Keeping the End in Mind: Re-centering Jesuit Pedagogy for Preservice Teacher Preparation

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Abstract

Jesuit universities embody a mission to prepare students to be men and women for and with others. Serving people on the margins and working with them to dismantle systems of oppression is infused in academic majors and core curricula. Jesuit pedagogy engages students in contexts, experiences, reflections, actions, and evaluations that develop the whole person for the common good. Jesuit teacher education programs (TEP) are in a unique position; pedagogy is critical to developing university students who then implement pedagogy with students in P-12 schools as preservice teachers. TEPs are charged with demonstrating ways program outcomes reflect the mission of the university, standards in P-12 schools, and educator preparation accreditation requirements. The problem is that these areas do not always align, and critical elements of Jesuit pedagogy are not reflected in standards for P-12 learners and educator preparation accreditation. This article explores Jesuit pedagogy, standards for educator preparation accreditation, and stated learner outcomes for teacher education at John Carroll University (JCU). A review of the Jesuit Ideal is analyzed against department learner outcomes. During analysis, significant omissions were discovered where central elements of the Jesuit Ideal were not reflected in learner outcomes. Recommendations for revisions and additions to department learner outcomes are offered to facilitate critical conversations and actions within the teacher education program at JCU and other Jesuit universities with similar programs.

Introduction

I am an assistant professor in the Department of Education and School Psychology (DESP) at John Carroll University (JCU). I come to JCU with twenty years of experience as a teacher and principal in P-12 schools, both public and parochial. My vocation has been to teach and learn with students and communities of color in Cleveland, Ohio. I continue this vocation in a role where I can prepare preservice teachers, in primarily middle and high school licensure areas, for similar vocations as they are called. As such, I teach methods courses at the introductory, pre-student teaching, and student teaching levels along with a course in multicultural education. I joined JCU for the specific and unique opportunity to teach preservice teachers within the mission and vision of a Jesuit institution. As a practitioner-scholar with research interests in critical consciousness, teacher identity development, and anti-racist pedagogies, Jesuit pedagogy is aligned well with my philosophies on education and teacher preparation.

The article presented explores Jesuit pedagogy and its relationship to the Council for the Accreditation of Educator Preparation (CAEP) standards. My questions as a new faculty member at JCU led to an exploration and comparative analysis of the Department of Education Mission and Conceptual Framework and the Content and Pedagogical Knowledge standards for CAEP.[1] I hoped to understand why our JCU learner outcomes did not align completely with outcomes I needed to address around equity, social justice, and teacher identity in my methods courses. This article aims to present data from these and related documents, so the reader can compare and contrast them with Jesuit pedagogy. Revised department learner outcomes are offered within the framework and order of Jesuit pedagogy as a starting point for conversation at my university and other universities with similar programs

Figure 1: InTASC Standards: Adapted from Council for the Accreditation of Educator Preparation

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

and accreditation requirements.

Standards and Accreditation of Teacher Education Programs

The teacher education program (TEP) at John Carroll is accredited through the Council for the Accreditation of Educator Preparation (CAEP). In 2018, the JCU teacher education program received national recognition for meeting CAEP standards.[2] The accreditation process is rigorous and includes a review of evidence submitted in advance of a site visit. The site visit includes interviews with stakeholders and further conversation around evidence submitted. Each piece of evidence is assessed to the extent to which it meets CAEP standards in the following areas: 1. Content and pedagogical knowledge 2. Clinical partnerships and practice 3. Candidate quality, recruitment, and selectivity 4. Program impact, and 5. Provider quality assurance and continuous improvement.

Standard 1.1 is Candidate Knowledge, Skills and Professional Dispositions where "candidates

demonstrate an understanding of the ten InTASC (Interstate New Teacher Assessment and Support Consortium) standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility." The ten InTASC standards within standard 1.1 each require evidence for accreditation that the department's program goals and learner outcomes are aligned and met. These ten standards are a focus of the analysis presented in this article.

One category of evidence provided as an artifact for compliance with these ten standards is language included in each syllabus for TE courses. Syllabi include the Program Conceptual Framework, which contains statements from the Jesuit Ideal. It also includes TE learner outcomes and their alignment with university learning goals. These statements and goals are all organized within domains of contexts, learner development, practice, and person. These domains represent alignment with CAEP domains of content, learner

Figure 2: Required Syllabus Information from the DESP Mission and Conceptual Framework

Program Conceptual Framework	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 a person who embodies the *Jesuit Ideal*.	
Domain	**Department Learner Outcomes**	**Institutional Academic Learning Goals**
I. Contexts	I-1. Understands the central concepts, tools of inquiry, competing perspectives, and the structure of the disciplines taught.	1. Demonstrates an integrative knowledge of human and natural worlds; 2. Develops habits of critical analysis and aesthetic appreciation;
	I-2. Recognizes the value of understanding the interests and cultural heritage of each student.	6. Understands and promotes social justice; 9. Understands the religious dimensions of human experience.
	I-3. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	2. Develops habits of critical analysis and aesthetic appreciation; 3. Applies creative and innovative thinking; 5. Acts competently in a global and diverse world;
	I-4. Creates a learning environment of respect and rapport.	4. Communicates skillfully in multiple forms of expression; 5. Acts competently in a global and diverse world; 6. Understands and promotes social justice; 8. Employs leadership and collaborative skills;
II. Learner Development	II-5. Understands how children/youth develop and learn.	1. Demonstrates an integrative knowledge of human and natural worlds;
	II-6. Provides learning opportunities that acknowledge and support the cognitive and social development of learners.	4. Communicates skillfully in multiple forms of expression; 5. Acts competently in a global and diverse world; 6. Understands and promote social justice;
	II-7. Understands how learners differ in their approaches to learning.	1. Demonstrates an integrative knowledge of human and natural worlds; 7. Applies framework for examining ethical dilemmas;
	II-8. Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.	1. Demonstrates an integrative knowledge of human and natural worlds; 2. Develops habits of critical analysis and aesthetic appreciation; 3. Applies creative and innovative thinking; 5. Acts competently in a global and diverse world; 6. Understands and promote social justice;
III. Practice	III-9. Understands and uses a variety of instructional strategies; designs coherent instruction.	1. Demonstrates an integrative knowledge of human and natural worlds; 2. Develops habits of critical analysis and aesthetic appreciation; 3. Applies creative and innovative thinking; 5. Acts competently in a global and diverse world;
	III-10. Creates a learning environment that encourages social interaction, active engagement, and self-motivation.	2. Develops habits of critical analysis and aesthetic appreciation; 3. Applies creative and innovative thinking; 5. Acts competently in a global and diverse world; 6. Understands and promote social justice; 8. Employs leadership and collaborative skills;

	III-11. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.	2. Develops habits of critical analysis and aesthetic appreciation; 4. Communicates skillfully in multiple forms of expression; 8. Employs leadership and collaborative skills;
	III-12. Understands and uses formative and summative assessment approaches and strategies.	1. Demonstrates an integrative knowledge of human and natural worlds; 2. Develops habits of critical analysis and aesthetic appreciation; 3. Applies creative and innovative thinking; 5. Acts competently in a global and diverse world;
IV. Person	IV-13. Reflects on professional practices.	2. Develops habits of critical analysis and aesthetic appreciation; 7. Applies framework for examining ethical dilemmas;
	IV-14. Fosters relationships with colleagues, parents, and agencies in the larger community.	4. Communicates skillfully in multiple forms of expression; 5. Acts competently in a global and diverse world; 8. Employs leadership and collaborative skills;
	IV-15. Grows and develops professionally.	2. Develops habits of critical analysis and aesthetic appreciation; 5. Acts competently in a global and diverse world; 8. Employs leadership and collaborative skills;

and learning, instructional practice, and professional responsibility. A summary of the text is outlined in figure 2 from a recent course taught on introductory methods.

Alignment of Standards to Individual Syllabi

The accreditation cycle for CAEP is seven years. During this time, data is collected, and revisions to the program are implemented in preparation for the following review. The 2018 CAEP review occurred during my first semester at JCU and provided an up-close look at our curriculum and policies as measured by CAEP standards. In the summer leading up to the review, I designed my first syllabi for methods courses I was assigned to teach. As part of the process, I was reminded by my department chair that course outcomes and assessments would need to align with CAEP standards. In addition, JCU standards, national standards for each subject pre-service teachers would be licensed to teach, and Ohio standards for professional educators, would require alignment. A chart with these alignments is also found in each syllabus, as evidenced in an example from a 2020 introductory methods course.

Questioning the Standards and Alignment to Jesuit Pedagogy

In my first two years at JCU, I was focused entirely on teaching, establishing a research agenda, and serving as program coordinator for middle and high school licensure programs. I did not question the standards I was charged to teach, asked to align with learning experiences, and assess. My research agenda, however, includes an exploration of the development of critical consciousness in preservice teachers. Part of this work requires me to analyze data from student reflective journals and other course assignments to look for moments of critical consciousness where students see, judge, and act on inequalities they encounter in texts, classroom learning experiences, and field placements. Revisions to texts, assignments, assessments, and field placements have been made over the past few years to improve the development of critical consciousness of preservice teachers. An important finding from my research has been that students can see examples of racism and inequalities in the texts, course learning experiences, and field placements, but do not move significantly past a stance of awareness in their critical consciousness development.[3] Students seldom reflect on a sense of efficacy for change and actions they might take,

such as challenging oppressive systems or implementing an equity-oriented curriculum.

In reviewing texts to support an action stance of critical consciousness better, I found Muhammad's *Cultivating Genius*.[4] In this text on pedagogical approaches for students of color, the author writes that standards should go beyond knowledge acquisition as emphasized in state and common core standards. Along with knowledge acquisition, Muhammad advocates for the inclusion of standards around identity development, intellect, and criticality. These additional standards, along with the acquisition of knowledge, represent learning required for self and collective liberation from oppressive systems such as schools. As a methods course instructor, I model the creation of learning objectives by sharing learning outcomes as aligned to department standards at the start of each class. It was a personal moment of critical consciousness

when I realized that the Muhammad text, and the related learning experiences I planned around developing teacher identity, intellect, and criticality, would not fully align with the department learner outcomes in my syllabus. I looked back at the syllabus statements on the Jesuit Ideal, JCU outcomes, and department outcomes and started exploring ways the statements, standards, and outcomes were not aligned.

Backward Design as a Method for Analysis

As an educator, I am well trained in the benefits and methods of backward design.[5] Backward design is planning, teaching, and assessing with the end in mind. It is having a vision for what a learner will look like at the end of instruction, what they will know and be able to do, and how they will grow as a person in the process. The

Figure 3: Author, Introductory Methods Syllabus 2020[6]

DESP Learning Goals Program*	*JCU Academic Learning Goal*	Professional Org**	Ohio Standard/Element***	Learning Activity
I-1-4, II-5-8, III-9-12 IV-13-14	1-9	NCSS-1a-c, 2 a-e, 3a-c, e NCTE-V-1& 4; VI-1&2; VII 1&2 NCTM-6-8, 16.3 NSTA-1a-c, 2a-c, 3a-c, 5c	Standards 2- 7	Classroom and Field Teaching
I-1-4 II-5-8 III-9-12 IV-13-15	1-9	NCSS-1a-c, 2e, 3e NCTE-I-IV, V-4, VI-1 NCTM-6-8 NSTA-5f, 10b	Standards 3, 4, 7	Lesson and Unit Planning
I-1-4 II-5-8 III-9-12 IV-13-15	1-9	NCSS-2e, 3e NCTE-V-4, VI-1, VII-2 NCTM-7&8 NSTA-1c, 4b, 5a-e, 6a-b, 8a-c, 10b-d	Standards 1, 3-7	Mid-term and final presentations
I-1-3 II-5-8 III-9-12 IV-13-15	1-9	NCSS-1a-c, 2a-e, 3a-e NCTE-I-IV, V-1-4, VI-1&2, VII-1&2 NCTM-1-8, 16.3 NSTA-1a-c, 2a-c, 3a-d, 4a-c, 5c, 6a-b	Standards 1-7	Journal Reflections

*Department of Education & School Psychology-Initial Licensure Program Learning Goals (See Domains Chart above).
**The inclusion of multiple professional organizations (PO) reflects the fact that candidates from multiple subject areas take this course. The PO that are represented here are the National Council of Teachers of English (NCTE),[7] the National Council of Social Studies (NCSS),[8] the National Council of Teachers of Mathematics (NCTM),[9] and the National Science Teachers Association (NSTA).[10]
***Ohio Standards for the Teaching Profession[11]

Jesuit Ideal is the end in mind in our syllabi, and Jesuit pedagogy is the process that should lead to this end. However, for accreditation purposes, we need to show that the Jesuit Ideal and approach align to national and state standards. This is where I believe our shift in backward design took place. To meet accreditation requirements, CAEP standards became the end we had in mind.

In figure 4, statements on Jesuit pedagogy, the Jesuit Ideal, CAEP standards, and department learner outcomes are provided as found respectively in the Statement of Jesuit Education and Ignatian Pedagogy[12], on our department website, the CAEP website, and in course syllabi. Data is organized within the framework and order of Jesuit pedagogy (context, experience, reflection, action, evaluation) as much as possible and so the reader can see alignments and omissions. The Jesuit Ideal Domain 2: Learner Development is not aligned to a specific element of Jesuit pedagogy. I place it first in the presentation of data because I view it as a rationale for the process of learner development that frames the subsequent domains. Context is a stand-alone section aligned to explanations of context in Jesuit pedagogy. Experience, in the process of alignment to CAEP domains and standards, became titled Practice and includes elements of experience, action, and evaluation in Jesuit pedagogy. Reflection is the last learner domain presented due to the combination of action and evaluation within the domain of Practice. The last sentence of the Jesuit Ideal is underlined so the reader can compare each underlined sentence with the DESP and CAEP standards that follow for alignments and omissions.

Discussion of Alignments and Omissions

That Jesuit pedagogy is not mentioned as a specific DESP learner outcome or in the Jesuit Ideal is a significant and glaring omission. JCU as an institution, however, emphasizes Jesuit pedagogy as an integral and expected part of the curriculum. From our webpage outlining Jesuit Heritage and the Core Curriculum, the following statement is provided:

> As a Jesuit university, John Carroll values the essential principles of Ignatian pedagogy.

While the entire Core Curriculum addresses elements of Ignatian teaching, this component of the curriculum underscores fields of study traditionally part of the Jesuit heritage in higher education: philosophy, theology, and religious studies, issues in social justice, and the creative and performing arts.[13]

Furthermore, the detailed section on issues in social justice states,

> With its emphasis on currency, relevance, care for the learning of each student, and discernment, the Integrative Core Curriculum highlights essential principles of Ignatian pedagogy. The Issues in Social Justice component asks that students consider important questions about justice, diversity, and ethics. Students are expected to be engaged learners who bring new knowledge into being through study and collaboration, realizing that knowledge has the capacity to raise ethical questions and that these questions are meaningful and liberating. In Issues in Social Justice courses, students learn to understand and interrogate concepts of inclusion and empowerment and to analyze systems and structures of oppression and marginalization. These courses pose questions about equality, access, multiculturalism, economic and social barriers, or discrimination based on gender, sexuality, class, race, and/or ethnicity. These courses challenge students to recognize institutional impediments or de facto assumptions that result in an individual or group having less than full voice and participation in societies. Issues in Social Justice courses focus on historical issues, contemporary problems, or both.[14]

Education majors take two required courses that meet issues in social justice criteria: School and Society and Multicultural Education. I advocate, especially as a Jesuit university, that all education courses, from methods to theory, be grounded in issues in social justice. This is the opportunity we have as a Jesuit university. This is our mission. The language of standards and accreditation are not centered on social justice. CAEP has released revised standards for 2022 accreditation reviews

that seek to better include diversity in the standards. The introduction to 2022 CAEP standards states,

> Equity and diversity measures have been specifically included in components of the standards to ensure proper attention is given, and each provider must demonstrate progress toward recruiting and graduating a candidate pool that reflects the diversity of America's P-12 students, as well as increased flexibility in documenting candidates academic knowledge and their impact on student learning and development of a candidate pool that reflects the diversity of America's P-12 students, as well as increased flexibility in documenting candidates academic knowledge and their impact on student learning and development.[15]

However, a comparative review of Standard 1: Content and Pedagogical Knowledge, reveals an almost verbatim version of the 2013 CAEP standard. Adding the word "diverse" in front of P-12 learners, as found in the statement of introduction to the standards, and then not addressing how content or pedagogy must reflect diversity in the actual written standards, is both the problem and function of standardization. Jesuit content and pedagogy have a responsibility and opportunity to advocate for, center, and define learner outcomes that promote equity, anti-racism, and inclusivity.

A comparison of standards in figure 4 finds numerous instances of verbatim wording between the CAEP standards and the DESP learner outcomes. The DESP outcomes should reflect and build on, but not repeat, the wording of CAEP standards. DESP outcomes should be actionable ways to observe and evaluate learner progress toward the Jesuit Ideal. Accreditation should drive compliance to basic standards. Accreditation, however, cannot become the end in mind, and it must not usurp the mission and vision of a Jesuit teacher education program.

In figure 4, paragraph descriptions outline the Jesuit Ideal in theory and practice. Elements of

these descriptions can be found in the DESP learner outcomes. However, a learner outcome that represents the Jesuit Ideal as described in the last sentence of each paragraph (underlined) is not included. This is another function of the CAEP standards becoming the effective end in mind in writing the DESP learner outcomes. Again, it is the responsibility of a Jesuit teacher education program to go beyond, challenge, and lead the creation of equitable and inclusive standards. Jesuit pedagogy is a response to standardized and oppressive systems. As such, it requires specific outcomes that describe and reflect the Jesuit Ideal. The last sentence of each explanatory paragraph is where the language for such outcomes should be derived. Additional standards proposed later in this paper are based on these underlined sections.

Proposed Reorganization and Additional Standards

Using backward design, proposed reorganization, revisions, and additions to DESP learner outcomes are presented to align with the Jesuit Ideal and Jesuit pedagogy. An explanation for revisions in each domain is provided below and is summarized in figure 5. The revised outcomes begin with learner development and then follow the order of Jesuit pedagogy. The domains have been renumbered from those found in figure 4 to center the framework on Jesuit pedagogy rather than CAEP domains. In this way, learner development becomes domain 1. Additionally, learner development outcomes II-5, 6, 7, and 8 in figure 4 are now numbered I-1, 2, 3, and 4 in figure 5. The original numbering is placed in parentheses so the reader can refer back to figure 4 for comparison. Rather than deleting the CAEP standards, I took an additive approach that seeks a more complete realization of the Jesuit Ideal in the DESP learner outcomes. A few standards, however, were deleted, as indicated with strikethrough notation. This was primarily done when a similar and more detailed standard was available. In future conversations and revisions, the wording of the DESP outcomes, especially those that are verbatim to the CAEP standards, will require review.

Figure 4: Sources Fordham University 2005; Department of Education and School Psychology, John Carroll University; Council for the Accreditation of Educator Preparation

The Jesuit Ideal Domain 2: Learner Development	Educators' knowledge and understanding of student development and learning influence curriculum, instruction, and intervention. It is essential, therefore, that educators have a rigorous exposure to leading theories of developmental psychology and cognitive science, coupled with the wisdom of professional practice. Understanding the social, psychological, and cognitive skills and needs of children and youth prepares educators for the design and implementation of an effective academic curriculum. Knowledge of learner development includes the pioneering work of scholars, such as Erik Erikson, Jean Piaget, and Lev Vygotsky, as well as current theories of 21st-century scholars, such as Sarah-Jayne Blakemore and Uta Frith (brain research); Esther Thelen and Linda B. Smith (dynamic systems theory), Kurt Fischer (dynamic skills theory) and Stanislas Dehaene (neuronal recycling hypothesis). Ultimately, educators should seek to rouse students' minds, involve them in their own learning, and promote inquiry, reasoning, and reflection around challenging problems. <u>The understanding of developmental progression in the teaching-learning process is fundamental to the Jesuit Ideal. Emphasis is placed on the development of the whole person in a socio-historical context.</u>	
	Department Learner Outcomes	**CAEP (InTASC) Standards**
	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.	#1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	II-7. Understands how learners differ in their approaches to learning. II-8. Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.	#2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Jesuit Pedagogy: Context What needs to be known about learners (their environment, background, community, and potential) to teach them well?		
Jesuit Ideal Domain 1: Context	Contexts for educational practice have philosophical, historical, pedagogical, and personal ties for everyone involved within them as interactive teaching and learning environments. Philosophy of education helps deepen and sharpen individuals' understandings about what schools can and should do. Sociology of education helps candidates analyze the social, economic, and cultural continuities and discontinuities of post-industrial society as they influence the school and community. History of education reminds us that our conceptions and misconceptions of education have been handed down to us from the past and that education is inextricably linked with American development. Education coursework, clinical experience, and fieldwork sensitize candidates to factors related to class, gender, race, sexual orientation, ethnicity, and religion, and prepare them to (a) recognize societal issues and (b) incorporate equitable curricular and pedagogical frameworks within a society of diversity, difference and democracy. <u>The *Jesuit Ideal* supports the significance of context in the preparation of educators, both in terms of knowledge of various educational settings and a respect for the diversity that exists within those settings. In addition, the action mission requires a disposition toward the promotion of justice within contexts where social and economic inequality negatively impact the learning of participants</u>.	

	Department Learner Outcomes	CAEP Standards
	I-1. Understands the central concepts, tools of inquiry, competing perspectives, and the structure of the disciplines taught.	Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
	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.	Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Jesuit Pedagogy: Experience, Action, and Evaluation Experience—What is the best way to engage learners as whole persons in the teaching and learning process? Action—How do we compel learners to move beyond knowledge to action? Evaluation—How do we assess learners' growth in mind, heart, and spirit?		
Jesuit Ideal Domain 3: Practice	The process of leading, teaching, and learning is interactive and dynamic, with the educational goal of breadth and depth of knowledge across disciplines and within specific knowledge domains. Learning opportunities are created within the contexts for learning, and for the specific needs and expectations of the learners. Inherent within this process is the desire to effect change, to impact learning, and to utilize authentic tasks to demonstrate learning. The learning of academic content generally includes (a) objectives for instruction; (b) activities for reaching the objectives; (c) methods for organizing the activities for teaching; and (d) evaluation procedures to determine whether the objectives have been achieved. Assessment leads instruction and provides the basis for instructional content and strategies, as well as instructional and program change. Effective teaching taps and builds students' prior knowledge, supports in-depth understanding of subject matter, and integrates the development of meta-cognitive skills into the curriculum in a variety of subject areas. Effective intervention ameliorates learning problems and improves the learning trajectories of individuals at risk. The *Jesuit Ideal* advocates for the attainment of knowledge and the development of "the habit of mind" but with the proviso that knowledge must be acted upon in the joint interests of social justice and democracy.	
	III-9. Understands and uses a variety of instructional strategies; designs coherent instruction.	Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
	III-10. Creates a learning environment that encourages social interaction, active engagement, and self-motivation.	Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
	III-11. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.	Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	III-12. Understands and uses formative and summative assessment approaches and strategies.	Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their growth, monitor learner progress, and guide the teacher's and learner's decision-making.
Jesuit Pedagogy: Reflection How may learners become more reflective so they more deeply understand what they have learned?		
Jesuit Ideal Domain 4: Person	Over the past several decades, the field of education has emerged as a profession characterized by a specialized knowledge base, relative autonomy in the workplace, and collegially controlled governance, professional development, and entrance into the occupation. Efforts to prepare professionals for education-related roles draw on research that emphasizes professional knowledge, reflection, and proficiency in critical domains, such as leadership, child and adolescent development, curriculum and instruction, and learning and cognition. Professional preparation emphasizes educators' ability to collaborate with colleagues and other professional personnel. Increasingly, professional curricula gauge educators' mastery of critical knowledge, skills, and dispositions using formative and summative assessments over the course of a program. The *Jesuit Ideal* requires the educator, as person, to be in a continuous process of self-discovery and adaptation.	
	IV-13. Reflects on professional practices.	Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
	IV-14. Fosters relationships with colleagues, parents, and agencies in the larger community. IV-15. Grows and develops professionally.	#10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Domain 1: Learner Development

Learner development is not a specific domain of Jesuit pedagogy; instead, it could be viewed as another name for Jesuit pedagogy. Learner development in the Jesuit Ideal states that, "The understanding of developmental progression in the teaching-learning process is fundamental to the *Jesuit Ideal*." The developmental progression of Jesuit pedagogy is outlined in the subsequent domains of context, experience, reflection, action, and evaluation. Teacher education students should understand the philosophy and origins of Jesuit pedagogy as well as the process. The domain of learner development ensures students understand developmental psychology, learning differences, and the importance of responsiveness to student needs. Standard 1-4 was added to reflect overall student understanding of Jesuit pedagogy as a specific framework to conceptualize the developmental process and the Jesuit Ideal of the "whole person" as reflected in each preservice teacher and student. Standard 1-5 was added to recognize and center the voices of marginalized groups in educational spaces. This standard affirms that knowledge is co-constructed and marginalized groups are experts in their lived experiences and calls for liberation. The standard also states that educators should not assume that marginalized groups view dominant theories of learning or practice as best or even good practices.

Domain 2: Contexts

The Contexts domain requires preservice teachers to understand that educational inequalities exist and negatively impact the learning experience of marginalized groups. The original outcomes require students to explore central concepts of social and economic justice to best situate these concepts within various educational spaces. They also require preservice teachers to form relationships with students to understand their unique cultural, curricular, and instructional needs. The additional standards proposed, II-9 and II-10, seek to help preservice teachers situate their own lived experiences within the contexts of educational spaces they will encounter in the field. As preservice teachers in our TE program are overwhelmingly white and female, it is vital to develop a sense of self in relation to students who represent marginalized groups. Additionally, this

understanding of self can support the development of critical consciousness where preservice teachers seek ways to see, judge, and act upon racial, social, and economic inequalities. The original standards center the P-12 student as a person with lived experiences that impact their educational needs. The additional standards center the preservice teacher and their lived experiences to best navigate and impact new contexts for learning. The original and additional standards work together to form a complete context for learning.

Domain 3: Experience

Domain 3 builds on the knowledge, relationships, and critical consciousness formed within Domain 2 to create specific learning opportunities and experiences needed in P-12 classrooms. The original standards require preservice teachers to use various instructional strategies and create engaging and collaborative learning environments. These standards are broad and allow for great diversity in approach, and are based on contexts and student needs. The addition of standard III-14 specifies that preservice teachers include learning experiences that promote racial, social, and economic justice so that P-12 students can understand and respond to inequalities they may experience in their unique contexts.

Domain 4: Reflection

The Jesuit Ideal centers on reflective practices, which are understood to be ongoing and adaptive. It purposefully places reflection right before action in the pedagogy to ensure actions are taken in thoughtful and productive ways. The original outcome, IV-13 "reflects on professional practice," was removed because it lacked specificity. The proposed additional standards IV-14 and IV-15 seek to engage preservice teachers and P-12 students in reflective practices that promote self-discovery, efficacy, and action.

Domain 5: Action

Jesuit pedagogy builds to action. After understanding contexts, building relationships, engaging in a variety of learning experiences, and reflecting on that learning, preservice teachers and students should be poised to act in just and

democratic ways. The Jesuit Ideal advocates that knowledge must be acted upon in the joint interests of social justice and democracy. The DESP learner outcomes, however, did not include any specific standards around actions that promote justice or democracy. Standards V-16 and V-17 envision preservice teachers as advocates for change that promote racial, social, and economic justice. These changes can occur in the classroom, but can also include changes to policies and practices in larger spaces such as communities and school systems.

Domain 6: Evaluation

Jesuit pedagogy seeks to develop and support the growth of the whole person in mind, body, and spirit. The process of experiential learning, reflection, and action supports this growth and the removal of barriers that impede growth. The Evaluation domain seeks to assess and respond to progress made and changes still required. The original learner outcome was expanded upon to provide purpose and clarity for administering formative and summative assessments. These purposes center on using assessment to gauge learner growth and guide future decision-making in iterative cycles of Jesuit pedagogy. The additional outcome, reflected in VI-23, seeks to expand the source of evaluation beyond that of the preservice teacher. This outcome emphasizes that marginalized groups, including students themselves, should have a voice in the assessment of curriculum, policy, and actions taken to create more just and democratic learning spaces. In this way, evaluation, like the other aspects of Jesuit pedagogy, is co-constructed with teachers and learners to prepare for the next cycle of learning, reflection, and action.

Figure 5: Sources Fordham University; Department of Education and School Psychology, John Carroll University; Schauer, M.

Domain 1: Learner Development		
The understanding of developmental progression in the teaching-learning process is fundamental to the *Jesuit Ideal*. Emphasis is placed on the development of the whole person in a socio-historical context.		
	Department Learner Outcomes	**Additional Standards Proposed**
	I-1. (II-5) Understands how children/youth develop and learn. I-2. (II-6) Provides learning opportunities that acknowledge and support the cognitive and social development of learners. I-3. (II-7) Understands how learners differ in their approaches to learning. I-4. (II-8) Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.	I-5 Understands and implements Jesuit pedagogy as a process to develop the whole person of preservice teachers and P-12 learners. I-6 Engages with marginalized learners, communities, and scholars to understand and implement theories of learning and development that are excluded from the dominant research and literature.
Domain 2: Contexts:		
The action mission requires a disposition toward the promotion of justice within contexts where social and economic inequality negatively impact the learning environment of participants.		
	Department Learner Outcomes	**Additional Standards Proposed**
	II-7. (I-1) Understands the central concepts, tools of inquiry, competing perspectives, and the structure of the disciplines taught. II-8. (I-2) Recognizes the value of understanding the interests and cultural heritage of each student. II-9. (I-3) Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals. II-10. (I-4) Creates a learning environment of respect and rapport.	II-11 Develops understanding of self and the ability to situate personal identifications around race, gender, sexual orientation, and religion in relationship to students who are members of marginalized groups. II-12 Develops critical consciousness to see, judge, and act upon racial, social, and economic inequalities that impact the learning environments of students in both dominant and marginalized groups.

Domain 3: Experiences		
The process of leading, teaching, and learning is interactive and dynamic, with the educational goals of breadth and depth of knowledge across disciplines and within specific knowledge domains. Learning opportunities are created within the contexts of learning, and for the specific needs and expectations of the learners.		
	Department Learner Outcomes	**Additional Standards Proposed**
	III-13. (III-9) Understands and uses a variety of instructional strategies; designs coherent instruction. III-14. (III-10) Creates a learning environment that encourages social interaction, active engagement, and self-motivation. III-15. (III-11) Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.	III-16 Engages students in learning experiences, reflections, and actions that promote racial, social, and economic justice.
Domain 4: Reflection		
The *Jesuit Ideal* requires the educator, as person, to be in a continuous process of self-discovery and adaptation.		
	Department Learner Outcomes	**Additional Standards Proposed**
	~~IV-13. Reflects on professional practices.~~ ~~IV-15. Grows and develops professionally.~~ IV-17. (IV-14) Fosters relationships with colleagues, parents, and agencies in the larger community.	IV-18 Engages in reflective practices that develop critical consciousness beyond awareness to support efficacy and action in a continuous process of self-discovery and action. IV-19 Engages students in reflective practices that promote racial, social, and economic justice.

Domain 5: Action		
The *Jesuit Ideal* advocates for the attainment of knowledge, and the development of "the habit of mind" but with the proviso that knowledge must be acted upon in the joint interests of social justice and democracy.		
	Department Learner Outcomes	**Additional Standards Proposed**
		V-20 Understands and acts to change systems of oppression that create structural barriers for learning and development of marginalized groups. V-21 Engages students in actions that promote racial, social, and economic justice.
Domain 6: Evaluation		
The *Jesuit Ideal* seeks to assess and respond to the learners' growth in mind, heart, and spirit.		
	Department Learner Outcomes	**Additional Standards Proposed**
	~~III-12 Understands and uses formative and summative assessment approaches and strategies.~~	VI-22 Understands and uses formative and summative assessment approaches as strategies to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making VI-23 Engages with members of marginalized groups (including students) to evaluate the impact and effectiveness of actions taken to implement equity and anti-racist curriculum/policies.

Conclusion

The data, comparative analysis, and recommendations for revision in this article seek to reclaim and re-center the importance and value of Jesuit pedagogy in teacher education at Jesuit universities. An intended outcome of this initial data review is that it might serve as a means to start conversations in my department and similar departments across Jesuit universities. I also want to underscore that I do not believe any of the gaps or omissions detailed in this article were intentional. Having been a first-year faculty member during our 2018 CAEP review (along with another CAEP review at my previous university), I appreciate the enormity and level of detail required of the accreditation process. It is easy to become so consumed by the monumental task of providing evidence for these standards that we lose sight of centering our Jesuit standards as the bar for evaluation. The CAEP standards and accreditation process are worthwhile and make us a good and nationally-recognized teacher education program. Jesuit pedagogy, however, is what makes us unique; it gives us special mission and method to support justice and equity as cornerstones in the education of our preservice teachers. This is the end in mind we need to reflect upon and center in our teacher education programs. JHE

Notes

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