**Conceptual Framework Outcomes**

**Outcome 1: Knowledge of subject**

a. Demonstrate basic core-level knowledge in the disciplines related to the student's certification area.
b. Through lesson plans and activities, exhibits appropriate knowledge of a subject to promote student learning;

**Outcome 2: Knowledge of Pedagogy**

a. Demonstrates an understanding of the intellectual, social, physical, and emotional developmental characteristics of students through the development of instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests.
b. Demonstrates knowledge of current research on best pedagogical practices that are designed to maximize the learning of students through the use of varied pedagogical activities and instructional groupings that engage students in instructional content and meet instructional goals and objectives.
c. Uses the Texas Essential Knowledge and Skills (TEKS) to plan instruction.

**Outcome 3: Sustained intellectual curiosity**

a. Enhances content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences/workshops, engaging in coursework).
b. Demonstrates an on-going intellectual curiosity through class participation, initiative in researching about the content being taught, willingness to respectively challenge ideas, and creativity in preparing instructional activities.
c. Enhances intellectual curiosity and learning for students by providing instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning, and inquiry; promoting students' development of research skills).

**Outcome 4: Global understandings**

a. Draws from interdisciplinary knowledge to construct a statement of philosophy of teaching and learning.
b. Able to articulate an understanding of and purpose of schooling and the role of the educator.
c. Demonstrates through course assignments and later, through instruction in the classroom, an understanding of the complexity of today's society and its impact on family, education, the economy, the environment, and other factors.

**Outcome 5: Culturally efficacious teaching skills**

a. Demonstrates knowledge and awareness of cultural and linguistic similarities and differences among students that impact student learning through thoughtful planning of lessons and activities.
b. Plans instruction that motivates all students to want to learn and achieve; and acknowledges, respects, and addresses cultural, linguistic, and socioeconomic differences among students when planning instruction.

**Outcome 6: Equity-based planning skills**

a. Designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
b. Adapts lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners.
c. Engages students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process.

**Outcome 7: Knowledge and use of assessment**

a. Uses a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives.
b. Analyzes data to diagnose strengths, weaknesses of students and makes recommendation based on data to improve the educational program and student learning.
c. Summarizes and presents student data, for internal and external consumption such as parent meetings, ARDS, and other school related entities.

**Outcome 8: Management skills**

a. Implements an effective classroom management system through the use of research-based classroom management techniques that support student learning.
b. Uses strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

**Outcome 9: Social justice advocate**

a. Advocates for appropriate instruction and educational environment for all students when inequitable practices are encountered.
b. Models integrity, honesty, responsibility, equitable treatment, and accountability towards the local community, the school, and the environment; maintains confidentiality, protects all children from harm, protects proprietary information.
c. Volunteers or participates in school activities that promote well-being for all children.

**Outcome 10: Professional collaborator**

a. Maintains supportive and cooperative relationships with colleagues.
b. Works productively with supervisors and mentors to address issues and enhance professional skills and knowledge.
c. Collaborates professionally with other members of the school community to achieve school and district educational goals.

**Outcome 11: Informed reflective problem-solver and decision-maker**

a. In reflection pieces, evaluates, synthesizes, and organizes information to form a position and creates a coherent set of conclusions to support the decisions and solutions.
b. In teaching, uses problem solving techniques to make informed decisions about all issues, including those with dissonant information, and chooses a realistic solution that will provide maximum benefit for students and student learning.
c. Uses evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems to improve teaching performance and achieve instructional goals.

**Outcome 12: Caring, confident, educator**

a. Demonstrates a respect for all children and their families regardless of culture, language, economic status, religion, or ability.
b. Advocates for all children, especially in matters of social justice