DePaul School of Education Conceptual Framework
Urban Professional Multicultural Educator

Learning Outcomes

Program Learning Outcome I: Diversity & Positive Transformation

• Helps students understand and affirm their home and community cultures
• Helps students understand and value their own path(s) to learning
• Communicates the power of education for individual and social change
• Helps students move beyond cultural boundaries in order to be successful in school

Program Learning Outcome II: Multiple Perspectives & Theory and Practice

Content Knowledge

• Exhibits appropriate knowledge of subject matter
• Is aware of current issues and new developments
• Knows state/local content area standards
• Facilitates connections to other content areas
• Uses materials and examples appropriate to discipline
• Exhibits enthusiasm for discipline

Human Development and Learning

• Appreciates range of student needs, talents, and interests
• Demonstrates awareness of developmental progressions and ranges of individual variation
• Designs instruction at appropriate level of students’ development
• Adapts instruction to meet student needs and interests

**Diverse Students**

• Shows interest in students’ backgrounds
• Respects students ideas and contributions
• Facilitates a learning community that respects diversity
• Brings multiple perspectives to discussion of subject matter
• Uses instructional strategies that are sensitive to diverse styles and needs

**Planning**

• Sets challenging and appropriate expectations
• Uses assessment to facilitate further planning
• Short and long range plans involve appropriate scope and sequence
• Adapts plans to respond to anticipate events and sources of input
• Systematically adjusts plans to meet student needs

**Learning Environment**

• Creates an environment that encourages motivation, engagement and productive work
• Cultivates a sense of community
• Establishes clear expectations for students
• Manages time, space, and materials appropriately
• Models and encourages respectful and appropriate behavior
• Manages inappropriate behavior
Instruction

- Engages students in active learning
- Uses variety of teaching strategies to achieve learning and performance goals
- Encourages critical thinking and problem-solving
- Adjusts instruction based on feedback
- Uses varied materials and resources
- Uses alternative explanations to assist students understanding
- Demonstrates a commitment to student learning

Communication

- Uses oral communication effectively
- Uses written communication effectively
- Uses visual/nonverbal communication effectively
- Communicates goals, objectives and instructions clearly
- Communicates ideas, questions, and information effectively
- Fosters interactive communication

Assessment

- Uses appropriate, varied methods of assessment
- Encourages and draws upon students self-evaluation
- Maintains useful records of student work
- Uses assessment as a systematic part of the learning process
- Communicates student progress knowledgeably and responsibly

Students with Disabilities
• Appropriately adapts goals, objectives, curriculum, instructional strategies, materials and/or equipment
• Demonstrates commitment to helping student’s achieve highest potential
• Creates positive climate and promotes social integrations
• Collaborates with colleagues and families to support students with disabilities

Technology
• Observes and evaluates students’ technology knowledge, skills, and dispositions
• Creates opportunities for students to use technology tools for learning
• Integrate technology into the curriculum

Literacy
• Views self as a literacy teacher, whatever the age/grade level or specialty area of the certificate(s) held.
• Integrate opportunities for developing literacy in purposeful, authentic ways

Program Learning Outcome III: Personalism, Professionalism, & Life-Long Learning

Collaboration
• Relates professionally with faculty and staff
• Is willing to work with parents to support learning
• Shows interest in school and community
• Uses support networks in the school
• Listens to, talks with, and advocates for students
• Actively participates in school functions
Reflection/Professional Growth

- Applies knowledge of students, schools, and communities to make thoughtful judgments about teaching and learning
- Applies knowledge of curriculum and instruction to make thoughtful judgments about teaching and learning
- Is committed to using reflection for professional growth
- Uses variety of sources of information for reflection (students, classroom, research)
- Modifies teaching based on reflection
- Draws upon other professionals as supports for reflection and growth