



Conceptual Framework Theme and Selected Program Outcomes Survey

Catalysts for Change

Producing knowledgeable, skilled and compassionate educators and other school professionals in the place: "Where Everybody is Somebody"

Through broad-based curricula, consisting of performance-based assessment, research-based instruction and strategic field experiences, the teacher education and educational leadership programs at Grambling State University graduates teachers and educational and community leaders. Content, professional and pedagogical knowledge, skills and dispositions enable professional educators to help all students reach their full potential. The department recognizes three strands: preparers of subject matter scholars, facilitators of learning, and enhancers and nurturers of affective behaviors.

The following program outcomes represent what teacher candidates and other professionals will know and be able to do at the completion of this course as it relates to the conceptual framework:

Discussion of Program Outcomes for Each Strand

1.0 Knowledge: Masters of Subject Matter Content

Directions: Please rate *how well you were prepared to teach* using the following **Likert Rating Scale**. Circle only one number in rating your level of preparedness. Respond to each of the following statements:
Likert Rating Scale: 5 – Strongly Agree, 4 – Agree, 3 – Undecided, 2 – Disagree or 1 – Strongly Disagree.

- 1.1 Demonstrate knowledge of content that underlies professional competencies. (Cognitive)
 5 4 3 2 1 Comments. _____
- 1.2 Apply knowledge of best pedagogical practices for use in the instructional process.
 (Cognitive, Psychomotor)
 5 4 3 2 1 Comments. _____
- 1.3 Describe diverse strategies for interrelating disciplines in the instructional process.
 (Cognitive, Psychomotor)
 5 4 3 2 1 Comments. _____
- 1.4 Identify technology infusion strategies for diverse populations. (Cognitive, Psychomotor)
 5 4 3 2 1 Comments. _____
- 1.5 Plan effective lesson procedures and demonstrate effective delivery strategies. (Cognitive, Psychomotor)
 5 4 3 2 1 Comments. _____
- 1.6 Interpret and implement appropriate and multiple measures of assessment. (Cognitive, Psychomotor)
 5 4 3 2 1 Comments. _____

1.7 Reflect on the value of reflective practices, knowledge inquiry and critical thinking behaviors. (Cognitive, Affective)
5 4 3 2 1 Comments. _____

1.8 Identify personal, professional, and curricular values. (Cognitive, Affective)
5 4 3 2 1 Comments. _____

2.0 Skills: Facilitators of Learning

Directions: Please rate *how well you were prepared to teach* using the following **Likert Rating Scale**. Circle only one number in rating your level of preparedness. Respond to each of the following statements:
Likert Rating Scale: 5 – Strongly Agree, 4 – Agree, 3 – Undecided, 2 – Disagree or 1 – Strongly Disagree.

2.1 Demonstrate the effective delivery of standards-based instruction. (Cognitive, Psychomotor)
5 4 3 2 1 Comments. _____

2.2 Create and maintain effective management strategies (organization of time, space, resources, and activities). (Cognitive, Psychomotor)
5 4 3 2 1 Comments. _____

2.3 Devise activities that promote active involvement, critical/creative thinking and problem solving skills for all students. (Cognitive, Psychomotor)
5 4 3 2 1 Comments. _____

2.4 Demonstrate the use of diverse experiences that incorporate the underlying philosophy of education that is multicultural across the curriculum. (Cognitive, Psychomotor)
5 4 3 2 1 Comments. _____

2.5 Perform strategies that incorporate literacy learning across the curriculum. (Cognitive, Psychomotor)
5 4 3 2 1 Comments. _____

2.6 Apply strategies that accommodate diverse learner needs by selecting and using appropriate resources. (Cognitive, Psychomotor)
5 4 3 2 1 Comments. _____

2.7 Analyze research that relates to strategies for promoting effective teaching and learning in a global society. (Cognitive)
5 4 3 2 1 Comments. _____

2.8 Commit to the continuing development of life-long learning in a global society. (Affective)
5 4 3 2 1 Comments. _____

2.9 Relate knowledge of educational theories to planning, lesson delivery, and classroom management. (Cognitive, Psychomotor)
5 4 3 2 1 Comments. _____

2.10 Demonstrate an awareness of the social, cultural, political, economic and comparative context of schools and learners. (Cognitive, Psychomotor, Affective)
5 4 3 2 1 Comments. _____

2.11 Utilize technology in planning and presenting lessons, research, and professional development. (Cognitive, Psychomotor)
5 4 3 2 1 Comments. _____

- 2.12 Facilitate School Improvement
5 4 3 2 1 Comments. _____
- 2.13 Model Best Practices for Teaching and Learning
5 4 3 2 1 Comments. _____
- 2.14 Demonstrate competence as Action Researchers
5 4 3 2 1 Comments. _____
- 2.15 Demonstrate proficiency in the application of Research Findings
5 4 3 2 1 Comments. _____
- 2.16 Model Best Practices for implementing Reading Specific to Content Area
5 4 3 2 1 Comments. _____
- 2.17 Advocate for Literacy and Numeracy Across the Curriculum
5 4 3 2 1 Comments. _____

3.0 Dispositions: Enhancers and Nurturers of Affective Behaviors

Directions: Please rate *how well you were prepared to teach* using the following **Likert Rating Scale**. Circle only one number in rating your level of preparedness. Respond to each of the following statements:
Likert Rating Scale: 5 – Strongly Agree, 4 – Agree, 3 – Undecided, 2 – Disagree or 1 – Strongly Disagree.

- 3.1 Display positive self-concept development and respect for others. (Affective)
5 4 3 2 1 Comments. _____
- 3.2 Practice a positive attitude and mutual respect for others. (Affective)
5 4 3 2 1 Comments. _____
- 3.3 Display sensitivity to diverse learning styles and multiple intelligences. (Affective, Psychomotor)
5 4 3 2 1 Comments. _____
- 3.4 Demonstrate sensitivity to the many facets of diversity. (Cognitive, Affective)
5 4 3 2 1 Comments. _____
- 3.5 Organize school, family, and community partnerships. (Cognitive, Psychomotor)
5 4 3 2 1 Comments. _____
- 3.6 Influence the development of healthy mental, physical, and social lifestyles. (Affective, Psychomotor)
5 4 3 2 1 Comments. _____
- 3.7 Display a commitment to the improvement of student learning and school improvement. (Affective, Psychomotor)
5 4 3 2 1 Comments. _____
- 3.8 Display a classroom climate that is conducive to learning. (Affective, Psychomotor)
5 4 3 2 1 Comments. _____

Revision 01-25-10