

**Outcomes Matrix
Elementary Certification Program
Revised 2009-2010**

Gonzaga University Mission	SOE GOALS/THEME	Program Outcomes	INTASC STANDARDS	KEY ASSESSMENTS and NCATE Standards
<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>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>7. Reflective Practice: Professional Growth Gonzaga teacher candidates are reflective practitioners who continually evaluates 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.</p> <p>8. School and Community Involvement The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>Assessment: Individual course reflections, In-Field Experience reflections, End of student teaching professional development plan.</p> <p>Assessment: Service Learning Project, [6], Diversity Project Lesson Plan [3], In-Field Experience [3] [4], Pedagogy assessment [5]</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. Understanding of how to use students community as a support system
<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</i> <i>Socially responsible professionals</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>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>8.Teacher candidates demonstrate knowledge about professional and ethical responsibilities, know relevant law and policy, and use appropriate verbal and written communication.</p>	<p>1. Content Knowledge Gonzaga teacher candidates are able to create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>2. Student Development & Learning The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.</p> <p>3. Planning & Multiple Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.</p> <p>4. Motivation and Management The teacher uses 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>Assessment: Synthesis Paper [2], In-Field Experience [4], Literacy Research Project [6], Pedagogy assessment [4] [5], Praxis II / WEST E[1]</p> <p>Assessment: Diversity Project Lesson Plan [3], In-Field Experience [7] [4] , Pedagogy assessment [4] [5]</p> <p>Assessment; Diversity Project Lesson Plan [3], In-Field Experience [4] [5], Pedagogy assessment [4] [5]</p> <p>Assessment: In-Field Experience [3], Pedagogy assessment [5]</p> <p style="text-align: center;"><i>Pedagogy Assessment</i></p> <ul style="list-style-type: none"> A multicultural perspective 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 cooperative groups
<ul style="list-style-type: none"> Development and discipline of moral judgment 	<p>Understand and adhere to ethical standards and guidelines of</p>	<p>2. Teacher candidates become reflective practitioners, and display the professional dispositions of committing to learning</p>	<p>7. Reflective Practice: Professional Growth Gonzaga teacher candidates are reflective</p>	<p>Assessment: Individual course reflections, In-Field Experience</p>

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<ul style="list-style-type: none"> • Live creative, productive and moral lives • Enter creatively, intelligently and with deep moral conviction into a variety of endeavors 	professional practice. <i>Competence Service</i>	respecting diversity, advocating for social justice and demonstrating professional behaviors. 1. Teacher candidates are prepared in the tradition of Gonzaga University's Catholic, Jesuit and Humanistic mission.	practitioners who continually evaluates 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. 8. School and Community Involvement Gonzaga teacher candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	reflections, End of student teaching professional development plan. Assessment: Service Learning Project [6], Diversity Project Lesson Plan [3], In-Field Experience [4], Pedagogy assessment [4] [5] <i>Pedagogy Assessment</i> <ul style="list-style-type: none"> • The provision of classroom management approaches for supportive learning communities
<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. 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). 9. Teacher candidates demonstrate knowledge about professional and ethical responsibilities, know relevant law and policy, and use appropriate verbal and written communication	6. Communication and Technology The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Assessment: Diversity Project Lesson Plan [3], In-Field Experiences [4], Pedagogy assessment [5]. <i>Pedagogy Assessment</i> <ul style="list-style-type: none"> • Use of technology to support and enhance instruction and 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>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>5. Teacher candidates use technology to design and deliver instruction as well as engage students in their own application of technology.</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 teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline they teach.</p> <p>3.Planning and Multiple Instructional Strategies Gonzaga teacher candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals</p> <p>5. Communication and Technology Gonzaga teacher candidates use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>7. Reflective Practice: Professional Growth Gonzaga teacher candidates are reflective practitioners who continually evaluates 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.</p> <p>8. School and Community Involvement Gonzaga teacher candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>Assessment: Synthesis Paper [2], In-Field Experiences [4], Literacy Research Paper [6], Pedagogy assessment [5], Praxis II/ WEST E [1]</p> <p>Assessment; Diversity Project Lesson Plan [3], In-Field Experiences [4], Pedagogy assessment [5]</p> <p>Assessment: Diversity Project Lesson Plan [3], In class technology presentations, In-Field Experience [4], Pedagogy assessment [5].</p> <p>Assessment: Individual course reflections, In-Field Experiences, End of student teaching professional development plan.</p> <p>Assessment: Service Learning Project [6], Diversity Project Lesson Plan [3], In-Field Experiences [4], Pedagogy assessment [5]</p> <p style="text-align: center;"><i>Pedagogy Assessment</i></p> <ul style="list-style-type: none"> • Accurate content knowledge and appropriate strategies • Plan suitable learning targets with adaptations for individual students • Demonstrates an understanding of students culture backgrounds, ethnicity, first language, English acquisition, SES, & gender
<p>Understanding of and reflection on contemporary civilization</p> <ul style="list-style-type: none"> • 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>4. Motivation and Management Gonzaga teacher 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 teacher 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 The teacher is a reflective practitioner who continually evaluates 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.</p>	<p>Assessment: In-Field Experiences [4], Pedagogy assessment [5]</p> <p>Assessment: Diversity Project Lesson Plan [3], In-Field Experience [4], Pedagogy assessment [5]</p> <p>Assessment: Individual course reflections, In-Field Experience reflections, End of student teaching professional development plan.</p> <p style="text-align: center;"><i>Pedagogy Assessment</i></p> <ul style="list-style-type: none"> • Use of formative and summative assessments • Use of research based strategies and assessment

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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>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>1. Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>2. Student Development and Learning Gonzaga teacher candidates understand how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development. Gonzaga teacher 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 & Multiple Instructional Strategies The teacher Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>Assessment: Synthesis Paper [2], In-Field Experience [4], Diversity Project Lesson Plan [6], Pedagogy assessment [5], Praxis II / WEST E[1]</p> <p>Assessment: Diversity Project Lesson Plan [3], In-Field Experiences [4], Pedagogy assessment [5]</p> <p>Assessment; Diversity Project Lesson Plan [3], In-Field Experiences [4], Pedagogy assessment [5] <i>Pedagogy Assessment</i></p> <ul style="list-style-type: none"> Effective teaching Establishment of clear learning targets and assessment practices
<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>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>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>2. Student Development and Learning Gonzaga teacher candidates understand how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development. Gonzaga teacher 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>4. Motivation and Management</p>	<p>Assessment: Diversity Project Lesson Plan [3], In-Field Experiences [4], Pedagogy assessment [5].</p> <p>Assessment: In-Field Experience [4], Pedagogy assessment [5]</p>

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		<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>Gonzaga teacher 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>7. Reflective Practice: Professional Growth Gonzaga teacher candidates are reflective practitioners who continually evaluates 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.</p> <p>8. School and Community Involvement Gonzaga teacher candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>Assessment: Individual course reflections, In-Field Experience reflections, End of student teaching professional development plan.</p> <p>Assessment: Service Learning Project [6], Diversity Project Lesson Plan [3], In-Field Experiences [4], Pedagogy assessment [5] <i>Pedagogy Assessment</i></p> <ul style="list-style-type: none"> • Engagement of low status/historically marginalized students • Effective teaching