: Create learning opportunities which allow learners to demonstrate understanding in a variety of ways. (InTASC 8e)

- a. Implement multiple models and representations of concepts and skills for the learners.
- b. Construct opportunities for learners to demonstrate a variety of products and performances.
- c. Develop higher ordering questioning skills.

SLO 6: Model metacognitive processes (InTASC 8f).

- a. Summarize cognitive processes associated with various kinds of learning.
- b. Engage learners in reflective practices.
- c. Design instruction to promote metacognitive thinking.

SLO 7: Engage learners in using a range of skills and technology tools to access, interpret, evaluate, and apply information. (InTASC 8g)

- a. Locate and select engaging technological and human resources to apply during learning.
- b. Evaluate resources for quality, accuracy and effectiveness.

SLO 8: Support and expand learners' communication. (InTASC 8h)

- a. Develop instructional strategies to promote speaking, listening, reading, writing and other modes of communication.
- b. Provide opportunities for learners to demonstrate communication skills.

SLO 9: Question learners to stimulate discussion that serves different purposes. (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). (InTASC 8i)

- a. Compare questioning strategies.
- b. Implement questioning and discussion strategies within instruction.

SLO 10: Engage in ongoing professional learning and use evidence to continually evaluate practice. (InTASC 9)

- a. Locate and select professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (InTASC 9d)
- b. Self-assess and problem-solve to analyze and reflect on practice and to plan for adaptations/adjustments. (InTASC 9g)
- c. Build and implement a plan for professional growth using feedback from evaluations and observations, data on learner performance, and school- and system-wide priorities. (InTASC 9k)

These SLOs are not approved for experiential credit.

Effective: Fall 2017