### Gonzaga University Mission
- 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.

### SOE GOALS/Theme
- Develop transformational leaders who serve and influence their communities.
- Socially Responsible Professionals
- Service Commitment

### Program Outcomes
1. Teacher candidates become reflective practitioners, and display the professional dispositions of committing to learning respecting diversity, advocating for social justice and demonstrating professional behaviors.
2. Teacher candidates integrate multiple components into their curriculum: literacy, sustainability, and social skills.
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.
4. 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).
5. Teacher candidates demonstrate knowledge about professional and ethical responsibilities, know relevant law and policy, and use appropriate verbal and written communication.
6. Teacher candidates develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.
7. Teacher candidates demonstrate knowledge about professional and ethical responsibilities, know relevant law and policy, and use appropriate verbal and written communication.

### INTASC Standards
- Content Knowledge
- Pedagogy Assessment
- Reflective Practice: Professional Growth
- School and Community Involvement

### Key Assessments and NCATE Standards
- Assessment: Individual course reflections, In-Field Experience reflections, End of student teaching professional development plan.
- Assessment: Service Learning Project, [6], Diversity Project Lesson Plan [3], In-Field Experience [3] [4], Pedagogy assessment [5]

### Pedagogy Assessment
- 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

---

Page 1 of 5
Updated by Deborah Booth
3/15/2011
<table>
<thead>
<tr>
<th>Gonzaga University Mission</th>
<th>SOE GOALS/ THEME</th>
<th>Program Outcomes</th>
<th>INTASC STANDARDS</th>
<th>KEY ASSESSMENTS and NCATE Standards</th>
</tr>
</thead>
</table>
| • Live creative, productive and moral lives  
• Enter creatively, intelligently and with deep moral conviction into a variety of endeavors | professional practice.  
*Competence Service* | 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]  
*Pedagogy Assessment*  
• The provision of classroom management approaches for supportive learning communities |
| • 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* | 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].  
*Pedagogy Assessment*  
• Use of technology to support and enhance instruction and student learning |
<table>
<thead>
<tr>
<th>Gonzaga University Mission</th>
<th>SOE GOALS/THEME</th>
<th>Program Outcomes</th>
<th>INTASC STANDARDS</th>
<th>KEY ASSESSMENTS and NCATE Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tradition of free intellectual inquiry</td>
<td>Pursue meaningful research</td>
<td>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.</td>
<td>1. Content Knowledge Gonzaga teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline they teach.</td>
<td>Assessment: Synthesis Paper [2], In-Field Experiences [4], Literacy Research Paper [6], Pedagogy assessment [5], Praxis II/WEST E [1]</td>
</tr>
<tr>
<td>• Essential role of human creativity, intelligence, and initiative in construction of society and culture</td>
<td>Competence Commitment Service</td>
<td>4. Teacher candidates integrate multiple components into their curriculum: literacy, sustainability, and social skills.</td>
<td>3. Planning and Multiple Instructional Strategies Gonzaga teacher candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals</td>
<td>Assessment: Diversity Project Lesson Plan [3], In-Field Experiences [4], Pedagogy assessment [5]</td>
</tr>
<tr>
<td>• Development of restless curiosity and desire for truth</td>
<td></td>
<td>5. Teacher candidates use technology to design and deliver instruction as well as engage students in their own application of technology.</td>
<td></td>
<td>Assessment: Diversity Project Lesson Plan [3], In-class technology presentations, In-Field Experience [4], Pedagogy assessment [5].</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
<td></td>
<td>Assessment: Individual course reflections, In-Field Experiences, End of student teaching professional development plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Teacher candidates are prepared in the tradition of Gonzaga University’s Catholic, Jesuit and Humanistic mission.</td>
<td></td>
<td>Assessment: Service Learning Project [6], Diversity Project Lesson Plan [3], In-Field Experiences [4], Pedagogy assessment [5].</td>
</tr>
</tbody>
</table>

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

| | Nurture a lifelong commitment to self-assessment and growth. | 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. | 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. | Assessment: In-Field Experiences [4], Pedagogy assessment [5] |
| | Commitment Care Socially Responsible Professionals | 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. | 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. | Assessment: Diversity Project Lesson Plan [3], In-Field Experience [4], Pedagogy assessment [5] |
| | | 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. | 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. | Assessment: Individual course reflections, In-Field Experience reflections, End of student teaching professional development plan. |
| | | | | Pedagogy Assessment
- Use of formative and summative assessments
- Use of research based strategies and assessment

Updated by Deborah Booth
3/15/2011
<table>
<thead>
<tr>
<th>Gonzaga University Mission</th>
<th>SOE GOALS/ THEME</th>
<th>Program Outcomes</th>
<th>INTASC STANDARDS</th>
<th>KEY ASSESSMENTS and NCATE Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognize the essential role of human creativity, intelligence and initiative in construction of society and culture</td>
<td>Develop critically thinking and collaborative problem-solvers with the courage to contribute to society.</td>
<td>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.</td>
<td>1. Content Knowledge Gonzaga teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline they teach.</td>
<td>Assessment: Synthesis Paper [2], In-Field Experiences [4], Literacy Research Project [7], Pedagogy assessment [5], Praxis II / WEST E [1]</td>
</tr>
<tr>
<td>• Development and discipline of imagination, intelligence and moral judgment</td>
<td>Service Socially Responsible Professionals Commitment</td>
<td>2. Teacher candidates become reflective practitioners, and display the professional dispositions of learning respecting diversity, advocating for social justice and demonstrating professional behaviors.</td>
<td>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.</td>
<td>Assessment: Individual course reflections, In-Field Experience Reflections, End of student teaching professional development plan.</td>
</tr>
<tr>
<td>• Communication to make a difference</td>
<td></td>
<td>1. 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide a strong, working knowledge base from which practice flows.</td>
<td>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.</td>
<td>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.</td>
<td>Assessment: Synthesis Paper [2], In-Field Experience [4], Diversity Project Lesson Plan [3], In-Field Experiences [4], Pedagogy assessment [5] Pedagogy Assessment</td>
</tr>
<tr>
<td>• Development of general knowledge and skills</td>
<td>Service Competence</td>
<td>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).</td>
<td>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.</td>
<td>Assessment: Diversity Project Lesson Plan [3], In-Field Experiences [4], Pedagogy assessment [5]</td>
</tr>
<tr>
<td>• Attainment of more specialized competence in at least one discipline/profession</td>
<td></td>
<td>3. Planning &amp; Multiple Instructional Strategies The teacher Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Enter into a variety of endeavors and provide leadership</td>
<td></td>
<td></td>
<td>Assessment: Diversity Project Lesson Plan [3], In-Field Experiences [4], Pedagogy assessment [5] Pedagogy Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Serve the underserved.</td>
<td>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).</td>
<td>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.</td>
<td>Assessment: Diversity Project Lesson Plan [3], In-Field Experiences [4], Pedagogy assessment [5].</td>
</tr>
</tbody>
</table>

Page 4 of 5
Updated by Deborah Booth
3/15/2011
<table>
<thead>
<tr>
<th>Gonzaga University Mission</th>
<th>SOE GOALS/THEME</th>
<th>Program Outcomes</th>
<th>INTASC STANDARDS</th>
<th>KEY ASSESSMENTS and NCATE Standards</th>
</tr>
</thead>
</table>
|                           |                | 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.  
1. Teacher candidates are prepared in the tradition of Gonzaga University’s Catholic, Jesuit and Humanistic mission. | 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.  
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: Individual course reflections, In-Field Experience reflections, End of student teaching professional development plan.  
Assessment: Service Learning Project [6], Diversity Project Lesson Plan [3], In-Field Experiences [4], Pedagogy assessment [5]  
* Pedagogy Assessment  
  - Engagement of low status/historically marginalized students  
  - Effective teaching |