



Vision of the Pace Path in the School of Education (SOE)

Pace School of Education Conceptual Framework

The School of Education prepares teachers who are reflective practitioners who promote justice, create caring classroom communities, and provide opportunities for all students to be successful learners.

The goal of the Pace Path is to assist students in making a successful transition to Pace University and ultimately successful transition to graduate education or career. A structured approach will focus on personal discovery, self-reflection, identification of social/professional norms, and the value of respect for others. The School of Education has maintained a long-term commitment to creating such a path through fieldwork, advisement, and close student relationships with faculty and staff. The following outline reflects a process of building on, and strengthening, a foundation of experiential learning beginning during the first-year and beyond. The plan is designed to integrate the general principles of the Pace Path, while preserving the unique focus on personal and professional development already inherent in School of Education programs.

Year 1 (First-Year): Pace Path in the SOE

Goals	Objectives	Measureable Objectives	Activities	Implementation
All	All	Create a Four Year Plan.	Students will create a Pace Path Four Year Plan in UNV 101 to help guide them through their four years at Pace University.	The Pace Path Four Year Plan is currently used as an assignment in UNV 101. Student plans should be flexible and evolve over their four years at Pace. This activity should incorporate all of the goals from the Pace Path and will articulate the student's personal, academic, and professional goals along with courses, co-curricular activities, coaching/mentoring plan, and self-reflection.
Interpersonal Relations	Relationship Management	Students will establish strong connections with peers, faculty, and staff for entering first-year students.	Coaching/mentoring will occur throughout the first-year, including both peer and faculty coach/mentor relationships. Peer mentoring could be connection with senior level undergraduates, graduate students, Teaching Fellows, and alumni who teach in the schools.	The UNV 101 instructor will provide 1:1 coaching/mentoring for students. CAP students will be coached/mentored by CAP advisors. The UNV 101 instructor will also teach the first formal course in the SOE (TCH 201- Understanding Schools) in the spring semester, thus providing first-year and CAP students with a year-long coaching/mentoring relationship upon which to base their personal and professional development at Pace.
Managing Oneself	Self-Awareness	Students will participate in activities design to help them identify personal strengths, weaknesses, and aspirations.	Students will create a personal narrative describing their personal and cultural identity and responding to the question "Why do I want to be a teacher?" Class discussion with peers will build an appreciation of the diversity of the group as future educators.	This would be an assignment in the TCH 201 curriculum.
Interpersonal Relations	Communication Cross-Cultural Appreciation	Students will demonstrate respect for views of others; demonstrate the ability to understand the perspectives of others from diverse cultural backgrounds; and demonstrate active listening skills.	A special workshop focused on cultural identity, diversity, team, and problem-solving skills will be proposed to be incorporated into TCH 201 (Understanding Schools) as a precursor to an extended planning process for an initiative that introduces school students to college. The Pace Office of Multicultural Affairs will be utilized to facilitate this experience.	Ongoing activities in UNV 101 and TCH 201 will be focused on objectives related to communication, with a more intensive focus during the workshop as a basis for re-examining the personal narrative (self-awareness) produced earlier.
Managing Oneself Interpersonal Relations	Self-Awareness Communication	Students will take a survey to determine their intelligence style and dispositions.	Students take the survey in order to determine their own learning style and dispositions.	Students already study multiple intelligences in TCH 201 and explore learning styles in UNV 101. The survey would be a deliberate attempt to help students understand their own style and dispositions. SOE has an expectation of Professional Standards and Dispositions. This can be revisited in TCH 452 (Language Acquisition and English Language Learning) during junior year.
Interpersonal Relations Organizational	Relationship Awareness Cross-Cultural	Students will articulate their own cultural identities and impact on personal experiences; demonstrate respect for others'	Students will begin fieldwork (half day per week) in spring semester as part of TCH 201, which focuses on civic engagement and community service, and produce a "school	TCH 201, and followed up in junior year with TCH 452 (Language Acquisition and English Learning), classroom experiences will focus on continued exploration of cultural identity, personal experience in the context of a school, a community-based organization, or the Jacob

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Awareness	Appreciation Situational Awareness	cultural identify ideas, and opinions; and recognize the impact of cultural identity on teams and organizations.	and community portrait” closely linked to later expectations for the EdTPA (school context), which assesses teacher performance using electronic portfolios consisting of written work and teaching videos.	Burns Film Center in Pleasantville. In New York students are currently conducting fieldwork at Spruce Street After School Program, PS 124 in Chinatown, and tutoring of students in the Upward Bound Program. TCH 201 students are also studying the pedagogy of social justice education via group discussion, self-reflections, and fieldwork experiences.
Interpersonal Relations	Relationship Management	Students will capitalize on academic and personal support services offered by Pace and external organizations to promote success.	Students engage in Pace opportunities while building connections with staff, faculty, and peers.	Experts in the field will visit UNV 101 and TCH 201 class sessions, interact with students, and provide academic and personalized support.
Interpersonal Relations	Relationship Management	Students will leverage a relationship with coaches/mentors to achieve personal and professional growth in the Teacher Opportunity Corps (TOC) program.	Beginning in the fall semester, mentoring will be available for TOC students. Other mentoring options include teachers in partner schools and members of the Future Educators Association (FEA).	Beginning in the fall eligible participants will participate regularly in Teacher Opportunity Corps (TOC) activities and other mentoring opportunities.
Managing Oneself	Initiative and Accountability	Students will establish a record of progress toward personal and professional objectives that lead to personal growth and professional leadership.	Students will create an electronic portfolio and establish a network of communication with educators and about the field of education.	Students will be introduced to the LiveText ¹ information management system, through which the SOE monitors student progress as it relates to preparation for licensing and program accreditation. LiveText will serve as the repository for artifacts selected by students to demonstrate their personal growth and professional leadership, consistent with the School of Education Conceptual Framework’s emphasis on reflective practice.

¹ LiveText offers students opportunities to develop personal and professional portfolios that incorporate field experiences, coursework, and individual and collaborative projects. <https://www.livetext.com/overview/student-overview.html>

Year 2 (Sophomore): Pace Path in the SOE

Goals	Objectives	Measureable Objectives	Activities	Implementation
Interpersonal Relations Organizational Awareness	Relationship Management Situational Awareness	Students will successfully implement research-based teaching strategies through simulated teaching experiences using the TeachLive Avatar system.	Students practice with TeachLive Avatars.	Students implement teaching strategies with the TeachLive Avatars system, which is a classroom simulation that allows students to make mistakes in their teaching before making mistakes with real children. This system is used throughout the program.
Interpersonal Relations Organizational Awareness	Relationship Management Situational Awareness	Students will demonstrate competencies gained from deeper exposure to field work and connected assignments.	Student will engage more deeply and purposefully in field experiences. Students spend a half day per week in fieldwork with a mentor teacher. This work is connected to TCH 301 (Understanding Learning and Teaching).	Students take TCH 301 (Understanding Learning and Teaching) in spring of sophomore year. The course requires fieldwork in school settings connecting theory and practice.
Interpersonal Relations Organizational Awareness	Relationship Management Cross Cultural Appreciation Situational Awareness	Student will demonstrate competencies with working with others in their professional environments.	Workshops will be provided to students by SOE personal in order to facilitate discussions on school culture and relationships. Guest speakers in sophomore level classes will facilitate this conversation.	Students will use the Center for Professional Development (CPD) Handbook in order to gain understanding of the classroom and administrative culture of the school system. Students will need to know how to conduct themselves with school students, parents/guardians, teacher colleagues, and administration personal. Students will demonstrate respect for others at all levels of interaction as well as cultural sensitivity. Students will understand the difference between appropriate and inappropriate dispositions in the school culture. Students will know how to dress for and act in the school environment.
Interpersonal Relations	Relationship Management	Students will leverage a relationship with coaches/mentors to achieve personal and professional growth in the Teacher Opportunity Corps (TOC) program.	Beginning in the fall semester of the first-year, mentoring would be available for TOC students. Other mentoring options include teaches in partner schools and members of the Future Educators Association (FEA).	Beginning in the fall semester of the first-year, eligible participants would participate regularly in Teacher Opportunity Corps (TOC) activities and other mentoring opportunities. This would continue throughout the academic career.
Managing Oneself	Initiative and Accountability	Students will establish a record of progress toward personal and professional objectives that lead to personal growth and professional leadership.	Students will continue to document success through an electronic portfolio and continue to utilize a network of communication with educators and about the field of education.	Students were introduced to the LiveText information management system in the first-year, through which the SOE monitors student progress as it relates to preparation for licensing and program accreditation. LiveText will serve as the repository for artifacts selected by students to demonstrate their personal growth and professional leadership, consistent with the School of Education Conceptual Framework's emphasis on reflective practice.

<p>Managing Oneself</p> <p>Interpersonal Relations</p>	<p>Self-Awareness</p> <p>Cross-Cultural Appreciation</p>	<p>Students will demonstrate competencies in TCH 212 (Understanding the Potential of the Humanities and Creative Arts in Children’s Education and Development).</p>	<p>It is recommended students take TCH 212 in their sophomore year, which also carries Area of Knowledge (AOK) 4 (Humanistic and Creative Expressions) credit. This course is intended for both adolescent and childhood majors.</p>	<p>TCH 212 examines the humanities and creative arts and why they are essential for children’s development and education. The goals of this course are (1) to help students develop an informed understanding of the role of humanistic, literary and artistic creativity in the human experience; (2) to examine how study of the humanities and creative arts improves children’s understanding and thinking about themselves, others and the world, and (3) to provide a global perspective on the ways in which the humanities and creative arts represent the human experience. A unique aspect of the course is the use of the urban environment of New York City and its surrounding areas, particularly its museums, archives, historical sites, theaters and neighborhoods, as resources for learning about the humanities and creative arts.</p>
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Year 3 (Junior): Pace Path in the SOE

Goals	Objectives	Measureable Objectives	Activities	Implementation
Interpersonal Relations Organizational Awareness	Relationship Management Situational Awareness	Students will successfully implement research-based teaching strategies through simulated teaching experiences using the TeachLive Avatar system.	Students practice with TeachLive Avatars.	Students implement teaching strategies with the TeachLive Avatars system, which is a classroom simulation that allows students to make mistakes in their teaching before making mistakes with real children. This system is used throughout the program.
Interpersonal Relations Organizational Awareness	Relationship Management Situational Awareness	Students will demonstrate competencies gained from deeper exposure to field work and connected assignments.	Student will engage more deeply and purposefully in field experiences. Students spend a one day per week in fieldwork and work with a mentor teacher.	Students are more deeply engaged in School of Education coursework connecting theory and practice from the Pace classroom to the schools. Fieldwork at this point is part of the School of Education’s Center for Professional Development (CPD).
Organizational Awareness	Resource Management	It is recommended that students will engage in community service in school contexts.	By junior year students will be active in community service within the schools that will for most students involving tutoring school children after school. This can be connected to the field experiences.	Junior students will be engaging more fully in field experiences, which could include tutoring school children. The Center for Community Action and Research (CCAR) offers a collaborative opportunity with New York Cares every October for Paint a School Day, which could be used to further community service. Other volunteer opportunities will be explored in which School of Education utilizes University infrastructure and/or initiates its own volunteer opportunities.
Interpersonal Relations	Relationship Management	Students will leverage a relationship with coaches/mentors to achieve personal and professional growth in the Teacher Opportunity Corps (TOC) program.	Beginning in the fall semester of the first-year, mentoring would be available for TOC students. Other mentoring options include teaches in partner schools and members of the Future Educators Association (FEA).	Beginning in the fall semester of the first-year, eligible participants would participate regularly in Teacher Opportunity Corps (TOC) activities and other mentoring opportunities. This would continue throughout the academic career.
Managing Oneself	Initiative and Accountability	Students will establish a record of progress toward personal and professional objectives that lead to personal growth and professional leadership.	Students will continue to document success through an electronic portfolio and continue to utilize a network of communication with educators and about the field of education.	Students were introduced to the LiveText information management system in the first-year, through which the SOE monitors student progress as it relates to preparation for licensing and program accreditation. LiveText will serve as the repository for artifacts selected by students to demonstrate their personal growth and professional leadership, consistent with the SOE Conceptual Framework’s emphasis on reflective practice.
Organizational Awareness	Teamwork and Collaboration	Students will work with their peers in group projects throughout their coursework.	Collaborative learning and problem solving is a critical aspect to education Students will engage in collaborative group activities, research, and presentations in School of Education coursework.	Throughout the curriculum there are numerous opportunities for students to engage in collaborative work with their peers. Courses with collaborative learning are being identified.

Year 4 (Senior): Pace Path in the SOE

Goals	Objectives	Measureable Objectives	Activities	Implementation
Interpersonal Relations Organizational Awareness	Relationship Management Situational Awareness	Students will successfully implement research-based teaching strategies through simulated teaching experiences using the TeachLive Avatar system.	Students practice with TeachLive Avatars.	Students implement teaching strategies with the TeachLive Avatars system, which is a classroom simulation that allows students to make mistakes in their teaching before making mistakes with real children. This system is used throughout the program.
Interpersonal Relations Organizational Awareness	Relationship Management Situational Awareness	Students will expand upon the strong connections made in junior year with peers, faculty, and staff. Students will have mentor teacher relationships in the field.	Coaching/mentoring will continue throughout the senior year, including both peer and faculty coach/mentor relationships. Mentor teacher and School of Education supervisor relationships will be an integral part of the Senior year.	Student will continue planning with a faculty advisor in the School of Education. Students will have a mentor teacher in a school in which they do fieldwork. The mentor teacher will be found by the students with assistance from the Director of School Partnerships in the School of Education as needed. In Spring of Senior year students will have a mentor teacher in the classroom five days per week and will have five to six site visits from a supervisor in the School of Education.
Organizational Awareness	Situational Awareness	Students will demonstrate competencies gained from deeper exposure to field work and connected assignments.	Student will engage deeply and purposefully in field experiences. Students spend two days per week in fieldwork in the Fall of Senior year, and five days per week in student teaching in spring Senior year.	Students are deeply engaged in School of Education coursework connecting theory and practice from the Pace classroom to the schools. Fieldwork at this point is part of the School of Education's Center for Professional Development (CPD).
Organizational Awareness	Resource Management	It is recommended that students will engage in community service in school contexts.	In senior year students will be active in community service within the schools that will for most students involving tutoring school children after school. This can be connected to the field experiences.	Senior students will be engaging more fully in field experiences, which could include tutoring school children. The Center for Community Action and Research (CCAR) offers a collaborative opportunity with New York Cares every October for Paint a School Day, which could be used to further community service. Other volunteer opportunities will be explored in which School of Education utilizes University infrastructure and/or initiates its own volunteer opportunities.
Managing Oneself Organizational Awareness	Creative Problem Solving (Undergraduate Research) Initiative and Accountability Situational Awareness Resource Management	It is recommended that students will demonstrate the ability to conduct educational action research in a school setting.	It is recommended that students will work with faculty mentors to engage in writing research objectives, conducting literature reviews, and implementing action research in the classroom. Current practice and the increased testing environment in the schools require new teachers to know how to use data to make data-driven decisions.	Currently only graduate students are required to conduct educational research as part of their capstone experience. For undergraduate students, it is recommended that students choose to engage in action research. Honors SOE undergraduate students are required to conduct research as part of their Honors program. Research preparation will prepare students for teaching careers and graduate study. This project would cumulate to a Student Research Day in order for students to present their research in poster session environment at Pace. Students who wish to pursue research opportunities will work with a School of Education faculty research mentor in fall of senior year. Students also do preparation work for the EdTPA, which assesses teacher performance using electronic portfolios consisting of written work and teaching videos. EdTPA work is done in spring of senior year and involves action

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				research related work. Undergraduates who stay for the fifth year graduate degree will complete a formal action research project at the end of the program.
Managing Oneself	Creative Problem Solving	Students will demonstrate proficiency on the EdTPA, which requires critical thinking and problem solving.	The School of Education prepares students for success on New York State certification tests including the EdTPA, which assesses teacher performance using electronic portfolios consisting of written work and teaching videos.	Given the new EdTPA requirements for certification in NY State, the School of Education is implementing EdTPA preparation support during the practicum connected to student teaching in the Spring semester of senior year.
Interpersonal Relations	Relationship Management	Students will leverage a relationship with coaches/mentors to achieve personal and professional growth in the Teacher Opportunity Corps (TOC) program.	During the fall semester of the first-year, mentoring would be available for TOC students. Other mentoring options include teaches in partner schools and members of the Future Educators Association (FEA).	Beginning in the fall semester of the first-year, eligible participants would participate regularly in Teacher Opportunity Corps (TOC) activities and other mentoring opportunities. This would continue throughout the academic career.
Managing Oneself Organizational Awareness	Initiative and Accountability Resource Management	Students will establish a record of progress toward personal and professional objectives that lead to personal growth and professional leadership.	Students will continue to document success through an electronic portfolio and continue to utilize a network of communication with educators and about the field of education.	Students were introduced to the LiveText information management system in the first-year, through which the SOE monitors student progress as it relates to preparation for licensing and program accreditation. LiveText will serve as the repository for artifacts selected by students to demonstrate their personal growth and professional leadership, consistent with the SOE Conceptual Framework's emphasis on reflective practice.
Organizational Awareness	Teamwork and Collaboration	Students will work with their peers in group projects throughout their coursework.	Collaborative learning and problem solving is a critical aspect to education Students will engage in collaborative group activities, research, and presentations in School of Education coursework.	Throughout the curriculum there are numerous opportunities for students to engage in collaborative work with their peers. Courses with collaborative learning are being identified.