Conceptual Framework
## CONCEPTUAL FRAMEWORK

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The unit has a well developed conceptual framework that establishes the shared vision for a unit’s efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability.

4.1 The vision and mission of the institution and the unit

Identity

Founded in 1906, Pace University is a comprehensive, independent, multi-campus New York State institution of higher education located in New York City, White Plains and Pleasantville. Pace University is made up of six colleges and schools that offer a wide range of academic and professional programs for a multi-ethnic, socio-economically diverse population. Pace has traditionally served a highly diverse population of first-generation college students, often immigrants or first generation immigrants. It serves nearly 14,000 students in for-credit programs, and many more in affiliated offerings.

Having evolved from a school of accountancy into a comprehensive university, Pace offers a wide range of academic and professional programs at the graduate and undergraduate levels in the Dyson College of Arts and Sciences, the Lubin School of Business, the School of Computer Science and Information Systems, the School of Education, the School of Law, and the Lienhard School of Nursing.

The Mission of Pace University

Historically and traditionally, Pace is committed to providing students with opportunities to achieve a better life, as our motto, Opportunitas, reflects. In keeping with its motto, Pace University offers qualified students the opportunity to discover and fulfill their potential. At Pace, supportive and challenging programs prepare graduates for meaningful lives and successful careers in a rapidly changing world. The University’s commitments combine respect for traditional academic values with readiness to meet the challenges of the future with energy and innovation.

Pace University’s motto, Opportunitas, affirms the essential purpose of higher education: an appreciation of shared human heritage, preparation for civic engagement, knowledge that helps students adapt to an increasingly complex world, and the tools to succeed in a professional career. Our responsive environment, challenging programs and diverse community of learning and scholarship stimulate personal and intellectual growth. Pace University provides an outstanding educational experience integrating
theory, practice and community service in a richly diverse, multi-locational and global context.

Core Values of the University

- Giving highest priority to teaching and learning.
- Placing the liberal arts and sciences at the center of undergraduate education.
- Stressing critical thinking, communication, and technological competence as essential skills.
- Fostering intellectual growth, ethical maturity, and civic responsibility.
- Balancing theory with practical applications.
- Responding to the individual needs of an increasingly diverse student population.
- Preparing students for an increasingly diverse society and global economy.
- Emphasizing service as an integral part of teaching and life-long learning.

Commitments of the University

- Access and opportunity for qualified students of diverse backgrounds.
- Maintaining collegiality and the free exchange of ideas.
- Engaging students actively in the learning process.
- Involving students and faculty in decision-making.
- Managing the University responsively, effectively, and with financial responsibility.
- Providing an excellent, affordable private education.
- Continuing experimentation in the use of new technologies to support more effective teaching and extend educational opportunities.

Our values and commitments enable us to further individual opportunities to learn, teach, and expand knowledge. Thus Pace University continues to embody *Opportunitas*, renewing this theme for new generations to whom we offer an education focused on student achievement and the promotion of patterns of living and learning that will enlighten and endure. Pace’s commitment to providing a diverse community of students opportunity and access is also reflected in the School of Education (SOE).

Vision Statement of the School of Education:

The vision of the Pace University School of Education is to accomplish significant educational reform by preparing professional educators to serve as agents for positive change.

Mission and Conceptual Themes of the School of Education:

The highest value for any educational institution must be the teacher teaching and the student learning. Pace University, in its Mission Statement, endorses this value by considering “teaching and learning its highest priorities.” Significantly, these “highest
priorities” of the University are the concepts central to the mission of the Pace University School of Education.

Fundamentally, the mission of the School of Education is to expand upon the motto of Pace University: Opportunitas. We accomplish this by seeking to effect quality teaching and learning in public and private P-12 school settings by preparing educators who are reflective professionals who promote justice, create caring classroom and school communities, and enable all students to be successful learners.

Our mission is to advance these “highest priorities” by effecting quality teaching and learning in public and private early childhood, childhood, secondary, and non-school settings. It is the School of Education that is charged with the responsibility of preparing educators who will embrace and promote teaching and learning as lifelong priorities. Through the service of our faculty and graduates, equipped with sound and rigorous knowledge, skills, dispositions, and practice base, we can prepare professional educators who exemplify the themes expressed in our mission.

Our commitment to lifelong teaching and learning demands an engagement in a study of pedagogy that links the insights of theory and experience to concerns for basic and best practice. Our concerns for practice demand linkages with our colleagues in elementary schools, secondary schools and non-school settings, as well as with our colleagues in other schools of the University. In this way a comprehensive configuration of education is validated and a partnership model of educational preparation is constituted for Pace University students – a model that appropriately attends to a strong foundation in the arts and sciences, the interdependent nature of teaching and learning which fosters human dignity and leadership that enable social change.
4.2 The unit’s philosophy, purposes, professional commitments and dispositions.

Setting the Context

Starting in 1998, the entire faculty of the School of Education (SOE), in collaboration with representatives of the faculties of the Dyson College of Arts and Sciences (Dyson) and the School of Computer Science and Information Systems (CSIS), began work on meeting the newly published New York State Department of Education standards and regulations for teacher preparation. The new standards required revision or complete redevelopment of all of our undergraduate and graduate education programs (with the exception of Educational Administration, whose new NY State preliminary draft regulations are under public discussion as we write this response to the Preconditions).

Prior to the 1998 SOE revisioning self-study, the education programs on our two main campuses differed in both surface features and substance. For example the Pace New York City undergraduate program offered an early childhood major, not offered on the Pleasantville campus, and special education was available only in Pleasantville. If the two departments offered the same or similar programs, they chose to interpret their courses uniquely on each campus.

Guided by a spirit of cooperation and a willingness to learn from each other, the education faculty worked collaboratively to identify our common vision and philosophy, the strengths of the programs in place at the time, and our goals for the next generation of candidates that we would prepare to work in the schools. By the time our undergraduate programs were submitted to the New York State Department of Education in April 2000 and our graduate programs in April 2001, faculty from both campuses, working with our Dyson and CSIS colleagues, had created programs that reflected our shared belief of what would be required to prepare teachers and teacher leaders for the next century.

Philosophy

The teacher preparation programs at Pace University build upon the ideas of many important scholars in education. However, much of the philosophy that supports our program, including fundamental beliefs about knowledge and values, can be connected to the ideas of John Dewey (1916, 1925, 1927, 1929, 1933, 1938).

We believe that a fundamental aim in education is to nurture the development and growth of human potential within a democratic community. Along with Dewey, we dismiss strict dichotomies between knowledge and value, human experience and
nature, individual and community, theory and practice, means and end, school and society, teacher and learner. We believe that education is not a transmission of knowledge between teacher and learner for the sake of some distant end; rather, it is the process of interaction between teachers and learners that enriches the students' capacity for the experience of life within a community of learners. In this sense, education is “identical with the operation of living a life which is fruitful and inherently significant” (Dewey, 1916, p.240). From a Deweyan perspective, coming to know is synonymous with making experience more meaningful, which implies the widening and deepening of conscious life, the ability to connect what was previously thought to be unrelated, and an increased capacity for the value of individual and community life. Knowing is an active, social process of inquiry linked to the changing events and varying human perspectives in experience. All knowledge is then somewhat hypothetical and uncertain and calls for continual critical reflection in order to balance the needs of diverse individuals with the development of an equitable democratic society.

Our understanding of these Deweyan ideals leads us to a commitment to prepare educators who will promote justice. Educators who promote justice challenge inequities in legal protection, unfair distribution of material resources, disparities in access to opportunities and imbalances between and among individuals’ rights and society's needs. They have a critical understanding of the social, historical and political contexts in which they teach. They recognize that inequities have been both incorporated into schools and challenged within them (Giroux, 1988). They ensure that school policies and their own practices contribute to a distribution of academic achievement that is not determined by gender, social class, race, ethnicity, sexual orientation or disability (Anyon, 1981; Fine and Weis, 1998; Oakes, 1997; Rist, 1970; Weis, 1985). They prepare educators to understand global justice issues as well the inequities in our society and to act on their conclusions (Cochran-Smith, 1997). Educators who promote justice recognize that creating a more just society can never be accomplished in schools alone (Anyon, 1997; Kozol, 1991, 2000). Therefore, they actively participate in social movements and see their efforts in schools as contributing to them (Casey, 1993; Weiler, 1988).

In addition, we are committed to preparing educators who enable all students to learn. These educators are aware that students bring and develop a perception of the opportunities open to them that is primarily derived from their families and communities (Gibson and Ogbu, 1991; Willis, 1981). However, these teachers also are conscious of the role teachers and schools play in nurturing, resisting or shaping students' sense of their potential (Davidson, 1997). Such educators also challenge the stereotypes that may shape their own perception of students' speech and behavior. They are critical of bureaucratic practices such as tracking that limit some students' access to the knowledge that creates economic and social opportunities and alienates them from the school experience (Anyon, 1981; Oakes, 1997). These educators use classroom strategies and promote school practices that welcome and build upon their students' knowledge and strengths. They accommodate differences in background and ability through their instructional design (Tomlinson, 1999). They develop positive and
supportive relationships with all their students (Davidson, 1997). They provide all students access to the rules of school success (Delpit, 1995).

Our commitment to preparing reflective professionals who promote justice, create caring classrooms and school communities, and enable all students to be successful learners uses the caring classroom as a laboratory where reflection, research, discussion, case study analysis, problem-solving and classroom and community-based experiences connect theory with practice. Empowering candidates to become master teachers who, in turn, empower their students requires that faculty and students act as “community” throughout their Pace experience. It is, therefore, imperative that our teacher and leadership candidates be provided with opportunities to engage these beliefs:

- A belief that classrooms and schools can and should be “communities of learners” rather than a set of teachers and a set of less-knowledgeable students.
- A willingness to examine one’s own belief system and its formation in order to seek and invite a view of diversity that demands social action.
- A willingness to see the most unique student in the classroom as an individual who has much to teach us all.
- A belief that problem-solving is a learning activity.
- A willingness to assume personal responsibility for learning and meeting professional expectations.
- A belief that true change results in and requires action.
- A belief that listening can be an act of teaching.

Because we hold the belief that teachers are agents of social and cultural change, each program is supported by a structure that provides opportunities for candidates to experience:

- that diversity starts with one’s “self,” extends to others and cultivates an appreciation of past, present, and future for all learners;
- that human developmental periods are constructs used to organize physical, cognitive, emotional, social, and cultural needs;
- that early childhood, childhood, and adolescence are developmental periods that are both unique and related;
- that all students learn differently and that instruction must be differentiated to accommodate a wide range of individual differences and needs;
- that language and literacy development occurs throughout early childhood, childhood and adolescence;
- that English language learners have different needs than those learners whose language is primarily English;
- that there is a relationship among content knowledge, learning standards, and teaching methods;
- that the community is a learning laboratory filled with resources and potential resources as well as responsibilities and potential opportunities for change;
that historical and political contexts define the social inequities in which teachers teach;
that improvements in equitable educational access, opportunity and achievement have been the result of the social and political efforts of many citizens, including teachers;
that research and reflection applies to teaching and problem solving;
that technology is both a tool of teaching and learning as well as an expanding body of knowledge needed to empower communities in a changing global structure;
that classrooms, schools, and communities should be safe environments for children and adolescents;
that respect for community members and colleagues and interpersonal skills are needed to work cooperatively;
that there is a need to continually upgrade their knowledge in their content area.

REFERENCES


Conceptual Framework

4.3 Knowledge bases, including theories, research, the wisdom of practice, and education policies, that inform the unit’s conceptual framework.

Our conceptual framework contains four themes. These themes form a framework for the outcomes of the School of Education Programs and are informed by theory, research, practice and policy. Graduates of our programs are reflective professionals who promote justice, create caring classroom and school communities and enable all students to be successful learners.

Our expectations for candidates’ pedagogical knowledge base have relied heavily on the INTASC Standards for New Teacher Assessment as well as the content standards accompanying each Specialty Professional Association. Recent reviews of the literature on teacher education indicate that the field of education still needs a great deal of research on the connection between teacher preparation and teaching and learning (Wilson, Floden and Ferrini-Mundy 2001). However the work that has been done over the last thirty years indicates a clear connection between teacher knowledge, skills and dispositions and teacher and student success (Darling-Hammond, 1999b).

Theme One: Reflective Professionalism

Reflective professionals are educators who appreciate the continuity between theory and practice, who seek to understand themselves in relation to others as part of an evolving historical process, who are able to take multiple perspectives, and who are self-conscious about their own learning strengths and weaknesses. They reflect upon the ideological assumptions and sociological power structures underlying classroom interactions, they inquire into ethical criteria related to classroom practice, and they exchange knowledge and skills within a community of practitioners (Hooks, 1994; Greene, 1988; Meier, 1995; Noddings, 1992; Norlander-Case, 1999; Schon, 1983). When we speak of educators, we refer to the faculty of the university and P-12 schools as well as the candidates for careers in teaching and school leadership.

There is a growing body of research that indicates that beginning teachers who are reflective professionals are better at dealing with the ambiguity of classroom experience. In addition they see themselves as problem solvers who can, through their efforts at self-assessment and the feedback of colleagues, parents and students, improve the teaching and learning that takes place in their classes. Of particular importance to us at Pace is the work of Marilyn Cochran-Smith and Susan Lytle. Their research demonstrates the importance of reflection through an “inquiry stance”—that is, teacher educators and their students adopt a position that problematizes schooling as it is currently arranged, the methods for constructing, evaluating and using knowledge and the roles of teachers, individually and collectively, in bringing about change.

This understanding of reflective practice describes a two-fold process.
Educators, and those who aspire to be educators, must first learn how to raise questions that are new to them and, perhaps, to the communities in which they work. Secondly, their reflection must lead them to “unlearn” ideas, beliefs, assumptions and prejudices; in doing so, they learn to appreciate multiple perspectives on problems and challenges. Both aspects of reflective practice are complex and demanding. The consequence of doing such work, however, is rewarding for educators and their students. Educators who adopt an inquiry stance of reflective practice are better positioned to be agents of social change. When this method is adopted early in the candidates’ preparation, they are initiated into the profession in a unique way. They see themselves as members of communities of learners. They become adept at rethinking assumptions about students, families, curriculum, school policies and practices and incorporate their new ideas into instructional practices. In addition, they become as competent at posing problems as in finding solutions to them—often developing the very questions that will challenge the educational system most directly.

At Pace, we have adopted Cochran-Smith and Lytle’s understanding that reflective practice is the lens through which teacher educators and candidates “see” all aspects of their professional lives. It is not simply one method among many others. It is a perspective-taking process through which educators connect their work with that of others and to the social, historical, economic, cultural and political contexts in which education takes place (Cochran-Smith and Lytle, 1999).

Members of the Pace community have contributed to this knowledge base as well. A collection of complex, real-life case studies that defy easy solutions have been developed by Pleasantville chairperson, Rita Silverman, and former Pace professor, Bill Welty. When we use cases as one of our pedagogical tools, we challenge candidates to reflect on situations faced by practicing educators. Because we have used the case study method with candidates for over a decade, we have been able to evaluate their benefits. In addition to taking multiple perspectives on the dilemmas posed by the case studies, candidates are also assisted in developing the ability to reflect on the biases, assumptions, beliefs and prejudices that shape their initial response to the situations.

**Theme Two: Promoting Social Justice**

In the context of our theme, **justice** refers to equity in the following areas: protection under the law, distribution and use of material resources and access to opportunities within and among nations. As we understand it, justice also implies a balance between the rights of individuals and the needs of society (Rawls, 1971; 1993; 2001).

Perhaps no other theme so unites the faculty at Pace than does social justice. Members of this community bring to our work a variety of experiences in promoting a just society—in and out of classrooms. We have served homeless people in shelters and soup kitchens, taught in urban schools, worked with people in the mental health system who were being deinstitutionalized, and provided children with safe and educational day care. We have served as advocates for students with disabilities and
for immigrant children. We have assisted families in their efforts to secure appropriate and effective education for the young people in their care. We have worked with students who are the first members of their families to attend college and whose preparation by the public school system has left them vulnerable in the university setting. We have celebrated our differences and sought to create a faculty that reflects the diverse ethnic, racial, religious and economic populations we serve. We have demonstrated publicly in support of and in opposition to governmental policies.

We have brought our individual and collective passion for justice to the programs we create together. In doing so, we have been influenced by the research of many scholars, including Lisa Delpit (1995; 2002), Gloria Ladson-Billings (1994; 2001), and Jean Anyon (1981; 1997). From Anyon’s research, we have the evidence that schools can participate in the reproduction of social inequalities through curriculum and instructional strategies. Ladson-Billings’ study of effective teachers of students of color opens up possible ways that candidates can develop similar attitudes and behaviors. Delpit’s work on the ways teachers re-enact relationships of power in their classrooms and in their interactions with families has helped us focus on issues of language and “discourse.”

Experience with placing candidates in high needs school districts has also informed our knowledge of this theme's importance in teacher preparation. An example of one of our most recent successes in this area came in P.S./M.S. 95 in the Bronx. Twenty-two suburban undergraduates were placed in the school early in their program. After one semester, the candidates petitioned the Dean to allow them to end their affiliation with the school and instead to continue their internship in suburban schools in Westchester County. The Dean refused their request, committed to preparing candidates to teach in schools most in need of qualified professionals. Supported by an on-site clinical faculty member and mentored by teaching faculty, the candidates moved through their fieldwork, expanding their time at P.S. 95 from a half-day a week to full-time student teaching. Their mentors at P.S. 95 encouraged them to take on more responsibility and to think and act as teachers. The “cohort” model allowed students to act as peer-coaches to one another as well. By spring 2002, 16 Pace students remained in P.S. 95. At the end of the year, the school offered every Pace student a position. Twelve accepted and eleven have successfully completed their first year of teaching. Pace faculty continued to offer support and assistance to the new teachers. Our experiences with these students and many others who have been mentored in other high-needs and diverse schools provide us with additional evidence that a teacher preparation program can result in professionals who promote social justice.

Theme Three: Creating Caring Classroom and School Communities

Caring classroom and school communities are those described by Noddings (1992) who proposes an “ethic of care” in classrooms. Caring classrooms and schools have a moral purpose: to care for children so that they learn to care for others (p. 65). Teachers and administrators who are warm, caring, and empathic offer children safe environments. They promote cooperation among children with a two-fold goal: to create
good learners and to create good human beings (Johnson and Johnson, 1999; Kohn, 1996).

Although expertise in control and management have often dominated discussions of classroom teachers’ responsibilities, there is a counterbalancing body of research that suggest that caring and community are alternative approaches to creating effective educational settings. In adopting this theme, the Pace faculty relies on the philosophical proposals of scholars such as Nel Noddings (1992) and on the research of George Noblit (1995), Gloria Ladson-Billings (1994; 2001), Mara Sapon-Shevin (1995), and Jeannie Oakes (1996).

Noddings believes that strategies of classroom management and control are detrimental to relationships between teachers and students and among students themselves. Noddings argues that “care” is a way of helping students search for and achieve competence, not a way of excusing mediocrity or failure. This “ethic” requires a commitment on the part of teachers to discover students’ abilities, support students’ efforts to develop them, and hold students accountable for doing so.

Noblit and Ladson-Billings, as well as historians of African American educators such as Michele Foster (1997) and Vanessa Siddle-Walker (1996) study the impact of caring relationships on student achievement. The research indicates that teachers’ determination to communicate their concern for children and respect for their families and communities positively affects their academic achievement. Although teachers’ ways of expressing care take diverse and personal forms, it produces desirable results in attitudes toward school and engagement with education.

Mara Sapon-Shevin’s research emphasizes the patience and skills that teachers need in order to develop classroom communities. No one can simply “declare” a group to be a community. Teachers need a variety of strategies and a persistent faith in the possibility of good classroom relationships in order to make them real.

Finally, Oakes’ work in UCLA’s teacher education program inspires us and provides us with models of preparing teachers and working with parents, teachers and students to create cooperative and meaning caring school communities.

At Pace, we draw on our own experience of working in a caring community among faculty members as additional evidence that such climates encourage people to develop high levels of commitment and competency. The long-term relationships among senior faculty members and administrators create a culture of respect, affection and accountability into which new faculty members—and ultimately students—are invited to share. As well, we model caring communities in our courses by encouraging our candidates to come to know us as individuals and to come to know, respect, and learn from each other.
Theme Four: Enabling All Students To Learn

Our use of the phrase all students is meant to convey our awareness of the diversity within American schools (NCES, 2000). We also intend to highlight our understanding that, as a result of their prior experiences and background, all people bring knowledge, meaning, behavior and perceptions to the school experience (Davidson, 1996).

When we say successful learners we refer to students who develop active habits of questioning and inquiry; are self-initiating problem posers and problem solvers; seek to construct deep understandings about complex situations, based on prior knowledge. Successful learners apply multiple alternative strategies for coping with novel situations; strive to make connections across different experiences, events, information, and time periods; and reflect on their own learning processes. They anticipate and appreciate alternative ways of knowing, they value cooperating with others to deepen understanding and address socially and environmentally important issues, and they seek to define themselves in relation to others and their lived experience (Ausubel, 1968; Brooks, 1993; Bruner, 1960; Gardner, 1983; Greene, 1988; Novak and Gowin, 1984; Orr, 1994; Sizer, 1992; Vygotsky, 1978; Wiggins and McTighe, 1998; Wittrock, 1977).

We discussed in Theme One the role of reflection in helping candidates “unlearn” certain ideas, beliefs and perspectives that they bring to teaching. One of the most pervasive of these is that some students will fail. Our candidates’ school history is almost universally one of success; in their years of schooling, they have also consistently witnessed the failure of some of their peers. As a result, many enter teaching believing that even good teachers cannot teach some students. At Pace, we want all candidates to understand that they are responsible for every student in their classroom, and that every student can have a successful learning experience. This last theme can only be realized as an outcome of the other three themes, and the theme of enabling all students to learn is grounded in the thinking that causes us to believe that successful teachers are reflective professionals who promote social justice and who create caring classrooms and school communities.

Teachers who take an “inquiry stance” (Cochran-Smith and Lytle, 1999, cited above) do not give up on students. Rather, they reflect on why some students are not successful, and they consider what they can do to enable these students to achieve success. Reflection helps teachers to become conscious of the role they play in nurturing, resisting or shaping students’ sense of their own potential (Davidson, 1997). Current research also provides support for the importance of “solid subject-matter knowledge” (Allen, 2003). At Pace, we want our candidates to understand that they are responsible for both content and pedagogical knowledge and that quality teaching involves reflection on both.

Oakes (1997) and Anyon (1981), two theorists cited above in our discussion of Theme Two, further our understanding of the critical role of social justice in developing
teachers who believe all students can learn. The work of these and other theorists increase our candidates' knowledge of bureaucratic practices such as tracking that limit some students' access to the knowledge that creates economic and social opportunities, practices that alienate less successful students from the school experience.

Finally, educators who act on the belief that all students can learn are also educators who help achieve this outcome by creating caring communities. Tomlinson (1999) describes educators who use classroom strategies and practices that welcome and build upon their students' knowledge and strengths and who accommodate differences in background and ability through their instructional design.

The Pace School of Education community models this theme through our work in diverse schools and through the work of faculty to promote inclusion practices in the local schools. As well, in our university classrooms, we work, as Davidson (1997) suggests, to develop positive and supportive relationships with our candidates.

References:


New York: Rutledge.
Conceptual Framework

4.4 Candidate proficiencies aligned with the expectations in professional, state, and institutional standards.

All Pace University School of Education candidates are expected to demonstrate the knowledge skills and dispositions espoused by the School of Education as aligned with the New York State Standards, INTASC, and the appropriate national Specialty Professional Associations standards as developed for each certificate program. The knowledge, skills and dispositional outcomes are as follows:

Candidate Proficiencies: The knowledge, skills and dispositional proficiencies used to assess candidates on each of the four themes of our conceptual framework are listed below. Following these is a table that aligns these proficiencies with the expectations in professional, state and institutional standards.

Theme 1: Reflective Professionalism

Knowledge Outcomes:
1. Educators understand methods of inquiry that provide them with a variety of self-assessment and problem-solving strategies for reflecting on their practice, their students’ learning and the interactions between them.
2. Educators are aware of major areas of research on teaching and of resources available for professional learning.
3. Educators understand the legal and ethical responsibilities of their profession.

Skills Outcomes:
1. Educators use classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning.
2. Educators use a variety of methods of inquiry to experiment with, reflect on, problem-solve and improve practice.
3. Educators seek out and use research on teaching, the experiences of colleagues and other resources to improve their practice.
4. Educators draw upon the expertise of colleagues to support their reflection and problem-solving and as a source of new ideas.
5. Educators collaborate with other professionals by sharing experiences, seeking and providing feedback.

Dispositions Outcomes:
1. Educators see themselves as problem-solvers.
2. Educators believe that problem-solving is a learning activity that leads to the improvement of practice.
3. Educators value critical thinking and self-directed learning.
4. Educators are committed to the reflection, assessment and learning necessary for problem-solving and the improvement of their practice.
5. Educators are willing to give and receive feedback and assistance.
6. Educators believe that professional development activities are integral to their success with students.

**Theme 2: Promoting Social Justice**

**Knowledge Outcomes:**
1. Educators have a critical understanding of the social, historical and political contexts in which they teach.
2. Educators understand that social inequities have both been incorporated into schools and challenged within them.
3. Educators understand that some school practices conflict with family and cultural beliefs to alienate students from the school experience.
4. Educators understand that students bring knowledge and interests, cultural and linguistic resources to schools.
5. Educators understand that improvements in equitable educational access, opportunity and achievement have been the result of social movements.

**Skills Outcomes:**
1. Educators can analyze contemporary educational issues in light of the historical, philosophical and sociological foundations of education.
2. Educators can identify and challenge school policies and practices that contribute to alienation from school and inequitable distribution of academic achievement.
3. Educators can gather information about students’ families, cultures and communities and use this information as a basis for connecting instruction to students’ experiences.
4. Educators can work collaboratively with families, social service organizations, political action groups and government to improve the social conditions of their students’ lives.

**Disposition Outcomes:**
1. Educators are committed to identifying and managing their prejudices.
2. Educators value diversity within and among themselves and their students and see it as a support to learning.
3. Educators are sensitive to community and cultural norms.
4. Educators are committed to democratic ideals such as equality under the law, equal educational access and opportunity and maintaining a balance between individual rights and society’s needs.
5. Educators believe that true change results in and requires action.
6. Educators are willing to take activist roles and political positions in support of justice.
7. Educators are committed to increasing their knowledge of the diverse communities whose children they serve.
8. Educators see parents and communities as partners in their students’ education.
Theme 3: Creating Caring Classroom and School Communities

**Knowledge Outcomes:**
1. Educators understand sociological and psychological insights about human motivation and behavior that are useful in organizing and supporting positive environments.
2. Educators understand how social groups function, how individuals function within groups and the conditions that foster productive and cooperative interaction.
3. Educators have knowledge of effective communication techniques that foster active inquiry, collaboration and supportive interaction in the classroom.
4. Educators have knowledge of research-based strategies that promote positive relationships, cooperative and purposeful learning in the classroom.

**Skills Outcomes:**
1. Educators can develop and maintain classroom routines, expectations and processes of communication that create communities in which all students feel safe, respected, responsible and able to learn.
2. Educators can help students develop shared values and expectations that create a classroom climate of openness, mutual respect, support and inquiry.
3. Educators model respect and appreciation for individual and cultural diversity within the classroom.
4. Educators can help students develop conflict resolution skills and processes.
5. Educators model diverse, thoughtful and responsive communication strategies.

**Disposition Outcomes:**
1. Educators take primary responsibility for establishing a caring community but believe that students should be “almost equal” partners in the task.
2. Educators are committed to the expression and use of democratic values in the classroom.
3. Educators value the role of students in helping one another to learn and recognize the importance of peer relationships in establishing a caring classroom community.
4. Educators believe that classrooms and schools should be child-centered and safe environments.
5. Educators believe that all students, even the most unique, are individuals who have much to teach us all.
6. Educators believe that non-violent conflict resolution requires the use of skills that can be learned.
Theme 4: Enabling All Students to Learn

**Knowledge Outcomes:**
1. Educators understand central concepts, methods of inquiry and structures of the disciplines they teach and their relation to the liberal arts tradition.
2. Educators have content knowledge in their discipline as outlined by the Specialty Professional Association.
3. Educators understand how children learn and develop during early childhood, childhood and adolescence and how those developmental periods are related to one another and to learning.
4. Educators understand the cognitive processes associated with various kinds of learning and how to stimulate these processes to enable students to construct knowledge, acquire skills and develop habits of mind.
5. Educators understand how students differ in their approaches to learning.
6. Educators understand areas of exceptionality and disability in learning.
7. Educators understand the principles and theories grounding various instructional strategies and the advantages and disadvantages of each.
8. Educators have knowledge of theories of and research on motivation.
9. Educators have knowledge of curriculum development theories and methods that take into consideration student diversity.
10. Educators understand the characteristics, uses, advantages and limitations of different types of assessment.
11. Educators have knowledge of New York State standards and state-mandated tests.

**Skills Outcomes:**
1. Educators can use multiple ways of representing and explaining key concepts, viewpoints, and theories and of engaging students in methods of inquiry in the disciplines they teach.
2. Educators can find and evaluate teaching resources and curriculum materials.
3. Educators can develop and implement curricula that encourage students to see, question and interpret ideas from diverse perspectives.
4. Educators can design instruction that utilizes multiple teaching and learning strategies to engage students in learning experiences that develop students’ critical thinking, problem-solving and performance skills.
5. Educators can design teaching and learning activities that are appropriate to students’ stages of development, learning styles, strengths and disabilities.
6. Educators can design learning and teaching activities that allow for student choice and is differentiated so that all students can achieve academic success.
7. Educators can design instruction that supports achievement of New York State standards and successful performance on state-mandated tests.
8. Educators can appropriately integrate technology into teaching and learning activities.
9. Educators can design and implement a variety of formal and informal assessment strategies.
10. Educators can use instructional and assessment strategies that stimulate students intrinsic motivation and enable them to take responsibility for their own education by
being aware of their learning strengths and weaknesses, setting goals and performing self-assessments.

**Dispositions Outcomes:**
1. Educators believe all students can learn and are persistent in developing teaching and learning activities that enable them to do so.
2. Educators are committed to professional development in content and pedagogical knowledge.
3. Educators value diverse perspectives.
4. Educators believe that students’ developmental processes, learning styles, cultural backgrounds are deserving of respect and can be utilized in teaching and learning strategies.
5. Educators value diverse assessment strategies and utilize feedback from them to refine teaching and learning activities.
6. Educators are committed to helping students take responsibility for their own learning.
7. Educators value meticulous planning that integrates their subject matter knowledge, students' needs and abilities and community and curriculum goals.
### 4.4 Candidate Proficiencies (Undergraduates and M.S.T.) aligned with INTASC, State and SPA Standards

<table>
<thead>
<tr>
<th>INTASC Standards</th>
<th>PACE Candidate Proficiencies</th>
<th>New York State Standards</th>
<th>Specialty Professional Associations having a Standard that aligns with the INTASC standard. (Each SPA will have additional standards that are program specific)</th>
</tr>
</thead>
</table>
| 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. | **Theme 4: Enabling All Students to Learn**  
K: 1 Educators understand central concepts, methods of inquiry and structures of the disciplines they teach and their relation to the liberal arts tradition.  
S: 1 Educators can use multiple ways of representing and explaining key concepts, viewpoints, theories and of engaging students in methods of inquiry in the disciplines they teach.  
S: 2 Educators can find and evaluate teaching resources and curriculum materials.  
S. 3 Educators can develop and implement curricula that encourage students to see, question and interpret ideas from diverse perspectives.  
D: 2 Educators are committed to professional development in content and pedagogical knowledge.  
D: 3 Educators value diverse perspectives as stated in Part 52.21 (b)(ii)(c)(1)… | (v) curriculum development, instructional planning and research-based instructional strategies  
(vi) teaching students to use technology to acquire information, communicate and enhance learning | NSTA: Standard 1,2,3,4  
NCTM: Standard 1  
NCSS: All the thematic standards and Program Standards 1,2,4  
NCTE: Standard 3  
ACEI: Standards 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2i, and 3a, 3e, 4, 5a |
| 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. | **Theme 2: Promoting Social Justice**  
K: 3 Educators understand that some school practices interact with family and cultural belief to alienate students from the school experience  
**Theme 3: Creating Caring Classroom Communities**  
K: 1 Educators understand sociological and psychological insights about human motivation and behavior that are useful in organizing and supporting positive classroom environments.  
**Theme 4: Enabling All Students to Learn**  
K: 2 Educators understand how children learn and develop during early childhood, childhood and adolescence and how those developmental periods are related to one another and to learning.  
S: 5 Educators can design teaching and learning activities that are appropriate to students’ stages of development, learning styles, strengths and disabilities.  
D: 4 Educators believe that students’ developmental processes, learning styles, cultural backgrounds are deserving | (i) developmental processes  
(ii) learning processes, motivation, communication, and classroom management  
(iv) understanding learning and acquiring skills in developing reading, speaking and writing skills of all students including those with disabilities and those who are English language learners | NSTA: Standard 5  
NCTM: Standard 2  
NCSS: Program Standards 2 and 4  
NCTE: Standards 2.1, 2.6, 3.1.1, 4.2, 4.5  
ACEI: Standards 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 4.5a |
of respect and can be utilized in teaching and learning strategies.

| 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | **Theme 2: Promoting Social Justice**  
K: 2 Educators understand that social inequities have both been incorporated into schools and challenged within them. K: 3 Educators understand that some school practices interact with family and cultural belief to alienate students from the school experience. K: 4 Educators understand that students bring knowledge and interests, cultural and linguistic resources to schools. S: 2 Educators can identify and challenge school policies and practices that contribute to alienation from school and inequitable distribution of academic achievement. S: 3 Educators can gather information about students’ families, cultures and communities and use this information as a basis for connecting instruction to students’ experiences. S: 4 Educators can work collaboratively with families, social service organizations, political action groups and government to improve the social conditions of their students’ lives. D: 1 Educators are committed to identifying and managing their prejudices. D: 2 Educators value diversity within and among themselves and their students and see it as a support to learning. D: 3 Educators are sensitive to community and cultural norms. D: 7 Educators are committed to increasing their knowledge of the diverse communities whose children they serve. | (iii) nature of students with disabilities and understanding individual learning needs  
(differentiating instruction)  
(iv) understanding learning and acquiring skills in developing skills of all students including those with disabilities and those who are English language learners | **NSTA:** Standards 5, 6, 9  
**NCTM:** Standard 2.1  
**NCSS:** Program Standards 1, 2, 4  
**NCTE:** Standards, 2.1, 2.2, 2.6, 3.5, 4.5,  
**ACEI:** Standards 2a, 2b, 2c, 2d, 2e, 3a, 3d, 4, 5a, 5c. |

| **Theme 3: Creating Caring Classroom Communities**  
K: 1 Educators understand sociological and psychological insights about human motivation and behavior that are useful in organizing and supporting positive classroom environments. K: 2 Educators understand how social groups function, how individuals function within groups and the conditions that foster productive and cooperative interaction. S: 3 Educators model respect and appreciation for individual and cultural diversity within the classroom. D: 5 Educators believe that all students, even the most unique, are individuals who have much to teach us all. | **Theme 4: Enabling All Students to Learn**  
K: 4 Educators understand how students differ in their approaches to learning. |
### 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

<table>
<thead>
<tr>
<th>Theme 2: Promoting Social Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>S: 3 Educators can gather information about students' families, cultures and communities and use this information as a basis for connecting instruction to students' experiences.</td>
</tr>
<tr>
<td>D: 2 Educators value diversity within and among themselves and their students and see it as a support to learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme 3: Creating Caring Classroom Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>K: 4 Educators have knowledge of research-based strategies that promote positive relationships, cooperative and purposeful learning in the classroom.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme 4: Enabling All Students to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>K: 3 Educators understand the cognitive processes associated with various kinds of learning and how to stimulate these processes to enable students to construct knowledge, acquire skills and develop habits of mind.</td>
</tr>
<tr>
<td>K: 6 Educators understand the principles and theories grounding various instructional strategies and the advantages and disadvantages of each.</td>
</tr>
<tr>
<td>S: 2 Educators can find and evaluate teaching resources and curriculum materials.</td>
</tr>
<tr>
<td>S: 3 Educators can develop and implement curricula that encourage students to see, question and interpret ideas from diverse perspectives.</td>
</tr>
<tr>
<td>S: 4 Educators can design instruction that utilizes multiple teaching and learning strategies to engage students in learning experiences that develop students' critical thinking, problem-solving and performance skills.</td>
</tr>
<tr>
<td>S: 5 Educators can design teaching and learning activities that take into consideration student diversity.</td>
</tr>
</tbody>
</table>

(v) curriculum development, instructional planning and research-based instructional strategies

<table>
<thead>
<tr>
<th>NSTA: Standard 1,5,6,9</th>
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</thead>
<tbody>
<tr>
<td>NCTM: Standard 2.1</td>
</tr>
<tr>
<td>NCSS: Program Standards 1,2a,4</td>
</tr>
<tr>
<td>NCTE: 2.4, 2.5, 3.7, 4.7, 5.0</td>
</tr>
<tr>
<td>ACEI: 2a, 2b, 2c, 2d, 2e, 2i, 3a, 3a, 3c, 3d, 4, 5a</td>
</tr>
</tbody>
</table>
are appropriate to students’ stages of development, learning styles, strengths and disabilities.
S: 7 Educators can design instruction that supports achievement of New York State standards and successful performance on state-mandated tests.
S: 8 Educators can appropriately integrate technology into teaching and learning activities.
D: 2 Educators are committed to professional development in content and pedagogical knowledge.

| Theme Three: Creating Caring Classroom Communities | Theme 4: Enabling All Students to Learn | NSTA: Standard 5,7  
NCTM: Standard 2.7  
NCSS: Program Standards 1,2,4  
NCTE: Standards 3.7, 4.2, 4.3, 4.4, 4.5, 4.9, 5.0  
ACEI: Standards 2a, 2.b, 2c, 2e, 2i, 3a, 3d, 5a |
|---|---|---|
| K: 2 Educators understand that social inequities have both been incorporated into schools and challenged within them.  
K: 4 Educators understand that students bring knowledge and interests, cultural and linguistic resources to schools.  
S: 1 Educators can analyze contemporary educational issues in light of the historical, philosophical and sociological foundations of education.  
S: 2 Educators can identify and challenge school policies and practices that contribute to alienation from school and inequitable distribution of academic achievement.  
S: 3 Educators can gather information about students’ families, cultures and communities and use this information as a basis for connecting instruction to students’ experiences.  
S: 4 Educators can work collaboratively with families, social service organizations, political action groups and government to improve the social conditions of their students’ lives.  
D: 1 Educators are committed to identifying and managing their prejudices.  
D: 2 Educators value diversity within and among themselves and their students and see it as a support to learning.  
D: 3 Educators are sensitive to community and cultural norms.  
D: 4 Educators are committed to democratic ideals such as equality under the law, equal educational access and opportunity and maintaining a balance between individual rights and society’s needs.  
D: 6 Educators are willing to take activist roles and political positions in support of justice.  

**Theme 4: Enabling All Students to Learn**  
K: 7 Educators have knowledge of theories of and research on motivation.  
K: 8 Educators have knowledge of curriculum development theories and methods that take into consideration student diversity.  

(ii) learning processes, motivation, communication and classroom management
| S: 6 Educators can design learning and teaching activities that allow for student choice and is differentiated so that all students can achieve academic success. |
| S: 10 Educators can use instructional and assessment strategies that stimulate students intrinsic motivation and enable them to take responsibility for their own education by being aware of their learning strengths and weaknesses, setting goals and performing self-assessments. |
| D: 1 Educators believe all students can learn and are persistent in developing teaching and learning activities that enable them to do so. |
| D: 6 Educators are committed to helping students take responsibility for their own learning. |

| Theme 3: Creating Caring Classroom Communities |
| K: 3 Educators have knowledge of effective communication techniques that foster active inquiry, collaboration and supportive interaction in the classroom. |
| S: 3 Educators model respect and appreciation for individual and cultural diversity within the classroom. |
| S: 5 Educators model diverse, thoughtful and responsive communication strategies. |
| D: 6 Educators believe that non-violent conflict resolution requires the use of skills that can be learned. |

| Theme 4: Enabling All Students to Learn |
| K: 8 Educators have knowledge of curriculum development theories and methods that take into consideration student diversity. |
| K: 10 Educators have knowledge of New York State standards and state-mandated tests. |
| S: 5 Educators can design teaching and learning activities that are appropriate to students’ stages of development, learning styles, strengths and disabilities. |
| S: 6 Educators can design learning and teaching activities that allow for student choice and is differentiated so that all students can achieve academic success. |
| S: 7 Educators can design instruction that supports achievement of New York State standards and successful performance on state-mandated tests. |
| D: 7 Educators value meticulous planning that integrates their subject matter knowledge, students’ needs and abilities and community and curriculum goals. |

| (ii) learning processes, motivation, communication and classroom management |
| NSTA: Standard 2, 9 |
| NCTM: Standard 1.3 |
| NCSS: Program Standards 1, 2, 4 |
| NCTE: Standards 4.3, 4.4, 4.7, 4.9, 5.0 |
| ACEI: Standards 2a, 2b, 2c, 2d, 2e, 3a, 3d, 5a |

| (viii) history, philosophy, role of education, rights & responsibilities of teachers, importance of relationships with community and home |
| NSTA: Standard 1, 6, 7 |
| NCTM: Standard 1 |
| NCSS: Program Standards 1, 2, 4 |
| NCTE: Standards 4, 5 |
| ACEI: Standards 2a, 2b, 2c, 2d, 2e, 2i, 3a, 5a, 5c. |
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Theme 1: Reflective Professionalism**  
S: 1 Educators use classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning.

**Theme 4: Enabling All Students to Learn**  
K: 9 Educators understand the characteristics, uses, advantages and limitation of different types of assessment.  
K: 10 Educators have knowledge of New York State standards and state-mandated tests.  
S: 7 Educators can design instruction that supports achievement of New York State standards and successful performance on state-mandated tests.  
S: 9 Educators can design and implement a variety of formal and informal assessment strategies.  
D: 5 Educators value diverse assessment strategies and utilize feedback from them to refine teaching and learning activities.

| NSTA: Standard 8  
| NCTM: Standard 2.3,  
| NCSS: Program Standards 1,2,4  
| NCTE: Standards 4.12, 4.12.2, 5.0  
| ACEI: Standards 2a, 2b, 2c, 2d, 2e, 3a, 3a, 4, 5a, 5b |

9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community and who actively seeks out opportunities to grow professionally.

**Theme 1: Reflective Professionalism**  
K: 1 Educators understand methods of inquiry that provide them with a variety of self-assessment and problem-solving strategies for reflecting on their practice, their students' learning and the interactions between them.  
K: 2 Educators are aware of major areas of research on teaching and of resources available for professional learning.  
S: 1 Educators use classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning.  
S: 2 Educators use a variety of methods of inquiry to experiment with, reflect on, problem-solve and improve practice.  
S: 3 Educators seek out and use research on teaching, the experiences of colleagues and other resources to improve their practice.  
D: 1 Educators see themselves as problem-solvers.  
D: 2 Educators believe that problem-solving is a learning activity that leads to the improvement of practice.  
D: 3 Educators value critical thinking and self-directed learning.  
D: 4 Educators are committed to the reflection, assessment and learning necessary for problem-solving and the improvement of their practice.

| NSTA: Standard 10  
| NCTM: Standard 2.8, 2.9, 2.10  
| NCSS: Program Standards 1,2,4  
| NCTE: Standard 2.3, 2.5, 5.2.2, 5.2.3,  
| ACEI: Standards 2a, 2b, 2c, 2d, 2e, 3a, 3a, 4, 5a, 5b |

10. The teacher fosters

**Theme 1: Reflective Professionalism**  
K: 2 Educators are aware of major areas of research on curriculum development, instructional planning and research-based instructional strategies.

| NSTA: Standard 7, 10,  
| NCTM: Standard 3 |
relationships with schools, colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

<table>
<thead>
<tr>
<th>Teaching and of resources available for professional learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K: 3 Educators understand the legal and ethical responsibilities of their profession.</td>
</tr>
<tr>
<td>S: 3 Educators seek out and use research on teaching, the experiences of colleagues and other resources to improve their practice.</td>
</tr>
<tr>
<td>S: 4 Educators draw upon the expertise of colleagues to support their reflection and problem-solving and as a source of new ideas.</td>
</tr>
<tr>
<td>S: 5 Educators collaborate with other professionals by sharing experiences, seeking and providing feedback.</td>
</tr>
<tr>
<td>D: 5 Educators are willing to give and receive feedback and assistance.</td>
</tr>
<tr>
<td>D: 6 Educators believe that professional development activities are integral to their success with students.</td>
</tr>
</tbody>
</table>

**Theme 2: Promoting Social Justice**

| K: 1 Educators have a critical understanding of the social, historical and political contexts in which they teach. |
| K: 5 Educators understand that improvements in equitable educational access, opportunity and achievement have been the result of social movements. |
| S: 1 Educators can analyze contemporary educational issues in light of the historical, philosophical and sociological foundations of education. |
| S: 4 Educators can work collaboratively with families, social service organizations, political action groups and government to improve the social conditions of their students’ lives. |
| D: 3 Educators are sensitive to community and cultural norms. |
| D: 4 Educators are committed to democratic ideals such as equality under the law, equal educational access and opportunity and maintaining a balance between individual rights and society’s needs. |
| D: 5 Educators believe that true change results in and requires action. |
| D: 6 Educators are willing to take activist roles and political positions in support of justice. |

**Theme 4: Enabling All Students to Learn**

| K: 10 Educators have knowledge of New York State standards of teachers and importance of relationship with home and community (x) reporting child abuse and maltreatment (xi) instruction to prevent child abduction preventing school violence fire prevention and school safety |

**NCSS:** Program Standard 4  
**NCTE:** Standard 2.2, 2.7, 5.0  
**ACEI:** Standards 2a, 3a, 5a, 5b, 5d