

## **D.E.S.E.R.T. Model- Program Outcomes**

### **Teacher Candidates:**

#### **D-Diversity (DM1)**

- Understand that diversity differences (e.g., age, language, race, gender, ethnicity, culture, exceptionalities, sexual and/or religious differences) affect learning
- Use culturally responsive curricula and teaching that meet the needs of all learners.
- Incorporate tools of language development into planning and instruction for English language learners, and supports development of English proficiency.

#### **E-Effective Pedagogy (DM2)**

- Create effective and developmentally appropriate instruction based on required subject matter knowledge, content/core standards, and the strengths, interests, and needs of the learner.
- Use instruction to engage and promote higher levels of thinking for problem-solving, real-world application, creative work, and evaluation of misconceptions.
- Differentiate instruction by using appropriate strategies and resources to meet the needs of all learners.
- Design and implement multiple assessments to measure learner knowledge and skills.
- Use data to monitor, evaluate, and document learner progress and adjusts instruction when needed.
- Use appropriate technology resources to support instruction and extend the learning environment.

#### **S-Subject Matter (DM3)**

- Demonstrate confidence and subject matter/core curriculum knowledge they will teach.
- Facilitate and support the acquisition of subject matter/core curriculum knowledge in their students through appropriate instruction.
- Use multiple representations, appropriate academic language, and instruction to engage students in inquiry thinking, capture key ideas, and address misconceptions.
- Engage in professional learning to enhance knowledge and skills and works collaboratively to advance professional practice.

#### **E-Environment (DM4)**

- Create physically and emotionally safe classroom environments that encourage active learning, self-motivation, and cooperative interaction among students.
- Use a variety of classroom management strategies to maintain a positive and equitable learning environment.
- Encourage students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

#### **R-Reflection (DM5)**

- Actively seek learning experiences (e.g., professional, research, colleagues, community) as sources of reflection to improve teaching.
- Use a variety of data to evaluate outcomes of teaching and learning, and to reflect on and adapt planning and practice.

#### **T-Teaching Dispositions (DM6)**

- Demonstrate caring and professional relationships with students that focus on acceptance and attention to their educational needs.
- Participate as part of a learning community, sharing responsibility for each student's learning by giving and receiving feedback.
- Demonstrate the highest standard of legal, moral, and ethical conduct required by law and the educational profession.
- Maintain professional disposition, records, confidentiality, and appearance as defined by local education agencies.