

**Outcomes Matrix
Master's of Initial Teaching
Revised 2009-2010**

Gonzaga University Mission	SOE GOALS/THEME	Program Outcomes	INTASC STANDARDS	KEY ASSESSMENTS	NCATE
<ul style="list-style-type: none"> • Develop intelligence & moral judgment • Communication in order to make a difference • Creatively, intelligently, morally provide leadership in a variety of endeavors • Actively support the aspirations of others • Provide leadership in the arts, the professions, business, and public service 	<p><i>Develop transformational leaders who serve and influence their communities.</i></p> <p><i>Socially Responsible Professionals Service Commitment</i></p>	<p>3. Teacher candidates design/adapt developmentally appropriate instruction that is informed by State Grade Level Expectations (GLEs) and enduring understanding of content to develop critical thinking and problem solving.</p> <p>2. Teacher candidates become reflective practitioners, and display the professional dispositions of committing to learning respecting diversity, advocating for social justice and demonstrating professional behaviors.</p> <p>1. Teacher candidates are prepared in the tradition of Gonzaga University's Catholic, Jesuit and Humanistic mission</p>	<p>1. Content Knowledge Gonzaga MIT candidates are able to create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>7. Reflective Practice: Professional Growth Gonzaga MIT candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.</p> <p>9. Research Competency: Gonzaga MIT candidates possess the research skills to form researchable questions, to pursue line of inquiry, to identify productive research methodologies, to identify and review appropriate indices, and to produce credible research that adds to the value of the Education profession.</p>	<p>Synthesis Paper, Curriculum Unit Plan</p> <p>End of Student Teaching Professional Development Plan, Individual Course Reflection</p> <p>Curricular Unit Plan, Synthesis Paper</p> <p style="text-align: center;"><i>Pedagogy Assessment</i></p> <ul style="list-style-type: none"> • The incorporation of transformative academic knowledge into the curriculum • Reflection on performance to evaluate process over time relative to learning targets. 	<p>[1] & [2] – Content</p> <p>[1] & [2] Content</p>
<ul style="list-style-type: none"> • Knowledge of traditions/cultures different from our own • Awareness of the possibilities of heritage • Familiarity with a variety of human cultures • Understanding of the world in light of the variety of human societies and competing ideologies • Reflection on the ideological differences that separate the peoples of the world • Rights and responsibilities of commitment to a free society 	<p>Create an environment where diverse individual contributions are valued.</p> <p><i>Care Socially responsible professionals</i></p>	<p>7. Teacher candidates employ a repertoire of teaching and communication strategies to make instructional decisions that are informed by theories of learning, child/adolescent development, cultural competence, and diversity (special needs, gifted, ELL, low-income, students of color).</p> <p>4. Teacher candidates integrate multiple components into their curriculum: literacy, sustainability, and social skills.</p> <p>10. MIT teacher candidates evaluate educational research, apply research to their teaching and contribute to the body of research when applicable.</p>	<p>2. Student Development and Learning Gonzaga MIT candidates understand how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development. Gonzaga MIT candidates understand how students differ in their approaches to learning and are able to create differentiated instructional opportunities that are adapted to diverse learners.</p> <p>3. Planning and Multiple Instructional Strategies Gonzaga MIT candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals. Gonzaga MIT candidates understand and use a variety of instructional</p>	<p>EDTE 540/554 Unit Plans, In-Field Experiences II & III, Pedagogy Assessment</p> <p>EDTE 540/554 Unit Plans, Curricular Unit Plan, Pedagogy Assessment</p>	<p>[3] Planning, [5] Impact on Student Learning, [4] & [7] Clinical</p> <p>[3] Planning, [5] Impact on Student Learning, [4] & [7] Clinical</p>

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			strategies to encourage student development of critical thinking, problem solving, and performance skills. 9. Research Competency: Gonzaga MIT candidates possess the research skills to form researchable questions, to pursue line of inquiry, to identify productive research methodologies, to identify and review appropriate indices, and to produce credible research	Curricular Unit Plan , Synthesis Paper <i>Pedagogy Assessment</i> <ul style="list-style-type: none"> • A multicultural prospective • Culturally responsive teaching • Understanding of student's developmental characteristics • Use of both formative and summative assessments Use of a variety of learning experiences including heterogeneous groups	[1] & [2] Content
<ul style="list-style-type: none"> • Development and discipline of moral judgment • Live creative, productive and moral lives • Enter creatively, intelligently and with deep moral conviction into a variety of endeavors 	Understand and adhere to ethical standards and guidelines of professional practice. <i>Competence Service</i>	6. Teacher candidates apply multiple formative and summative assessment strategies to assess student learning and inform their instruction, use assessment results to determine effectiveness of instruction, and modify teaching practices based on assessment results. 1. Teacher candidates are prepared in the tradition of Gonzaga University's Catholic, Jesuit and Humanistic mission.	6. Assessment Gonzaga MIT candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the 8. School and Community Involvement Gonzaga MIT candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	In-Field Experiences II & III and EDTE 540/554 Unit Plans, Pedagogy Assessment. Pedagogy Assessment EDTE 540/554 Unit Plans, Infield Experiences II & III. <i>Pedagogy Assessment</i> <ul style="list-style-type: none"> • The provision of classroom management approaches for supportive learning communities 	[3] Planning, [5] Impact on Student Learning, [4] & [7] Clinical [3] Planning, [5] Impact on Student Learning, [4] & [7] Clinical
<ul style="list-style-type: none"> • Understanding the world of great technological progress and scientific complexity • Reflect on the problems/possibilities of a scientific age 	Understand the consequences of technology and harness its possibilities to positively impact humanity. <i>Competence</i>	5. Teacher candidates use technology to design and deliver instruction as well as engage students in their own application of technology. 2. Teacher candidates become reflective practitioners, and display the professional dispositions of committing to learning respecting diversity, advocating for social justice and demonstrating professional behaviors. 8. Teacher candidates create opportunities for students to participate in responsible civic engagement, including developmentally appropriate self-governance in support of a healthy classroom community. 6. Teacher candidates apply multiple formative and summative assessment strategies to assess student learning and inform their instruction, use assessment results to determine effectiveness of instruction, and modify teaching practices based on assessment results. 10. MIT teacher candidates evaluate educational research, apply research to their teaching and contribute to the body of research when applicable.	5. Communication and Technology Gonzaga MIT candidates use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. 7. Reflective Practice: Professional Growth Gonzaga MIT candidates are reflective practitioners who continually evaluate the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. learner.	Classroom Management Plan, Pedagogy Assessment & Curricular Unit Plan Individual Course Reflections, End of Student Teaching Professional Development Plan	[6] Impact on Student Learning

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<ul style="list-style-type: none"> • Tradition of free intellectual inquiry • Essential role of human creativity, intelligence, and initiative in construction of society and culture • Development of restless curiosity and desire for truth 	<p>Pursue meaningful research</p> <p>Competence Commitment Service</p>	<p>8. Teacher candidates create opportunities for students to participate in responsible civic engagement, including developmentally appropriate self-governance in support of a healthy classroom community.</p> <p>6. Teacher candidates apply multiple formative and summative assessment strategies to assess student learning and inform their instruction, use assessment results to determine effectiveness of instruction, and modify teaching practices based on assessment results.</p> <p>10. MIT teacher candidates evaluate educational research, apply research to their teaching and contribute to the body of research when applicable.</p>	<p>4. Motivation and Management Gonzaga MIT candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>6. Assessment Gonzaga MIT candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the</p> <p>9. Research Competency Gonzaga MIT candidates possess the research skills to form researchable questions, to pursue line of inquiry, to identify productive research methodologies, to identify and review appropriate indexes and to produce credible research that adds to the value of the Education profession.</p>	<p>Classroom Management Plan, In-Field Experiences II & III, Pedagogy Assessment</p> <p>In-Field Experiences II & III and EDTE 540/554 Unit Plans, Pedagogy Assessment.</p> <p>Curricular Unit Plan, Synthesis Paper</p> <p style="text-align: center;"><i>Pedagogy Assessment</i></p> <ul style="list-style-type: none"> • Plans suitable learning targets with adaptations for individual students • Demonstrates an understanding of students' culture backgrounds, ethnicity, first language, English acquisition, SES, & gender 	<p>[5] & [6] Impact on Student Learning, [4] & [7] Clinical</p> <p>[3] Planning [5] Impact on Student Learning. [4] & [7] Clinical</p> <p>[1] & [2] Content</p>
<ul style="list-style-type: none"> • Understanding of and reflection on contemporary civilization • Preparation of enlightened dedication to Christian ideals of justice and peace • Development and discipline of imagination, intelligence and moral judgment • Development of self-knowledge, self-acceptance, desire for truth, thirst for justice, mature concern for others • Live creative, productive lives, seeking to fulfill their own aspirations and actively supporting aspirations of others by generously sharing of their gifts 	<p>Nurture a lifelong commitment to self-assessment and growth.</p> <p>Commitment Care Socially Responsible Professionals</p>	<p>8. Teacher candidates create opportunities for students to participate in responsible civic engagement, including developmentally appropriate self-governance in support of a healthy classroom community.</p> <p>6. Teacher candidates apply multiple formative and summative assessment strategies to assess student learning and inform their instruction, use assessment results to determine effectiveness of instruction, and modify teaching practices based on assessment results.</p> <p>2. Teacher candidates become reflective practitioners, and display the professional dispositions of committing to learning respecting diversity, advocating for social justice and demonstrating professional behaviors.</p> <p>10. MIT teacher candidates evaluate educational research, apply research to their teaching and contribute to the body of research when applicable.</p>	<p>4. Motivation and Management Gonzaga MIT candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>6. Assessment Gonzaga MIT candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p> <p>7. Reflective Practice: Professional Growth Gonzaga MIT candidates are reflective practitioners who continually evaluates the effects of his or her choices and actions on others (students,</p>	<p>Classroom Management Plan, In-Field Experiences II & III, Pedagogy Assessment</p> <p>In-Field Experiences II & III and EDTE 540/554 Unit Plans, Pedagogy Assessment.</p> <p>Individual Course Reflections, In-Field Reflections, End of Program Survey, Professional Development Plan</p>	<p>[5] & [6] Impact on Student Learning</p> <p>[3] Planning, [5] Impact on Student Learning</p>

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<ul style="list-style-type: none"> • Recognize the essential role of human creativity, intelligence and initiative in construction of society and culture • Development and discipline of imagination, intelligence and moral judgment • Communication to make a difference 	<p>Develop critically thinking and collaborative problem-solvers with the courage to contribute to society.</p> <p><i>Service Socially Responsible Professionals Commitment</i></p>	<p>7. Teacher candidates employ a repertoire of teaching and communication strategies to make instructional decisions that are informed by theories of learning, child/adolescent development, cultural competence, and diversity (special needs, gifted, ELL, low-income, students of color).</p> <p>2. Teacher candidates become reflective practitioners, and display the professional dispositions of committing to learning respecting diversity, advocating for social justice and demonstrating professional behaviors.</p> <p>1. Teacher candidates are prepared in the tradition of Gonzaga University's Catholic, Jesuit and Humanistic mission.</p> <p>10. MIT teacher candidates evaluate educational research, apply research to their teaching and contribute to the body of research when applicable.</p>	<p>2. Student Development and Learning Gonzaga MIT candidates understand how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.</p> <p>7. Reflective Practice: Professional Growth Gonzaga MIT candidates are reflective practitioners who continually evaluates the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p>8. School and Community Involvement Gonzaga MIT candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p>9. Research Competency Gonzaga MIT candidates possess the research skills to form researchable questions, to pursue line of inquiry, to identify productive research methodologies, to identify and review appropriate indexes and to produce credible research.</p>	<p>EDTE 540/554 Unit Plans, In-Field Experiences II & III, Pedagogy Assessment</p> <p>Individual Course Reflections, In-Field Reflections, End of Program Survey, Professional Development Plan</p> <p>Pedagogy Assessment, EDTE 540/554 Unit Plans, & In-Field Experiences II & III</p> <p style="text-align: center;"><i>Pedagogy Assessment</i></p> <ul style="list-style-type: none"> • <i>The provision classroom management approaches for supportive learning communities</i> <p>Curricular Unit Plan, Synthesis Paper</p> <p style="text-align: center;"><i>Pedagogy Assessment</i></p> <ul style="list-style-type: none"> • Effective Teaching • Establishment of clear learning targets and assessment practices • Use of research to enhance teaching 	<p>[3] Planning, [5] Impact on Student Learning, [4] & [7] Clinical</p> <p>[3] Planning, [5] Impact on Student Learning, [4] & [7] Clinical</p> <p>[1] & [2] Content</p>
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<ul style="list-style-type: none"> • Development of general knowledge and skills • Attainment of more specialized competence in at least one discipline/profession • Enter into a variety of endeavors and provide leadership 	<p>Provide a strong, working knowledge base from which practice flows.</p> <p><i>Competence Service Commitment</i></p>	<p>3. Teacher candidates design/adapt developmentally appropriate instruction that is informed by State Grade Level Expectations (GLEs) and enduring understanding of content to develop critical thinking and problem solving.</p> <p>4. Teacher candidates integrate multiple components into their curriculum: literacy, sustainability, and social skills.</p> <p>6. Teacher candidates apply multiple formative and summative assessment strategies to assess student learning and inform their instruction, use assessment results to determine effectiveness of instruction, and modify teaching practices based on assessment results.</p>	<p>1. Content Knowledge Gonzaga MIT candidates understand the central concepts, tools of inquiry, and structures of the discipline they teach. Gonzaga teacher candidates are able to create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>3. Planning and Multiple Instructional Strategies Gonzaga MIT candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals. Gonzaga teacher candidates understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p> <p>6. Assessment Gonzaga MIT candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>Synthesis Paper, Curricular Unit Plan</p> <p>EDTE 540/554 Unit Plans, Curricular Unit Plan</p> <p>In-Field Experiences II & III and EDTE 540/554 Unit Plans, Pedagogy Assessment</p>	<p>[1] & [2] Content</p> <p>[3] Planning, [5] Impact on Student Learning</p> <p>3] Planning, [5] Impact on Student Learning, [4] & [7] Clinical</p>
<ul style="list-style-type: none"> • Work in loving service of the human community 	<p>Serve the underserved.</p> <p><i>Service Care Competence</i></p>	<p>8. Teacher candidates create opportunities for students to participate in responsible civic engagement, including developmentally appropriate self-governance in support of a healthy classroom community.</p> <p>1. Teacher candidates are prepared in the tradition of Gonzaga University's Catholic, Jesuit and Humanistic mission.</p>	<p>4. Motivation and Management Gonzaga MIT candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>8. School and Community Involvement Gonzaga MIT candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>Classroom Management Plan, In-Field Experiences II & III, Pedagogy Assessment</p> <p>Pedagogy Assessment, EDTE 540/554 Unit Plans, In-field Experiences II & III.</p> <p><i>Pedagogy Assessment</i></p> <ul style="list-style-type: none"> • The provision of classroom management approaches for supportive learning communities 	<p>[5] & [6] Impact on Student Learning, [4] & [7] Clinical</p> <p>[3] Planning, [5] Impact on Student Learning, [4] & [7] Clinical</p>