

## Program Conceptual Framework and Learning Outcomes – Undergraduate and Graduate

The goal of the *Jesuit Ideal* is a leader-in-service. The five dimensions of personhood interact to shape the educator as a leader-in-service. The department's professional education programs for school personnel offer the content knowledge and skills, and afford the dispositions that contribute to the formation and growth of the professional as Person who embodies the *Jesuit Ideal*. The conceptual framework that grounds and guides the department's professional education programs is illustrated in Figure 1.

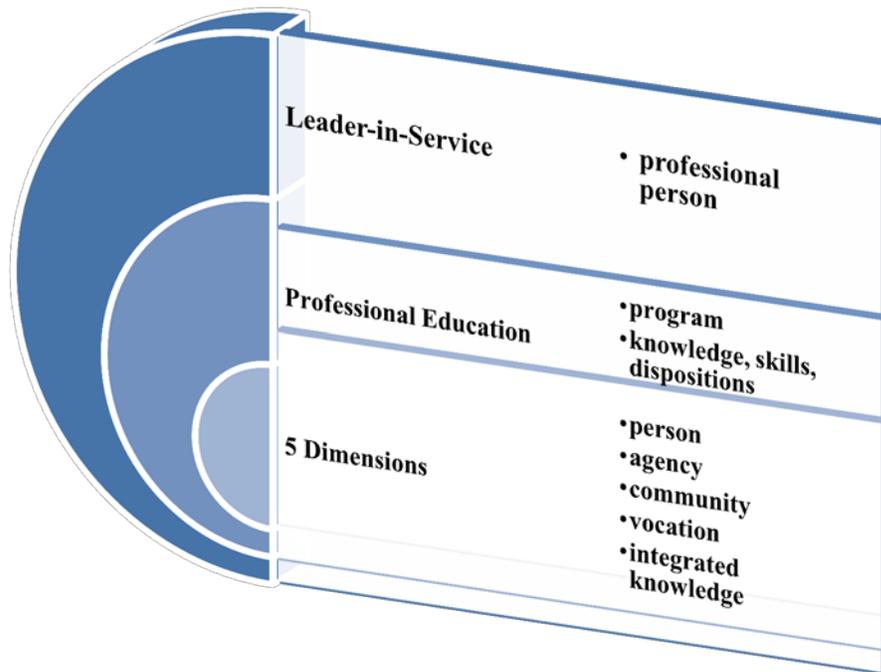


Figure 1. Conceptual Framework of the *Jesuit Ideal*

The figure illustrates the centrality of the educator as a person who through an effective program of professional education develops the knowledge, skills and dispositions that further develop the educator as a professional person who is a leader-in-service to others. Note: Agency is defined as the "satisfying power to take meaningful action and to see the results of our decisions and choices". Murray, J. H. (1997). *Hamlet on the holodeck: the future of narrative in cyberspace* (p126). New York: Free Press.

### Program Domains of the Jesuit Ideal in Initial Licensure Programs (Undergraduate)

Domain	Learning Outcomes
I. Contexts	I-1. Understands the central concepts, tools of inquiry, competing perspectives and the structure of the disciplines taught.
	I-2. Recognizes the value of understanding the interests and cultural heritage of each student.
	I-3. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.
	I-4. Creates a learning environment of respect and rapport.
II. Learner Development	II-5. Understands how children/youth develop and learn.
	II-6. Provides learning opportunities that acknowledge and support the cognitive and social development of learners.
	II-7. Understands how learners differ in their approaches to learning.
	II-8. Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.
III. Practice	III-9. Understands and uses a variety of instructional strategies; designs coherent instruction.
	III-10. Creates a learning environment that encourages social interaction, active engagement, and self-motivation.
	III-11. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.
	III-12. Understands and uses formative and summative assessment approaches and strategies.
IV. Person	IV-13. Reflects on professional practices.
	IV-14. Fosters relationships with colleagues, parents, and agencies in the larger community.
	IV-15. Grows and develops professionally.

### Program Domains and Desired Results in Advanced Professional Education Programs (Graduate)

Domain	Learning Outcomes
I. Contexts	I-1. Understands the contexts of professional practices.
	I-2. Demonstrates accuracy, organization, and persistence in achieving intellectual and professional goals.
	I-3. Contributes to the school, district, and the broader professional community.
	I-4. Engages in systematic inquiry.
II. Learner Development	II-5. Assumes responsibility in data-based decision-making and helps to ensure that decisions are based on the highest professional standards.
	II-6. Demonstrates knowledge of clients/students.
III. Practice	III-7. Demonstrates knowledge of content and pedagogy.
	III-8. Demonstrates knowledge of resources.
	III-9. Designs coherent, evidence-based interventions.
	III-10. Establishes favorable conditions for instruction and intervention.
	III-11. Uses knowledge of communication techniques to foster collaboration and supportive interactions.
IV. Person	IV-12. Takes initiative in assuming leadership roles.
	IV-13. Initiates activities that contribute to the profession.
	IV-14. Seeks out opportunities for professional development and growth.
	IV-15. Actively participates in professional events and projects.
	IV-16. Challenges negative attitudes and practices; is proactive in serving clients/students/colleagues.
	IV-17. Assists and supports fellow professionals.