### Outcomes Matrix

**Secondary Certification Program**  
Revised Spring 2012

<table>
<thead>
<tr>
<th>Gonzaga University Mission</th>
<th>SOE GOALS/THEME</th>
<th>State/Program Outcomes</th>
<th>INTASC STANDARDS</th>
<th>KEY ASSESSMENTS and NCATE Standards</th>
</tr>
</thead>
</table>
| • 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 | Develop transformational leaders who serve and influence their communities.  
Socially Responsible Professionals  
Service Commitment | 12. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.  
13. Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.  
16. Teacher candidates are prepared in the tradition of Gonzaga University’s Catholic, Jesuit and Humanistic mission. | 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.  
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.  
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. | NCATE: Impact on Student Learning (7,8), Clinical – (4,5)  
KEY ASSESSMENTS:  
• TPA – Assessment (7)  
• TPA – Engaging Students (8)  
• Field observations (4, 5) |
| • 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 | Create an environment where diverse individual contributions are valued.  
Care Socially responsible professionals | 1. Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds;  
2. Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning;  
4. Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with other;  
5. Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student;  
7. Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology;  
8. Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society;  
9. Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies;  
11. Informing, involving, and collaborating with families/neighborhoods, and communities in each student’s educational process, including using information about student cultural identity, achievement and performance. | 1. Content Knowledge  
Gonzaga teacher candidates are able to create learning experiences that make these aspects of subject matter meaningful for students.  
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.  
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.  
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.  
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. | NCATE: Content (2); Planning (3, 6); Clinical (4,5); Impact on Student Learning (7,8)  
KEY ASSESSMENTS:  
• TPA – Planning - lesson (8)  
• TPA – Assessment (7)  
• TPA – Engaging Students (8)  
• TPA – Planning – unit (6)  
• Field observations (4, 5)  
• TPA – all tasks (2) |

Updated by Jenny Nelson  
May 22, 2012
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| • 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.  
  **Competence**  
  **Service** | 12. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.  
  13. Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.  
  14. Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.  
  16. Teacher candidates are prepared in the tradition of Gonzaga University’s Catholic, Jesuit and Humanistic mission. | 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.  
  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.  
  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. | NCATE: Impact on Student Learning (7,8), Clinical – (4,5)  
  **KEY ASSESSMENTS:**  
  • TPA – Assessment (7)  
  • TPA – Engaging Students (8)  
  • Field observations (4, 5) |
| • 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.  
  **Competence**  
  **Service** | 10. Using technology that is effectively integrated to create technologically proficient learners | 5. 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. | NCATE: Planning (3, 6);  
  **KEY ASSESSMENTS:**  
  • TPA – Planning (lesson)  
  • TPA – Planning (unit) |
| • 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 | Pursue meaningful research  
  **Commitment**  
  **Service** | 32. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection. | 1. Content Knowledge Gonzaga teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline they teach.  
  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.  
  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. | NCATE: Content (2)  
  **KEY ASSESSMENTS:**  
  • TPA – All tasks |
### Gonzaga University Mission
- 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

### SOE GOALS/THME
- Commitment
- Care
- Socially Responsible Professionals

### State/Program Outcomes
- Nurture a lifelong commitment to self-assessment and growth.

### INTASC STANDARDS
- 3. Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction;
- 6. Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them;
- 8. Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society;
- 12. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.
- 13. Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.

### KEY ASSESSMENTS and NCATE Standards
- **NCATE:** Planning (3, 6); Clinical (4, 5); Impact on Student Learning (7, 8)

**KEY ASSESSMENTS:**
- TPA – Planning - lesson (3)
- TPA – Assessment (7)
- TPA – Engaging Students (8)
- TPA – Planning – unit (6)
- Field observations (4, 5)
## Gonzaga University Mission

- 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

## 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

## SOE GOALS/THEME

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<th>Service</th>
<th>Socially Responsible Professionals Commitment</th>
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<td>Provide a strong, working knowledge base from which practice flows.</td>
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## State/Program Outcomes

| Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student; |
| Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology; |
| Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection. |
| Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication. |
| Teacher candidates are prepared in the tradition of Gonzaga University’s Catholic, Jesuit and Humanistic mission. |

## INTASC STANDARDS

### 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.

### 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.

## Assessment and NCATE Standards

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## 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.

## 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.

## 3. Planning & Multiple Instructional Strategies

- The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

## 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.
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| Work in loving service of the human community | Serve the underserved. | 11. Informing, involving, and collaborating with families/neighborhoods, and communities in each student’s educational process, including using information about student cultural identity, achievement and performance. | **8. School and Community Involvement**<br>Gonzaga teacher candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. | NCATE: Clinical – (4,5)  
**KEY ASSESSMENTS:**  
- Field observations (4, 5) |

<table>
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<tr>
<th>Service Care Competence</th>
<th>15. GU Teacher Certification candidates are able to integrate service activities with academic skills and content that are delivered in their program coursework.</th>
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<td></td>
<td>16. Teacher candidates are prepared in the tradition of Gonzaga University’s Catholic, Jesuit and Humanistic mission.</td>
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