



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

# PROFESSIONAL EDUCATION UNIT

GROUNDING IN SOCIAL CONSTRUCTIVISM  
KNOWLEDGE AND SKILLS • DISPOSITIONS • IMPACT ON P-12 LEARNING

## CONCEPTUAL FRAMEWORK

*Undergirding Professional Education Programs*

*The College at Brockport  
State University of New York*

*Professional Education Unit*

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# Conceptual Framework

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# **The Conceptual Framework Undergirding Professional Education Programs at The College at Brockport**

## **I. Overview**

The Conceptual Framework undergirding professional education programs at The College at Brockport is derived from the mission of the unit, and it is guided by and grounded in social constructivism. It has three primary themes: (1) *a solid base of knowledge and skills* (which includes these sub-themes: content knowledge in a discipline, pedagogical content knowledge, professional and pedagogical knowledge and skills, and reflective skills), (2) *professional dispositions*, and (3) *impact on P-12 learners*. To make these themes and sub-themes operational, the Conceptual Framework also includes program-specific competencies that are expected of candidates in teacher education programs, in the unit's counselor education program, and in its educational administration program. Both the themes and the program-specific competencies align well with New York State standards and with the appropriate standards of INTASC, NBPTS, and specialty professional associations (SPAs) in teacher education, counselor education, and educational administration.

The Conceptual Framework undergirding professional education programs at The College at Brockport also aligns well with the five CAEP's standards which drive the Unit's assessment system for candidate, program, and Unit evaluation, and the ultimate goal of raising the performance of educator-candidates as practitioners within the nation's P-12 schools.

## **II. The Mission of the Professional Education Unit**

During spring, 1999, the newly created Professional Education Council began meeting to plan the organizational structure and operation of the Professional Education Unit. Through a series of meetings and discussions with public school educators and college faculty representing all of the professional education departments, letters and science, and arts and performance, the following mission statement was developed and approved by all faculty in the unit.

The Professional Education Unit is dedicated to excellence in teaching, scholarship, creative endeavors, and service to the community. The Unit is committed to providing education programs at the undergraduate, graduate, and advanced graduate levels that prepare school professionals, who are highly qualified to teach, counsel, lead, and administer. Predicated on the need to create environments in which all learners grow and develop as contributing members of society, the Mission of the Unit encompasses the Mission of the College in providing programs grounded in the liberal arts, emphasizing student learning and success as its highest priority.

The Unit believes that collaboration between the College and P-12 practitioners is fundamental and inherent to all programs offered by the Unit, including quality-based field experiences in diverse settings. Faculty, staff, and field-based clinical educators work together to link theory and practice to advance the highest standards of learning for all youth.

### III. Social Constructivism

The Conceptual Framework for the Unit is guided by and grounded in Social Constructivism. We believe that the knowledge and skills needed to be an effective teacher, counselor, or administrator is both individually and socially constructed.

Learning is both a process of individual construction of knowledge and a process of enculturation that occurs while participating in cultural practices, often while interacting with others. In short, “meaning-making” is, at the same time, thoroughly psychological *and* thoroughly social. Individuals construct knowledge through reflection on their experiences in light of what they already know and can do. While experiences are crucial in knowledge construction, they are not themselves sufficient to make meaning. Experiences themselves do not cause individuals to construct knowledge. Rather, it is the learner's struggle to make sense of the experiences that results in the construction of knowledge (Dewey, 1939; Duckworth, 2006). Through a process of inquiry and reflection, individuals re-conceptualize, revise, and refine their current understandings.

Such meaning-making is embedded in the social and cultural contexts of which learners are a part (Fosnot, 2006; Wertsch, 1997). Individual learning is rooted in social interactions as learners internalize and actively transform cultural ways of knowing. Put differently, learners construct understandings as they participate in interactions with others. Rather than the construction of an isolated individual, knowledge is understood as jointly constructed through interaction with others. Knowledge construction is further infused with social meanings, because cultural tools, such as language and other symbol systems, shape and constrain the meanings that learners construct.

Grounded in these principles, the Unit's programs offer multiple, rich opportunities for candidates to build on what they already know and can do through shared experiences and individual and joint reflection on those experiences. These opportunities do not occur by happenstance. Rather, they consist of a balance of carefully contrived and naturally occurring opportunities for learning.

The opportunities for learning are designed to foster specific attributes that are characteristic of effective professionals. Passion and interest in all children is a critical aspect in encouraging P-12 student achievement. Candidates who are excited about learning themselves can help learners feel comfortable in the classrooms by providing opportunities for them to increase their academic self-concept, interest in the subject, and desire to learn more.

Fostering the development of future and practicing professionals is a central mission of the Unit. Teaching is a profound activity that enables students to understand themselves and their society, and it prepares them to address the responsibilities of living in a democratic society and the many challenges of a complex world. Subject matter knowledge positively impacts professional practice, but it is not sufficient in and of itself. How subject matter is utilized and communicated is important. Within communities of practice, dialogue and discourse among professionals build a repertoire of skills that enhance professional practice. The Unit is committed to producing graduates who understand these responsibilities and challenges and who are well prepared to guide their students through the educational experience. We strive to inspire in future and practicing professionals a passion for teaching and an appreciation of the responsibility that professionals accept for the development of their students.

Building and maintaining productive relationships with P-12 professionals and schools is essential to the strength and health of our programs. Field-based experiences involve the Unit's faculty in direct supervision of field experiences, developing and maintaining relationships with teachers, counselors, and administrators, and establishing a variety of partnerships with public schools. School-based teacher educators, all experienced teachers, play an important role as they mentor and guide candidates through their field experiences. College supervisors work closely with teacher candidates and school-based teacher educators throughout field experiences and student teaching. The cooperative relationships between college supervisors and school-based teacher educators are viewed as a critical component of the teacher education program, for it is these relationships that provide support for the growth and development of teacher candidates who demonstrate effective leadership skills. The same commitment to collaboration has been made in the counselor education and educational administration programs.

#### **IV. Three Shared Values and Beliefs for Educator Preparation**

Three Conceptual Framework themes permeate all professional education programs in the Unit. First, candidates are expected to have **a solid base of knowledge and skills**, including content knowledge in a discipline, pedagogical content knowledge, professional and pedagogical knowledge and skills, and reflective skills. Second, candidates are expected to demonstrate **a set of professional dispositions**. And third, candidates are expected to have **a positive impact on P-12 learners or the P-12 learning environment**. Given these expectations, all programs in the Unit at both Initial and Advanced levels have a heavy field-based applications component in which candidates facilitate the learning of others by applying, in supervised professional settings, a variety of developmentally appropriate, research-based strategies for teaching, coaching, counseling, leading, and assessing.

##### **A. Theme I: A Solid Base of Knowledge and Skills**

###### **1. Content Knowledge in a Discipline**

In an Initial program, candidates complete a general education program that gives them content knowledge and a firm foundation in the behavioral sciences, natural sciences, social sciences, humanities, and fine arts. Within the general education program, candidates are required to demonstrate proficiency in quantitative skills, writing, and computer technology. In addition, each candidate completes an academic major. The academic major is the same major taken by any student completing an academic major at the College. For teaching at the adolescence level, the academic major is the content area in which the candidate is seeking teacher certification. For teaching early childhood and childhood education, content courses, called cognates, are specified in the general education program. These cognate courses focus on content knowledge specific to the early childhood/childhood curriculum for Pre K-6. Candidates in health science and physical education also major in their content areas. The strong content base of the unit's teacher education programs is seen as necessary, but not sufficient, for the preparation of teachers.

At the Advanced level, candidates have the opportunity to further study content knowledge in their discipline. Through a combination of courses in subject matter knowledge that include developing the candidates' ability to convey and teach the content to others, candidates develop additional knowledge of the concepts and ideas being taught. A combination of a strong background in content helps teachers in planning, organizing, and implementing lessons that are sequential and interactive (Berliner, 1986; Darling-Hammond, 1996, 2000; Goldhaber & Brewer, 2000).

Candidates in the counseling and educational administration programs develop the knowledge bases that allow them to counsel and administer in P-12 schools.

## **2. Pedagogical Content Knowledge**

This second kind of knowledge deals with ways of knowing, formulating, and representing a subject that makes it available to others. That is, effective teachers require not only a deep knowledge of the content to be taught, but also knowledge of the teaching strategies that will enable them to teach that content. This is knowledge for teaching—organizing content to make it interesting and accessible to all students. Shulman describes “pedagogical content knowledge” as follows:

Within the category of pedagogical knowledge, I include, for the most regularly taught topics in one’s subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations—in a word, the ways of representing and formulating the subject that makes it comprehensible to others. Since there are no single most powerful forms of representation, the teacher must have at hand a veritable armamentarium of alternative forms of representation, some of which derive from research, whereas others originate in the wisdom of practice” (Shulman, 1986, p.9).

Candidates must also have opportunities to construct knowledge for diverse populations of learners and be able to effectively use technology as a tool to enhance their teaching. For example, with the support of faculty and school-based personnel, candidates must engage in collaboratively designing, implementing, and critiquing learning experiences and environments for learners with special needs.

## **3. Professional Knowledge and Skills**

Effective and genuine teaching is not a product of someone simply “thinking” that one way of teaching is better than another. On the contrary, there are sound teaching strategies and specific knowledge and skills that have been researched and found to be better than others in creating effective learning situations for all students. Meaningful learning and understanding occur when empirically based methods are applied. These methods require a teacher to know, understand, and then apply research-based pedagogy (Dill & Associates, 1990; Grossman, 1990).

All teacher candidates and other school professionals are required to demonstrate technological proficiency, and they are expected to use technology in their classrooms to support their own learning as well as the learning of P-12 students. They are expected to use instructional and assistive technology to help students acquire information, communicate, and enhance learning.

In an Initial program at Brockport, deliberate efforts are made to provide alternative ways of presenting content that are appropriate for students of different ages and interest levels. Candidates have the opportunity to examine their own ways of learning, knowing, and organizing concepts. By participating in activities in which they learn about themselves as learners, they discover their own ways of knowing (Duckworth, 2006). Through active learning, group projects, discussions, and presentations, they acquire an understanding of themselves as learners, and they begin to appreciate the complexity of constructing knowledge.

They begin to recognize that learners are “active constructors rather than passive recipients of knowledge” (Brown, 1994, p.6).

Through intensive supervised field experiences prior to student teaching, candidates participate in classrooms for more than 100 hours. During this participation, they move from being student and teacher “watchers” to “planners and implementers” of lessons, first with small groups of students and then with whole classrooms of students. When planning and implementing lessons, candidates learn to take into account the backgrounds and interest levels of the students they are teaching. They learn the importance of building relationships with students and the critical role these relationships have on student success (Berliner, 1992).

Because the mission of the College includes a commitment to engage students in “a culturally diverse society and in globally interdependent communities,” candidates are placed in field experience settings in which they have the opportunity to work with diverse students. Experiences in urban classrooms with students for whom English is a second language and with students from different cultures and family backgrounds from themselves help candidates understand and appreciate the importance of connecting how they teach to students’ interests and prior knowledge. Sleeter (2012, 2013) and Sleeter and Grant (2009) point out that it is critical to familiarize teachers with multicultural sensitivity, because teachers unfamiliar with or insensitive to students’ needs unconsciously make the learning process more difficult for them. Combined with their experiences in courses in child development and adolescent psychology, candidates have the opportunity to learn about the students they teach. These experiences are continued in student teaching in which they spend 15 weeks in two different settings. For students in early childhood education, the placements occur in Pre K, kindergarten, and grades one or two; for students in childhood education, the placements occur in both a primary grade (1-3) and an intermediate grade (4-6); and for students in adolescence education, the placements occur in a middle school (7-8) and high school (9-12); for students in physical education and health science, the placements occur at the elementary (K-6) and secondary (7-12) levels.

We believe that the framework provided by Emerson Elliot, Director of Special Projects for the Council for the Accreditation of Educator Preparation (CAEP), captures the essential requirements facing teacher candidates as they progress through coursework and fieldwork and as they assess the impact of their teaching on P-12 student learning. The evidence comes from a cluster of activities in which a teacher candidate:

1. “Undertakes an assessment (pre-test) of P-12 student learning in some area he or she will teach;
2. Plans an appropriate sequence of instruction to advance P-12 student learning
3. Teaches in ways that engage P-12 students who bring differing background knowledge and learning needs;
4. Conducts some concluding assessment (or post-test);
5. Analyzes the results of assessments, documenting the student learning that occurred, or did not; and
6. Reflects on changes in teaching that might have improved the results.”(Elliott, 2004)

Elliott (2010) also highlights the importance of teacher candidates examining motivation and its relationship to learning and assessment.

In an Advanced Teacher Education Program at Brockport, candidates enter the program with initial teacher certification. During their Advanced Program, they apply in greater depth the content in their professional area of certification, and they interact with their peers in collaborative settings. Often they have the opportunity to address the problems of practice and to link knowledge with practice in the context in which they teach and work as professionals. As described by Heibert, Gallimore and Stigler, (2002), this allows professionals to create knowledge that is linked with practice in two ways; first, its creation is motivated by problems of practice; and second, each new bit of knowledge is connected to the process of teaching and learning that actually occur in the classroom (p.6).

For practitioners, knowledge of content and pedagogy are intertwined, and this knowledge is usually organized according to the issue that needs to be addressed. It is through collaborative sharing with other practitioners in their advanced courses that candidates enhance their own and others' professional knowledge. Our commitment to diversity and technology is reflected in the course requirements for candidates at both the Initial and Advanced levels and in the standards outlined for these programs.

#### **4. Reflective Skills**

Inquiry and reflection are more than just pre-service and in-service exercises. Reflective practice is a significant factor in promoting lifelong learning. The individual and social nature of knowledge construction informs what it is candidates learn about learning, teaching, counseling, and leading. Candidates learn to reflect upon and create experiences and environments that support the inquiry and reflections of both individuals and groups.

An important component of professional growth is the recognition that thoughtful practice requires thoughtful reflection on practice (Schon, 1983, 1986; Boud et al., 1985; Onosko, 1992; Clinchy, 1995; Grant & Murray, 1999) and on one's impact on P-12 learning. Teachers and school professionals need to be able to reflect on and analyze their own practice. This idea of being a reflective practitioner relates to the notion of "teacher empowerment" (Prawat, 1992). In his research, Onosko (1992, 1996) found a correlation between teachers' goals and the perceived climate of thoughtfulness in the classroom. He concluded that thoughtful classroom practice requires reflection on practice. To assess the impact of their teaching and improve their practice, teachers need to consistently monitor and adjust their teaching. As they monitor the understandings that students are gaining or the misconceptions they may have, teachers need to adjust their plans, which may range from making a minor change to stopping and re-teaching at a different time.

In Initial programs, the preparation of reflective practitioners is accomplished through increased field experiences and regular requirements for written reflections about students' course-based and school-based experiences. (Ferguson, 1989; Pugach et al., 1990). Candidates have a variety of experiences that encourage them to analyze their professional practice and identify their strengths and weaknesses in order to grow and learn. Throughout their course work, they are engaged in cooperative learning groups, experience and practice interdisciplinary teaching, and authentic assessment. Then, beginning with their first field placement in schools, candidates write reflection papers guided by specific questions. They have the opportunity to select a student in their classroom and observe the student throughout the semester. These reflections are shared and discussed with their peers, school-based teacher educators, and college faculty. College classroom work and work in schools are closely

connected as candidates discuss and evaluate what they observe and do in the classroom. As candidates progress through their field experiences in schools, they continue to inquire and reflect on their experiences as they plan and teach their lessons. During student teaching, candidates keep reflective journals that are shared with their college supervisor. They also videotape lessons they teach, and these videotaped lessons provide another opportunity for analysis and reflection. The videotaped lessons are also shared with college supervisors and discussed with teacher candidates, and they are a required component of the professional portfolio presented at the culmination of student teaching in most Initial programs.

Portfolio preparation is initiated in candidates' first methods class. Throughout their programs, they present their portfolios to their peers, college faculty, and school-based teacher educators. At each level of presentation, candidates have the opportunity to reflect on and analyze their work for the semester. The professional portfolio presented at the end of the program represents their work throughout the program, and it provides candidates with an opportunity to demonstrate how they have met the standards of the program.

In Advanced programs, the theme of reflection is carried through in much the same way as in Initial programs. Reflection is a "meaning-making" process that moves a learner from one experience to the next with deeper understanding of relationships and connections (Rogers, 2004). Candidates discuss with their peers, analyze situations encountered in their work, and critically examine their daily practice. The college classroom becomes an arena in which ideas, problems, practices, and reflections are shared and examined

Throughout their programs, candidates are active inquirers and thoughtful leaders. They use insights from intentional and systematic inquiry to make informed decisions. To become effective teachers, counselors, and administrators who adopt an inquiry stance in their work, candidates engage in active, ongoing inquiry. Fieldwork and coursework alike require them to search for answers to important and intriguing questions about the process of learning, practices that promote effective leadership, counseling, and teaching, the ways in which students learn, and how families and schools are socially, historically, and culturally situated.

## **B. Theme II: Professional Dispositions**

All professional education candidates will demonstrate practicing professional ethics including dedication, respect, intellectual integrity, positive outlook, and self-awareness when interacting with children, the children's family, and colleagues. More specifically, education candidates will demonstrate:

1. Positive Outlook that reflects fairness and the belief that each child can learn.
2. Dedication that reflects fairness and the belief that each child can learn.
3. Intellectual Integrity that reflects fairness and the belief that each child can learn.
4. Respect towards others that reflects fairness and the belief that each child can learn.
5. Self-Awareness of prejudices, assumptions and biases that reflects fairness and the belief that each child can learn.

In the Professional Education Unit, professional dispositions are "seen as the professional virtues, qualities, and habits of mind and behavior held and developed by teachers on the basis of their knowledge, understanding, values, and commitments to students, families, their

colleagues, and communities. Such dispositions—of character, intellect, and care—will be manifest in practice, will require sophisticated judgment in application, and will underpin teachers’ fundamental commitments to education in a democratic society, such as the responsibility to set high standards for all children, a profound concern for each individual child and for a classroom and school environment of high intellectual and moral quality” (Sockett, 2009). There is a growing body of research indicating that teachers’ professional dispositions positively influence the impact they have on student learning and development. As examples, Helm (2007) argued that teacher dispositions can have a positive impact on students’ self-esteem and performance; Thompson, Ransdell, and Rousseau (2005) reported a link between teacher dispositions and the standardized test performance of urban elementary school children; and Wilkerson and Lang (2011), following a review of literature, wrote “empirical results regarding the relationship of teacher dispositions and student achievement are surfacing. Early trend data show increases in teacher dispositions as teachers develop over time and as their effectiveness improves, providing hope that such a relationship can be determined with greater scientific accuracy.” Furthermore, Hattie (2002) found the manner used by teachers to treat students, respect them as learners and people, and demonstrate care and commitment for them, are attributes of “expert” teachers. While evidence of the relationship between teacher dispositions and student achievement is still emerging, the research findings on dispositions related to effective teaching are “sufficiently compelling to call for their inclusion in new national standards” (Taylor & Wasicsko, 2000), including those of the National Council for the Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPT), and the Interstate New Teacher Assessment and Support Consortium (INTASC).

With input from the broad base of stakeholders, school personnel, Unit Advisory Board, and Unit faculty, the Unit has identified a set of professional dispositions that is valued in our candidates: Positive Outlook, Intellectual Integrity, Respect, Self-Awareness, and Dedication. Positive Outlook includes optimism and enthusiasm, and is reflected by characteristics such as good humor, cheerfulness, the belief that all children can learn, and the ability to respond to challenges or crises. Intellectual Integrity includes honesty, trustworthiness, and fairness, and is reflected by characteristics such as giving credit where it is due, thinking critically and carefully, being open to new ideas, and valuing the opinions of others. Respect includes consideration, cultural sensitivity, and empathy, and is reflected by characteristics such as good listening, politeness, genuine caring, and a desire to learn about others. Self-Awareness includes self-knowledge and sensitivity to others, and is reflected by characteristics such as knowing and accepting one’s own strengths and weaknesses, personal reflection, and accepting and incorporating feedback without defensiveness. Dedication includes persistence, flexibility, generosity, creativity, and patience, and is reflected in characteristics such as a willingness to help others, completing tasks on time, volunteering, and a desire to do the best possible work.

In the Unit, the assessment of a candidate’s professional dispositions focuses on value-driven conduct (i.e., observable behaviors) deemed essential to the teaching function; attitudes *per se* are not assessed, except to the extent that those attitudes drive behavior. Dispositions are assessed according to a 4-point rubric scale that describes observed behaviors as exemplary, proficient, developing, or professionally unacceptable. Candidates (self-evaluation), Unit faculty, and school-based teacher educators (SBTEs) assess dispositions on a regularized schedule as candidates go through and complete the program. (Additionally, the Unit considers reports of professionally unacceptable behaviors of candidates from any reputable source as part

of the assessment of candidate dispositions.) Inasmuch as the Unit believes that candidate dispositions can be improved over time, dispositions are not routinely assessed as a criterion for admission into the Unit; however, if members of the Unit are aware of prior candidate behavior that is unlawful, raises a reasonable question as to the candidate's moral character, or is otherwise inconsistent with the intent of Part 83 of the New York State Regulations of the Commissioner of Education, the candidate may be denied admission to the Unit.

Unit procedures for dealing with candidates who are found to have dispositional deficits are in place, have been modified over time, and have the support of the Unit faculty. These procedures define dispositions; describe the assessment instrument; discuss the requirement of multiple assessments at key points in the program; provide for warnings, incremental interventions, and dismissal from the program (as appropriate); and explicate due process, including student appeal.

### **C. Theme III: A Positive Impact on P-12 Learning**

World-renowned science fiction writer Arthur Clarke is credited with observing, “We need to educate our children for their future, not our past.” The challenge of educating young people to be successful in the 21<sup>st</sup> Century continues to be at the core of our work as teacher educators and as partners with P-12 schools. We readily acknowledge that an informed citizenry has been and continues to be critical to our future as a democracy. It is imperative, then, that our P-12 schools, central to ensuring the development of a well educated citizenry, are staffed by teachers who continuously have a positive impact on all P-12 students.

Given the broad societal purposes of P-12 education and the increasingly complex demands of teaching and learning in schools today, it is crucial that those who teach in our schools have the knowledge, skills, and dispositions that will enable them to have a positive impact on all P-12 learners. As young people progress through school from pre-kindergarten to high school graduation, they deserve to be guided by teachers, administrators, and counselors who are skilled at and committed to making student learning the centerpiece of their professional commitment. Teachers need to have sufficient knowledge of content to meet local, state, and national standards for P-12 education; they need to be able to demonstrate the skills and dispositions necessary to positively influence the learning of students in a culturally and linguistically diverse society; they must engage students in meaningful activity that promotes the development of critical thinking, problem solving, and performance skills; they need to be able to plan for and provide creative, contemporary teaching and learning activities based on the special and unique needs of the students they are serving; they need to use comprehensive assessment strategies to evaluate every aspect of student achievement and to provide feedback to students as they develop intellectually, emotionally, and socially; and they need to continuously evaluate the impact of their work with students, reflecting on their success as teachers and addressing their needs for continuing professional improvement.

Focusing, therefore, on the outcome of education—student learning—it is vital that teachers have the means to reach that outcome by having (a) a solid base of knowledge about the subject areas they will teach and about pedagogy, (b) an array of pedagogical and professional skills, and (c) a set of professional dispositions conducive to P-12 learning. In addition, they must have the ability to apply their knowledge, skills, and dispositions in ways that will result in positive learning for all students with whom they work. To ensure the success of their students, teachers

need to be able to assess student needs, design and implement curriculum and instruction that will address those needs, and accurately evaluate the impact and effectiveness of their curriculum and instruction on all P-12 learners.

In researching effective strategies and programs that facilitate the goal of positively impacting student learning, it is easy to find a common set of expectations and a central theme: effective instruction requires effective assessment. From the Baldrige National Quality Program to the National Research Council (NRC), it is clear that teacher preparation and professional development require an explicit commitment to assessing P-12 student learning. A 2001 NRC study committee concluded:

Instruction in how students learn and how learning can be assessed should be a major component of teacher pre-service and professional development programs. The training should be linked to actual experience in classrooms in assessing and interpreting the development of student competence. To ensure that this occurs, state and national standards for teacher licensure and program accreditation should include specific requirements focused on the proper integration of learning and assessment in teachers' educational experience. (p.309)

At The College at Brockport, to ensure that candidates have a positive impact on P-12 student learning, we agree with the need to link assessment with instruction, and we stand committed to the CAEP expectations of Standard 1: Content and Pedagogical Knowledge, that in the initial and continuing preparation of teachers, teacher candidates should be able to: demonstrate an understanding of the 10 InTASC standards; use research and evidence to understand the teaching profession and measure P-12 student progress; apply content and pedagogical knowledge as reflected in outcome assessments in response to accrediting bodies; demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g. Common Core State Standards); and model and apply technology standards as they design, implement and assess learning experiences. (CAEP Accreditation Standards, 2013; NCATE Standards, 2008)

And finally, candidates in advanced programs will also be able to: apply discipline-specific knowledge and skills; use research and evidence to develop supportive school environments; apply content and discipline-specific knowledge reflected in state and national standards as well as SPAs and other accrediting bodies (e.g., Council for Accreditation of Counseling and Related Educational Programs – CACREP); advance attainment of college- and career-readiness standards for all students, and apply technology standards to engage students, improve learning and enrich professional practice. (CAEP Standards for Advanced Programs, 2014)

In sum, we believe that connecting student learning more closely to our teacher education program is both educationally sound and a professionally appropriate way to ensure our P-12 partners that teacher education at The College at Brockport is committed to facilitating teaching and learning that will have a positive and lasting impact on P-12 student achievement.

## V. Program-Specific Knowledge, Skills, and Dispositions Expected of Candidates

### A. Competencies Developed in Initial Teacher Education Programs (InTASC)

(see Appendix, p.29)

At the completion of the Unit's Initial Teacher Education programs, candidates will have developed both the professional dispositions identified earlier and the following professional knowledge and skills of a beginning teacher. The source of these expected competencies is INTASC. (CCSSO, 2013) The 10 competencies Brockport candidates are expected to understand, demonstrate and use are:

#### **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 these aspects of 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. ITS 1

#### **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, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

#### **B. Competencies Developed in Advanced Teacher Education Programs (NBPTS)**

At the completion of the Unit's Advanced Education programs, candidates will have developed both the professional dispositions identified earlier and the following professional knowledge and skills of an experienced teacher. The source of these expected competencies is both the National Board for Professional Teaching Standards (NBPTS, 2014) and Brockport faculty in the Departments of Education and Human Development, Health Science, and Kinesiology, Sports Studies, and Physical Education.

1. The ability to plan learning experiences and develop environments that support the inquiry and reflections of a diverse spectrum of individuals or groups.
2. The ability to learn the practices, values, knowledge, discourse, and ways of operating within educational communities through active participation in those communities.
3. The ability to engage in individual and joint inquiry and reflection which furthers ones understanding of how to create learning experiences and environments that support children's and adolescents' inquiry and reflection.
4. The ability to refine skills as members of educational communities of practice by:
  - a. Deepening their understanding of the role of education in society and the role of educational leadership in change efforts;
  - b. Effectively collaborating with colleagues, college faculty, and school faculty on curriculum and instruction projects to improve teaching and learning, including accessing the resources of their professional organizations.
5. The ability to further develop and reflect on the skills and dispositions needed to meaningfully engage children and adolescents from diverse communities and learning environments, including children with disabilities, and to provide developmentally and culturally appropriate services to all of the children and adolescents with whom they work in learning.
6. The ability to develop knowledge and skills of a content area.
  - a. Conveying the subjects to students using multiple strategies and representations
  - b. Using technology to improve teaching and learning.
  - c. Furthering their own understanding of the content area in which they teach and demonstrating their knowledge in coursework and research.
  - d. Using multiple means of assessment to evaluate student progress, inform instruction, and improve curriculum.
7. The ability to further language acquisition and literacy in content specific areas for all P-12 students.

## **C. Competencies Developed in the Counselor Education Programs (CACREP)**

At the completion of the Unit's Counselor Education Program, candidates will have developed both the professional dispositions identified earlier and the following professional knowledge and skills of a beginning counselor. The source of these expected competencies is the 2009 CACREP Standards.

### **Goal I: To Develop Self-Awareness and Understanding**

1. Understand and demonstrate the relationship between self-awareness and counselor effectiveness in the practice of professional counseling.
2. Engage in an ongoing practice of self-care and life-balance skills.
3. Recognize boundaries of competence.
4. Be non-judgmental and respectful of diversity.
5. Apply critical thinking skills as related to assumptions about self and others.

### **Goal II: To Develop a Scholar/Practitioner Identity**

1. Understand and apply measurement and evaluation concepts within the counseling process.
2. Conduct needs assessment, research, and program evaluation in the field of counseling.
3. Understand the counseling community, the roles and functions of the professional counselor in a variety of settings, significant professional organizations, and the importance of professional standards and credentialing.
4. Contribute to the counseling profession (e. g., development of innovative programs and practices, deliver professional presentations, and represent the counseling perspective in collaborative environments).
5. Develop a professional counselor identity.
6. Develop an identity as a scholar practitioner.
7. Develop competence in action research.
8. Develop a sense of responsibility to solve real problems through research.
9. Apply critical thinking skills as related to the practice of counseling research.
10. Develop the ability to articulate what it means to be a counselor.

### **Goal III: To Become a Competent Professional Counselor**

1. Provide effective individual counseling.
2. Provide effective group counseling.
3. Demonstrate competence in professional counselor functions identified for appropriate employment settings.
4. Address effectively issues and concerns related to a diverse society that arise while functioning as a counselor.
5. Apply legal and ethical principles in the practice of counseling.
6. Consult effectively with appropriate personnel and clients.
7. Address issues of career development and work life issues in the practice of counseling.
8. Apply an understanding of human growth and development from childhood through adulthood to the practice of counseling.

9. Be an effective team member.
10. Demonstrate advocacy as a skill for clients and the profession.
11. Exhibit knowledge of and appropriate application of ACA Code of Ethics and appropriate federal and state laws.
12. Culturally competent individual counseling.
13. Culturally competent group counseling.
14. Demonstrate non-verbal, oral, written communication skills.
15. Demonstrate assessment, evaluation, and treatment skills.
16. Understand and apply diagnostic processes.
17. Demonstrate an ability to develop effective relationships.
18. Apply critical thinking skills in the practice of counseling.
19. Apply consultation theory and practice.
20. Develop knowledge of supervision practice.
21. Balance systemic expectations with professional expectations.

#### **D. Competencies Developed in the Educational Administration Programs (School Building Leader and School District Leader)**

At the completion of the Unit's Educational Administration Program, candidates will have developed both the professional dispositions identified earlier and the following professional knowledge and skills of a beginning administrator. The source of these expected outcomes is the 2011 ELCC Building/District Level Standards. (Educational Leadership Program Standards, 2011)

**Standard 1.0:** A building/district-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, and implementation, and stewardship of a shared school/district vision of learning through the collection use of data to identify school/district goals, assess organizational effectiveness, and implement school/district plans to achieve school/district goals; promotion of continual and sustainable school/district improvement; and evaluation of school/district progress and revision of school/district plans supported by school/district-based stakeholders.

**Standard 2.0:** A building/district-level education leader applies knowledge that promotes the success of every student by sustaining a school/district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff/across the district; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment/the district.

**Standard 3.0:** A building/district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school/district's organization, operation, and resources through monitoring and evaluating the school/district management and operational systems; efficiently using human, fiscal, and technological resources in a school environment/within the district; promoting policies and procedures that protect the welfare and safety of school students and staff; developing school/district capacity for distributed leadership; and ensuring that teacher and organizational time/district time is focused to support high-quality instruction and student learning.

**Standard 4.0:** A building/district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the

school/district by collecting and analyzing information pertinent to improvement of the school's/district's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community/throughout the district; building and sustaining positive school/district relationships with families and caregivers; and cultivating productive school/district relationships with community partners.

**Standard 5.0:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school/district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school/district; safeguarding the values of democracy, equity, and diversity within the school/district; evaluating the potential moral and legal consequences of decision making in the school/district; and promoting social justice within the school/district to ensure that individual student needs inform all aspects of schooling.

**Standard 6.0:** A building/district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school/district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school/district environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-district based leadership strategies.

**Standard 7.0:** A building/district-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school/district-based field experiences and clinical/internship practice within a school/district setting and is monitored by a qualified, on-site mentor.

## **VI. Alignment of Candidate Knowledge, Skills, and Dispositions with State and National Standards**

The Unit's Conceptual Framework, its emphasis on Social Constructivism, and its three themes are grounded in professional, state, and institutional standards. In addition, in Teacher Education programs, the competencies expected of candidates and the courses, field experiences, and assessments of candidate performance are all aligned with the standards of the New York State Education Department (1998, 2003), the INTASC standards for beginning teachers (CCSSO, 2013), the NBPTS standards for experienced teachers (CITE), and the standards of appropriate specialty professional associations (SPAs). Similarly, in the Counselor Education program, the competencies expected of candidates and the courses, field experiences, and assessments of candidate performance are all aligned with the standards of the New York State Education Department and the standards of CACREP; and in the Educational Administration program, the competencies expected of candidates and the courses, field experiences, and assessments of candidate performance are all aligned with the standards of the New York State Education Department and the standards of ELCC.

Charts in the Appendix of this document (p.29) describe how the expected candidate knowledge, skills, and dispositions in the unit's Teacher Education, Counselor Education, and Educational Administration programs align with state and national standards, including the standards of the specialized professional association (SPA) relevant to each program area.

## **VII. Alignment of The College at Brockport's Conceptual Framework with CAEP's Expectations of Shared Values and Beliefs.**

CAEP expects that shared values and beliefs (Conceptual Framework) undergirding programs in the

Professional Education Unit will explicitly demonstrate EPP quality and continuous improvement, as documented through evidence-based measures. What follows is a description of how The College at Brockport's Conceptual Framework meets the new CAEP standards expectations for initial and advanced programs, including to "advance the learning of all students toward attainment of college- and career-readiness standards." (CAEP, 2014, p.2)

### **A. Shared Values and Beliefs**

The three Conceptual Framework themes of **knowledge and skills, professional dispositions, and impact on P-12 learners** comprise the Unit's shared vision. This vision has been collaboratively developed with faculty, public school teachers, administrators, counselors, and community members. We are committed to preparing professionals in education who have had in-depth clinical experiences in diverse, supportive, and collaborative environments both on and off campus, and who are prepared well to facilitate the success of all children.

Learning takes place through immersion in overlapping communities of professional practice. Candidates are situated in multiple, overlapping cultural contexts that are made up of communities of practice. Much like clubs, communities of practice share ways of knowing and being, as well as rules for how to participate within the community. Schools are one example of a community of practice. Candidates learn the practices, values, knowledge, discourse, and ways of operating within educational communities through active participation in these communities. Individuals enter as novices, and, over time, they develop more sophisticated understandings of community practices.

Through extensive field experiences candidates are provided with opportunities to participate in communities of practice in a variety of educational settings. Through extended participation, candidates acquire the knowledge, discourse, and ways of operating within these professional education communities. Interactions with community members, including children, teachers, administrators, counselors, families, and college supervisors, mediate and support candidates' learning.

The college classroom, which involves candidates, professors, visiting classroom teachers, counselors, program administrators, and others, comprises yet another community of practice that overlaps and intersects with the various field experience communities of practice. Through readings, simulations, critical inquiry, and joint inquiry and reflection, candidates are provided with continuing opportunities to become skilled members of communities of practice.

Barbara Nelson (as cited in Friel & Bright, (eds). 1997, p. 232) confirms the importance of these communities of practice in shaping ones understanding of how individuals learn and of the role that teaching plays in that process.

"What is needed is to develop a school culture in which ongoing intellectual curiosity is encouraged for everyone—students, teachers and administrators...more like problem-solving partnerships than like hierarchies, and in which all parties share an understanding of the nature of learning and teaching that will occur there".

### **B. Coherence**

The mission statement of the Professional Education Unit at The College at Brockport stresses its commitment to excellence in teaching, scholarship, and creative endeavors as well as service to the

community. The statement also asserts the unit's commitment to preparing highly qualified school professionals through extensive exposure to educational environments that lead to significant growth and development. The mission statement goes on to stress the importance of ongoing collaboration between The College and P-12 practitioners.

It is important to note that this statement was crafted with the input of both public school educators and college faculty representing all of the professional education departments, letters and science, and arts and performance at The College at Brockport. That this shared vision was developed with and is held strongly by a broad coalition of stakeholders, both within and outside the university, ensures that there is coherence among Initial and Advanced curricula, instruction, field-experiences, clinical practice, and student teaching.

As outlined earlier in this conceptual framework, there is a strong commitment, across the Unit, to (1) being grounded and guided by a constructivist approach to education; (2) linking theory and practice through extensive quality-based field experiences in diverse settings; (3) explicitly delineating required knowledge and skills (that is, content knowledge in a discipline, pedagogical content knowledge, professional and pedagogical knowledge and skills, and reflective skills); (4) demonstrating a set of professional dispositions; and (5) demonstrating candidates' positive impact on P-12 learners.

To ensure that this comprehensive and coherent approach to preparing candidates is maintained within the broader educational community, there is consistent communication with school-based teacher educators, other professional educators, and the Unit's Advisory Board. To further ensure coherence within the Professional Education Unit, all departments meet together on a bi-weekly basis. Within The College at Brockport's educational community, broadly defined, communication and collaboration are watchwords.

To ensure further that programs meet standards in a coherent fashion, the mission statement of the Unit is displayed on the PEU portal, along with the Unit's dispositional expectations at [www.brockport.edu/peu](http://www.brockport.edu/peu). The governance structure at The College at Brockport further assures coherence across departments and with the broader educational community. The appropriate departmental, unit, and university bodies must approve changes in policies, field experiences, assessments, and curricula.

### **C. Professional Commitments and Dispositions**

The dispositions expected of all candidates in the Professional Education Unit include a Positive Outlook, Intellectual Integrity, Respect, Self-Awareness, and Dedication. These are detailed in the Conceptual Framework. While many studies suggest that management and instructional processes are keys to effective teaching, other studies of effective teaching underscore that a teacher's affective characteristics and social and emotional behaviors are even more important than his or her pedagogical practices.

Effective professionals care about their students, and this caring is evident in qualities like trust, honesty, and patience. The effective professional demonstrates respect, understanding, and cultural sensitivity, along with equitable treatment of all students. Effective professionals truly believe that all students can learn. To Brockport candidates, this is not just a slogan. Rather, Brockport candidates work collaboratively with other staff members to create communities in which both they and their students can take risks as they grow and learn together.

Finally, a disposition and commitment to be reflective plays an important role in the life of any effective professional. Through reflective practice, educational professionals monitor their teaching, counseling, and administrative behaviors with each other in order to make a significant difference in the lives of all students.

#### **D. Commitment to Diversity**

The College at Brockport and its programs for teachers and other school professionals are committed to preparing candidates for “civic engagement in a culturally diverse society and in globally interdependent communities”, see [2013-2015 Undergraduate Catalogue, College Mission, p. 5](#). In their preparation, candidates engage with the diverse nature of human experience in their courses and field experiences, both of which make them aware of social conflicts, prejudices, and/or intolerances in classrooms and schools. Issues related to racism, ethnic hatred, gender bias, and religious intolerance are explored at the undergraduate level through the General Education diversity requirement, and, on both an individual and collective basis, candidates in all professional education programs come to understand what diversity means in terms of the challenges presented and the cultural treasures represented by every human being.

#### **E. Commitment to Technology**

The availability of a wide variety of technological tools has dramatically increased the ability of educators to teach a broad array of P-12 students. It is imperative that teacher candidates and other education professionals become skillful in the use of these technologies, both to support their own learning and to enhance the education of the diverse learners with whom they work. Candidates must not only acquire a set of technological competencies, but they must also develop the ability to use these competencies to enhance student learning.

Because of the tremendous pedagogical benefits of present and emerging technologies in the education of P-12 students, as well as their pervasive presence in our culture, the Unit has made a strong commitment to technology at both the initial and advanced levels of candidate preparation. Although the innovative, unique use of technology for a given department (e.g., the use of heart rate monitors to record activity levels in physical education) is encouraged and supported by the Unit, there is, as well, a united picture of the fundamental technological knowledge and skills that candidates should have across all departments in the Unit. To ensure that candidates have acquired these information technology skills, all departments in the Unit require evidence of this learning in their assessment plans.

The effective integration of technology suggests a shift in the role of a teacher from “sage on the stage” dispensing information to passive learners to “guide” or “broker” of knowledge and/or resources. This recognition that learners must be actively involved in their own learning fits well with the Unit’s emphasis on a social constructivist approach to teaching and learning.

#### **F. Candidate Proficiencies Aligned with Professional and State Standards**

The three themes in the Conceptual Framework of the Professional Education Unit at The College at Brockport provide the context for developing and assessing candidate proficiencies that are well aligned with standards at professional, state, and institutional levels.

The Conceptual Framework aligns well with the following guidelines and standards:

1. The INTASC principles, the NBPTS core propositions, and the five expectations in CAEP's Standard 1.
2. The New York State Department of Education's professional education standards, including the New York State regulations for teacher education programs outlined in the Board of Regents amendments to Subdivision 52.21 (b) of the Commissioner's Regulation adopted on July 14, 2000.
3. The CAEP-approved curriculum standards of Specialty Professional Associations (SPAs).
4. The expectations of the Professional Education Unit's Advisory Board, which includes university faculty, public school teachers, administrators, counselors, teacher candidates, and other community members.

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## Appendix

### Alignment of Unit Competencies with State and National Standards

- A. Initial Teacher Certification Programs
- B. Advanced Teacher Certification Programs
- C. Counselor Education Programs
- D. Educational Administration Programs

<b>Conceptual Framework: Theme One–A Solid Base of Knowledge and Skills, Content Knowledge in a Discipline</b>		
<b>Brockport Teacher Candidate Competency 1: Knowledge of subject matter</b>		
<b>INTASC Principle(s) NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #4: Content Knowledge.</u> 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.</p> <p><u>Core Proposition 2:</u> Teachers know the subjects they teach and how to teach those subjects to students.</p>	<p><u>Content Core:</u></p> <ul style="list-style-type: none"> <li>Assure that students are thoroughly grounded in the subjects they teach. Study in the subject(s) to be taught which shall prepare candidates with the knowledge base to teach the subject(s), in accordance with the State Learning Standards for students, as prescribed in Part 100 of this title, and shall prepare candidates for refining and expanding that knowledge base.</li> <li>Ability to teach to the New York State Learning Standards</li> </ul>	<p><b>ACEI:</b> Standard 2.1, 2.2, 2.3, 2.4, 3.1  <b>ACTFL:</b> Standard 1  <b>NCSS:</b> All the Thematic Standards and Program Standard 3.1  <b>NCTE:</b> Standard 1.1, 1.2  <b>NCTM:</b> Standard 1, 1a; Standard 2, 2a, 2b, 2c, 2d, 2e, 2f  <b>NSTA:</b> Standard 4  <b>AAHPERD/AAHE:</b> Standard 3  <b>AAHPERD/NASPE:</b> Standard 1  <b>CACREP:</b> A.1, A.2, A.3, A.4, A.5, A.6, A. 7; C.1, C.2, C.3, C4, C.5, C.6; E.1, E.2, E.3, E.4; K.1; M.1, M.2, M.3, M.4, M.5, M.6, M.7  <b>ELCC BL:</b> 7.1, 7.2  <b>ELCC DL:</b> 7.1, 7.2</p>

<b>Conceptual Framework: Theme One–A Solid Base of Knowledge and Skills, Pedagogical Content Knowledge</b>		
<b>Brockport Teacher Candidate Competency 2: Knowledge of human development and learning</b>		
<b>INTASC Principle(s) NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #1: Learner Development.</u> 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.</p> <p><u>Core Proposition 1:</u> Teachers are committed to students and their learning.</p>	<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> <li>Human developmental processes and variations including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn - and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco and other drugs and that fosters the health and learning of all students, and development of a sense of community and respect for one another.</li> </ul>	<p><b>ACEI:</b> Standard 1, 2.1, 2.2, 2.3, 2.4, 3.1  <b>ACTFL:</b> Standard 3  <b>NCSS:</b> All the Thematic Standards and Program Standard 3.1  <b>NCTE:</b> Standard 3.1, 3.2  <b>NCTM:</b> Standard 4, 4a, 4b, 4c, 4d, 4e  <b>NSTA:</b> Standard 3, 5  <b>AAHPERD/AAHE:</b> Standard 1  <b>AAHPERD/NASPE:</b> Standard 2  <b>CACREP:</b> A.6, D.3, O.1, O.2, O.3, O.4, O.5  <b>ELCC BL:</b> 2.1, 6.1  <b>ELCC DL:</b> 2.1, 6.1</p>

<b>Conceptual Framework: Theme One–A Solid Base of Knowledge and Skills, Pedagogical Content Knowledge</b>		
<b>Brockport Teacher Candidate Competency 3: Ability to adapt instruction for individual needs</b>		
<b>INTASC Principle(s) NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #2: Learning Differences.</u> 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.</p> <p><u>Core Proposition 1:</u> Teachers are committed to students and their learning.</p>	<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> <li>The needs of students with disabilities, and the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum.</li> <li>Study in the categories of disabilities; identification and remediation of disabilities; the special education process and State and Federal special education laws and regulations; effective practices for planning and designing co-teaching and collaboration with peers; individualizing instruction; and applying positive behavioral supports and interventions to address student and classroom management needs.</li> </ul>	<p><b>ACEI:</b> Standard 1, 3.2  <b>ACTFL:</b> Standard 2, 3  <b>NCSS:</b> All the Thematic Standards and Program Standard 3.1  <b>NCTE:</b> Standard 4.3, 4.4  <b>NCTM:</b> Standard 4a, 4b, 4c, 4d  <b>NSTA:</b> Standard 2, 3  <b>AAHPERD/AAHE:</b> Standard 4  <b>AAHPERD/NASPE:</b> Standard 3  <b>CACREP:</b> D.1, D.2; F.1, F.3; E.3, E.4  <b>ELCC BL:</b> 2.1; 3.5; 5.1, 5.3, 5.4, 5.5  <b>ELCC DL:</b> 3.5; 5.1, 5.3, 5.4, 5.</p>

<b>Conceptual Framework: Theme One–A Solid Base of Knowledge and Skills, Pedagogical Content Knowledge</b>		
<b>Brockport Teacher Candidate Competency 4: Multiple Instructional Strategies</b>		
<b>INTASC Principle(s) NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #8: Instructional Strategies.</u> 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.</p> <p><u>Core Proposition 2:</u> Teachers know the subjects they teach and how to teach those subjects to students.</p>	<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> <li>Human developmental processes and variations...</li> <li>Learning processes, motivation, communication and classroom management...</li> <li>Language acquisition and literacy development... <ul style="list-style-type: none"> <li>Curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities-and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s)</li> </ul> </li> </ul>	<p><b>ACEI:</b> Standard 1, 3.1, 3.3, 3.5  <b>ACTFL:</b> Standard 3, 4  <b>NCSS:</b> Program Standard 3.1, 3.2  <b>NCTE:</b> Standard 5.1, 5.2, 5.3, 5.4  <b>NCTM:</b> Standard 3, 3a, 3b, 3c, 3d, 3e, 3f, 3g  <b>NSTA:</b> Standard 2, 3, 5  <b>AAHPERD/AAHE:</b> Standard 2, 3  <b>AAHPERD/NASPE:</b> Standard 2, 5  <b>CACREP:</b> K.2, K.3; L.1, L.2, L.3; N.4  <b>ELCC BL:</b> 2.2, 2.4  <b>ELCC DL:</b> 2.2, 2.4</p>

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<b>Conceptual Framework: Theme Three–A Positive Impact on P-12 Learning, Focus on Student Learning</b>		
<b>Brockport Teacher Candidate Competency 5: Classroom motivation and management skills</b>		
<b>INTASC Principle(s) NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #5: Application of Content.</u> 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.</p> <p><u>Core Proposition 3:</u> Teachers are responsible for managing and monitoring student learning.</p>	<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> <li>Learning processes, motivation, communication and classroom management – and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth</li> <li>Skill in applying understanding of how students learn and develop to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs</li> </ul>	<p><b>ACEI:</b> Standard 1, 3.1, 3.3, 3.4, 3.5  <b>ACTFL:</b> Standard 3  <b>NCSS:</b> Program Standard 3.1, 3.2  <b>NCTE:</b> Standard 2.1, 4.4  <b>NCTM:</b> Standard 3, 3c, 3d, 3e  <b>NSTA:</b> Standard 1, 2  <b>AAHPERD/AAHE:</b> Standard 4  <b>AAHPERD/NASPE:</b> Standard 4  <b>CACREP:</b> K.3  <b>ELCC BL:</b> 2.1, 2.2, 2.3, 2.4  <b>ELCC DL:</b> 2.1, 2.2, 2.3, 2.4</p>

<b>Conceptual Framework: Theme Three–A Positive Impact on P-12 Learning, Focus on Student Learning</b>		
<b>Brockport Teacher Candidate Competency 6: Communication Skills</b>		
<b>INTASC Principle(s) NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #3: Learning Environments.</u> 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.</p> <p><u>Core Proposition 3:</u> Teachers are responsible for managing and monitoring student learning.</p>	<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> <li>Learning processes, motivation, communication and classroom management</li> <li>Uses of technology, including instructional and assistive technology, in teaching and learning - and skill in using technology and teaching students to use technology to acquire information, communicate and enhance learning</li> </ul>	<p><b>ACEI:</b> Standard 1, 3.4, 3.5  <b>ACTFL:</b> Standard 3  <b>NCSS:</b> Program Standard 3.1, 3.2  <b>NCTE:</b> Standard 3.1, 3.3, 4.1, 4.3, 4.4  <b>NCTM:</b> Standard 3d, 3e, 4c, 4d, 4e  <b>NSTA:</b> Standard 2, 3  <b>AAHPERD/AAHE:</b> Standard 4, 8  <b>AAHPERD/NASPE:</b> Standard 5  <b>CACREP:</b> D.1, F.2, F.3, F.4  <b>ELCC BL:</b> 3.2, 4.1, 4.2, 4.3, 4.4  <b>ELCC DL:</b> 3.2, 4.1, 4.2, 4.3, 4.4</p>

<b>Conceptual Framework: Theme Three—A Solid Base of Knowledge and Skills, Professional Knowledge and Skills</b>		
<b>Brockport Teacher Candidate Competency 7: Instructional Planning Skills</b>		
<b>INTASC Principle(s) NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #7: Planning for Instruction.</u> 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.</p> <p><u>Core Proposition 1:</u> Teachers are committed to students and their learning.</p> <p><u>Core Proposition 2:</u> Teachers know the subjects they teach and how to teach those subjects to students.</p> <p><u>Core Proposition 4:</u> Teachers think systematically about their practice and learn from experience.</p>	<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> <li>Curriculum development, instructional planning, and multiple research – validated instructional strategies for teaching students within the full range of abilities and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate</li> <li>History, philosophy, role of education, rights and responsibilities of teachers, importance of relationships with community and home</li> </ul>	<p><b>ACEI:</b> Standard 1, 3.1  <b>ACTFL:</b> Standard 1, 2, 4  <b>NCSS:</b> Program Standard 3.1, 3.2  <b>NCTE:</b> Standard 3.1, 3.2, 3.4, 3.5, 3.6, 3.8, 4.1, 4.2, 4.3, 4.4  <b>NCTM:</b> Standard 4b, 4e, 5a, 5b, 5c  <b>NSTA:</b> Standard 2, 3, 5  <b>AAHPERD/AAHE:</b> Standard 2, 3, 4, 5  <b>AAHPERD/NASPE:</b> Standard 6  <b>CACREP:</b> B.1, B.2  <b>ELCC BL:</b> 1.3, 2.1, 2.2, 2.3  <b>ELCC DL:</b> 1.3, 2.1, 2.2, 2.3</p>

<b>Conceptual Framework: Theme One—A Positive Impact on P-12 Learning</b>		
<b>Brockport Teacher Candidate Competency 8: Assessment of Student Learning</b>		
<b>INTASC Principle(s) NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #6: Assessment.</u> 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.</p> <p><u>Core Proposition 3:</u> Teachers are responsible for managing and monitoring student learning.</p>	<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> <li>Formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice – and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching</li> </ul>	<p><b>ACEI:</b> Standard 4  <b>ACTFL:</b> Standard 5  <b>NCSS:</b> Program Standard 3.1  <b>NCTE:</b> Standard 3.2, 4.2, 5.2, 5.3  <b>NCTM:</b> Standard 7, 7b, 7c  <b>NSTA:</b> Standard 2, 3, 5  <b>AAHPERD/AAHE:</b> Standard 5  <b>AAHPERD/NASPE:</b> Standard 7  <b>CACREP:</b> D.4; G. 1, G. 2., G.3; H.1, H.2, H.3, H.4, H.5; I.1, I.2, I.3, I.4, I.5; J.1, J.2, J.3; P.3  <b>ELCC BL:</b> 1.2, 1.4, 2.1, 2.2, 3.2, 3.4; 6.3,  <b>ELCC DL:</b> 1.2, 1.4; 2.1, 2.2; 3.2, 3.4; 6.3</p>

<b>Conceptual Framework: Theme Three—A Solid Base of Knowledge and Skills, Pedagogical Content Knowledge</b>		
<b>Brockport Teacher Candidate Competency 9: Professional Commitment and Responsibility</b>		
<b>INTASC Principle(s) NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #9: Professional Learning and Ethical Practice.</u> 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.</p> <p><u>Core Proposition 4:</u> Teachers think systematically about their practice and learn from experience.</p>	<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> <li>Means to update knowledge and skills in the subject(s) taught and in pedagogy</li> <li>Curriculum development, instructional planning and research based instructional strategies</li> </ul>	<p><b>ACEI:</b> Standard 5.1 <b>ACTFL:</b> Standard 6 <b>NCSS:</b> Program Standard 3.1 <b>NCTE:</b> Standard 2.3, 2.5 <b>NCTM:</b> Standard 6, 6a, 6b, 6c <b>NSTA:</b> Standard 10 <b>AAHPERD/AAHE:</b> Standard 5 <b>AAHPERD/NASPE:</b> Standard 8 <b>CACREP:</b> A.2, D.5 <b>ELCC BL:</b> 5.1, 5.2, 5.3, 5.4, 5.5; 6.2 <b>ELCC DL:</b> 5.1, 5.2, 5.3, 5.4, 5.5; 6.2</p>

<b>Conceptual Framework: Theme Three—A Solid Base of Knowledge and Skills, Pedagogical Content Knowledge</b>		
<b>Brockport Teacher Candidate Competency 10: Partnerships</b>		
<b>INTASC Principle(s) NBPTS Core Proposition(s)</b>	<b>Regulations of the NY Commissioner of Education (Subdivision 52.21)</b>	<b>Specialty Professional Association standards that align with INTASC and NBPTS standards</b>
<p><u>Standard #10: Leadership and Collaboration.</u> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession</p> <p><u>Core Proposition 5:</u> Teachers are members of learning communities.</p>	<p><u>Pedagogical Core:</u></p> <ul style="list-style-type: none"> <li>Provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, an opportunity for practicing skills for interacting with parents and caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities</li> </ul>	<p><b>ACEI:</b> Standard 5.2 <b>ACTFL:</b> Standard 6 <b>NCSS:</b> Program Standard 3.1, 3.3 <b>NCTE:</b> Standard 2.3, 2.5 <b>NCTM:</b> Standard 5, 5a, 5b, 5c <b>NSTA:</b> Standard 6 <b>AAHPERD/AAHE:</b> Standard 6, 7, 8 <b>AAHPERD/NASPE:</b> Standard 10 <b>CACREP:</b> N.1, N.2, N.3, N.5; P.2 <b>ELCC BL:</b> 4.1, 4.2, 4.3, 4.4; 6.1; 7.2, 7.3 <b>ELCC DL:</b> 4.1, 4.2, 4.3, 4.4; 6.1; 7.2, 7.3</p>