

# Beginning Educator Outcomes (BEOs)

## Domain 1: Planning and Preparation

Effective teacher candidates plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students' prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teacher candidates work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.

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### BEO 1: Demonstrating knowledge of content and pedagogy

In order to guide student learning, accomplished teachers have command of the subjects they teach. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisites to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the pedagogical approaches that are most suited for each lesson's success.

### BEO2: Demonstrating knowledge of students

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must appreciate what recent research in cognitive psychology has confirmed: namely students learn through active intellectual engagement with content. While there are patterns of that cognitive, social, and emotional developmental stages typical of different groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. Individual students must be considered when planning lessons as each has individual needs (special education, language, work or co-curricular involvement, home-life, etc.).

### BEO 3: Setting instructional outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. In so far as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed.

### BEO 4: Demonstrating knowledge of resources

Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide non-instructional assistance to students. Expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.

### BEO 5: Designing coherent instruction

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state (standards), district (curriculum), and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students.

**BEO 6: Designing student assessment**

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ELL student, for example, may need an alternative method of assessment to allow demonstration and understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and are used by students and teachers to monitor progress toward desired outcomes.

## Domain 2: The classroom environment

Effective teacher candidates organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available.

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**BEO 7: Creating an environment of respect and rapport**

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat on another.

**BEO 8: Establishing a culture for learning**

A "culture of learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense of what is happening there is important.

**BEO 9: Managing classroom procedures**

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedure for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed operation of the classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class "runs itself."

**BEO 10: Managing student behavior**

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

**BEO 11: Organizing physical space**

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe and all students must be able to see and hear what is going on so that they can participate actively. Both teacher and students make effective use of computers and other technologies.

## Domain 3: Instruction

All students are highly engaged in learning and make significant contributions to the success of the class through participating in equitable discussions, active involvement in their learning and the learning of others. Students and the teacher candidate work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teacher candidates recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

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**BEO 12: Communicating with students**

Teachers communicate with students for several independent, but related purposes. First they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, and clarity.

**BEO 13: Questioning and discussion techniques**

Questioning and discussion are the only instructional strategies specifically referred to in the framework; this fact reflects the central importance of this practice. Questioning and discussion are techniques that are used to deepen student understanding rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views.

**BEO 14: Engaging students in learning**

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy” nor are they “on-task.” The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that the latter students are developing their understanding through what they do. This is, they are engaged in discussing, debating, answering “what if?” questions, discovering patterns and the like. A lesson in which students are engaged usually has a discernable structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves.

**BEO 15: Using assessment in instruction**

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction, it is now recognized to be an integral part of instruction. While assessment for learning is important, it has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purpose of instruction, teachers must have their fingers “on the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

**BEO 16: Demonstrating flexibility and responsiveness**

Flexibility and responsiveness refers to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most skilled and best-prepared teachers will, on occasion, find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with setbacks.

## Domain 4: Professional dispositions and Pennsylvania Code of Professional Conduct

Effective teacher candidates have high ethical standards and a deep sense of professionalism. They use integrated systems for using student learning data, record keeping and communicating with families clearly, timely, and with cultural sensitivity. They assume leadership roles in both school and university projects, and engage in a wide-range of professional development activities. Reflecting on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teacher candidates who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and learning in ways that are respectful and responsive to the needs and backgrounds of co-workers and learners alike. The Pennsylvania Department of Education places a premium on professional conduct and outlines such in a Code of Professional conduct for Educators – All teacher candidates are expected to understand and abide by this code. Furthermore, candidates will take note that the Dispositions Assessment is the only unit-wide assessment that is not scaffolded – in other words, candidates are expected to maintain high levels of professionalism at all times as they are role models for their students and the population at large.

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### BEO 17: Professional responsibilities

As outlined in the TEU's Disposition Assessment, all teacher candidates are expected to maintain a commitment to professionalism by demonstrating the following ideals: a. Values lifelong learning and knowledge, b. Values diversity, c. Values collaboration, d. Values professionalism, and e. Values personal integrity. These items are outlined in greater detail in the [TEU Disposition Assessment](#).