The professional learning outcomes (PLOs) for the Master of Science in Teaching (MST) program are listed below. Our curriculum is designed to help our graduates achieve the following skills and professional standards:

1. **Learning and Learner**
    a. **Learner Development:** The teacher explains and applies how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
    b. **Learning Differences:** The teacher creates inclusive learning environments that enable each learner to meet high standards, using their understanding of individual differences and diverse cultures and communities.
    c. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.

2. **Content Knowledge**
    a. **Content Knowledge:** The teacher explains the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
    b. **Application of Content:** The teacher demonstrates how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

3. **Instructional Practice**
    a. **Assessment:** The teacher recognizes and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
    b. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
    c. **Instructional Strategies:** The teacher uses and evaluates a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

4. **Professional Responsibility**
    a. **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
    b. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

5. **STEM Education Research**
    The teacher will learn how to design, conduct, analyze, interpret, and communicate education research in the STEM fields (science, technology, engineering, and mathematics) through the completion of an education research thesis project.

These professional learning outcomes (1 through 4) are adapted from the Interstate New Teacher Assessment and Support Consortium (InTASC), a group of state education agencies and national educational organizations dedicated to the preparation, licensing, and ongoing professional development of teachers.

(Updated: September 2022)