Graduates of the COE Secondary Education Program shall be able to:

1. articulate and communicate orally and in writing, as well as demonstrate in practice, a personal *philosophy of teaching* grounded in adolescent development and learning theories, global perspectives, pedagogical content knowledge research, and DePaul’s Vincentian Mission and the COE’s Conceptual Framework.

2. define, create, and evaluate a safe, healthy, creative, and rigorous *learning environment* that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction and collaboration, and mutual respect and empathy, and encourages active engagement, academic risk-taking, divergent and creative thinking, self-motivation, and personal and whole-class goal-setting.

3. identify, justify, implement, and evaluate *differentiated instructional strategies* that support rigorous critical, creative, and exploratory thinking and metacognitive awareness, and problem-solving, collaboration, and academic, social, and emotional development of all students.

4. articulate, analyze, and theorize an *understanding of adolescent development* within historical scholarly traditions that recognizes the complex roles that linguistic (including English learning and nonmainstream English dialects), social, economic, cultural, academic, spiritual, and personal experiences both inside and outside of school have on classroom instruction and adolescent development and learning.

5. plan, design, implement, and evaluate *curricula and instructional practices* based on disciplinary content knowledge, pedagogical content knowledge, multiple literacies, diverse student characteristics such as language, learning, and socio-emotional and behavioral differences, diverse types of student performance data, curriculum goals, and the community context.

6. articulate and demonstrate in practice a *foundational knowledge of reading, writing, speaking, listening, and cognitive development* theories and related pedagogies that are grounded in sociocultural theories of literacy and reflect an understanding of multiple literacy theory and practice.

7. articulate and demonstrate *disciplinary content knowledge* expertise and the historical, social, economic, and political roles and implications of that disciplinary content on human development and societies.

8. plan, design, implement, and evaluate *formative and short- and long-term summative assessments* for promoting student learning and self-assessment, identifying student needs, monitoring student progress, measuring student growth, and evaluating curriculum and student outcomes using diverse types of data.

9. identify, articulate, plan, and implement a theory of *collaborative practice* with students, parents/guardians, school partners, and community stakeholders that recognizes student's social, emotional, spiritual, and academic development and promotes human and environmental empathy, social justice, and democratic practices.

10. articulate and demonstrate *professional educator dispositions* that are grounded in ethical and Vincentian tenets of human relations and that exhibit professionalism, with an emphasis on leadership, collaboration, and advocacy for students and their communities.