SUNY Oswego ❖ School of Education

CONCEPTUAL FRAMEWORK

Weaving a Transformative School Fabric

Introduction

Weaving a Transformative School Fabric is the theme that provides the foundation for the Conceptual Framework across all professional education programs in SUNY Oswego's School of Education (SoE). Our faculty members use this Conceptual Framework in the design of curricula at both the initial and advanced levels endorsing these six principles that are central to the above stated overarching tenet:

- **Authentic Learning**
- **Knowledge**
- **Practice**
- **Reflection**
- **Collaboration & Leadership**
- **Social Justice**

During the initial design of the Conceptual Framework, which preceded our spring 2001 NCATE visit by several years, the entire faculty and staff of the SoE participated in a multi-year collaborative process (1997 – 2000) that entailed: professional retreats; an examination of scholarly and professional references; self-reflection essays related to learning, teaching, counseling, administration, and related educational activities; focus group conversations with candidates, P-12 colleagues, and SUNY Oswego's campus community members; and a review of our SoE mission statement. During this process, we first adopted and fully endorsed the current version of our Conceptual Framework in December 1998. We determined that the role of schools is to promote authentic learning by all learners. The role of educators in meeting that goal is to function as socially conscious catalysts for change that create and sustain classroom/institutional environments where excellence is cherished and social justice flourishes.

The tenet of *Weaving a Transformative School Fabric* defines a professional perspective that is learning-centered, knowledge based, and achieved through a thoughtful sequence of content and pedagogy courses, and integrated field experiences. The act of weaving a braid (as shown on the cover of this document) is a visual metaphor for the interactive, recursive and transformative nature of the learning and teaching process. Educators continually weave strands of knowledge, practice, reflection, collaboration & leadership, thus creating a complex braided school fabric wherein authentic learning is an everyday reality for diverse learners. As is depicted in our Conceptual Framework illustration, concern for social justice anchors the entire educational process; it is therefore drawn as the knot at the top of the braid.

SUNY Oswego's SoE strives to produce graduates who can provide meaningful opportunities and appropriate support for all learners to engage in authentic learning, by which we mean self-directed inquiry, problem solving, critical thinking, and reflection in both real world and creative contexts. The emphasis on **all** learners implies special sensitivity to the unique characteristics and needs of each of the diverse individuals who are learners in the urban, suburban, and rural schools of New York State, across our nation, and in countries around the world.

We believe that educating (i.e., teaching, guiding, and leading) for authentic learning, knowledge, practice, reflection, collaboration & leadership, and social justice are the essential characteristics of and performance expectations for effective educational and successful professionals:

- **Authentic Learning** – Educators must provide meaningful opportunities and appropriate support for all learners to engage in self-directed inquiry, problem-solving, critical thinking, and reflection in real world and creative contexts.

- **Knowledge** – Educators must have a deep understanding of the organizing concepts, processes and attitudes that comprise the disciplinary knowledge base (including the NYS Learning Standards), the pedagogical knowledge base, and the pedagogical content knowledge base.

- **Practice** – Educators must have a rich repertoire of research-based strategies for instruction, assessment, and use of educational technologies, focused on promoting authentic learning by all learners.

- **Reflection** – Educators must continually assess and reflect upon their professional practice in order to change and grow as life-long learners.

- **Collaboration & Leadership** – Educators must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility and leadership.

- **Social Justice** – Educators are socially conscious catalysts for change who seek to promote authentic learning by all learners within the classrooms and beyond.

Since our spring 2001 NCATE visit, the SoE's faculty and staff members have continually re-affirmed their commitment to our robust and powerful Conceptual Framework:

❖ ***Weaving a Transformative School Fabric*** ❖

Through a series of cross-departmental writing team exercises, and both departmental and unit-wide interactive meetings, beginning in spring 2004 through fall 2005, we refined, articulated and adapted Conceptual Framework language relative to each program and within individual courses. Toward the end of this time period of critical reflection, each department's faculty members completed a comprehensive Conceptual Framework review in an effort to examine ways in which the individual principles in the Conceptual Framework are specifically reflected in their curriculum, field experiences, instruction, and learner assessments. This exercise also required departments to describe the ways they communicate with and acquire feedback from their learners and wider professional community (e.g., Arts & Sciences faculty, school personnel, P-12 colleagues, etc.) about our Conceptual Framework and its principles. The products of these reviews reinforced our unit-wide dedication to and understanding of the SoE's Conceptual Framework: *Weaving a Transformative School Fabric.*

Again, in spring 2010, a cross-departmental writing team workshop was convened by the SoE Dean and Assistant Dean, to reaffirm, review, and revise the Conceptual Framework Principles/Commitments to reflect modifications in pedagogy and content delivery, as well as realigned expectations of our learners. Further, this purposeful exercise was organized in order to incorporate and reflect changes made across the professional education programs within the SoE, during the years since our fall 2007 NCATE visit.

Our Conceptual Framework reflects the values and experiences of the 80 or more full time and part time faculty and staff of the SoE. It precisely represents not only what we want our graduates to be able to do as professionals, but also what we as a faculty intend to model in our classrooms, laboratories, and in the field with our current learners. In part, it reflects the current emphasis on excellence in the learning-centered education programs at SUNY Oswego. However, its insistence on authentic learning and an overarching concern for social justice remain laudable goals that stretch us, compelling us to be continually striving for improvement in all aspects of our program offerings.

Shared Vision & Coherence

School of Education Vision Statement

May 2011

The School of Education cultivates graduates who:

- are committed to the work of their chosen profession
- value diversity in all its forms and advocate for social justice
- engage in ongoing professional development
- possess a strong sense of professional identity

To this end, the School of Education fosters a vibrant intellectual community that values teaching, collaboration, and scholarship, as well as promotes and supports socially just policies and practices.

The SoE's dean designed and coordinated a two-day administrative retreat during the spring of 2002. Members of the SoE's administrative team worked with an external consultant to first develop and then articulate our unit's vision statement – this process involved reviewing action plans created by the SoE's five standing committees (Field Placement, Assessment, Diversity, Instructional Technology, Professional Development School Policy), and identifying numerous goals, objectives and program initiatives upon which various individuals or groups of faculty were working.

The resultant vision statement was presented to the entire faculty and staff and to members of our professional community in the fall of 2002.

During the spring of 2003, the SoE's dean asked faculty members to respond to a survey titled "Building Departmental & Unit Identity" (adapted from Sullivan, 2003). This exercise was designed to probe the strengths and weaknesses of the SoE and its individual departments and programs. The dean met with each department to gather feedback relative to the vision statement. There was broad support across the unit for the vision's three goals, and a clear consensus for retaining the name of the unit as the *School of Education* rather than changing it to the *College of Education & Allied Professions* as originally proposed by the administrative team during their spring 2002 retreat.

Once Oswego's SoE had moved successfully through its fall 2007 NCATE visit for Continuing Accreditation, the dean began the discussion about a further review of our Vision Statement. Ultimately in the spring of 2010, she convened a half day retreat for the administrative team to make suggestions/recommendations about ways we should update and revise the SoE's Vision Statement. Their comments are reflected in the above statement in this document.

Conceptual Framework Principles – Candidate Outcomes

The SoE's Conceptual Framework provides a useful and effective template for the coherent design of program evaluation and candidate assessment. For each of the six principles in our Conceptual Framework, we have identified candidate outcomes which form the basis for continuous review of programs, courses and candidates.

- **Authentic Learning** – Candidates provide opportunities for all stakeholders to engage in self-directed inquiry, problem-solving, critical thinking, and reflection in real world and creative contexts, as evidenced by: lesson and unit plans, written analyses, observations, samples of student work, and other descriptions of student or client outcomes; and effective real world practice validated by faculty and school personnel.

- **Knowledge** – Candidates demonstrate a deep understanding of the organizing concepts, processes and attitudes that comprise the discipline, pedagogical, and pedagogical content knowledge bases through high quality performance in content and professional courses, as exemplified by: written assignments, reflection, discussions, projects, portfolios, standardized exams, and real world practice.

- **Practice** – Candidates facilitate authentic learning by applying in real world venues a variety of developmentally appropriate, research-based, well-executed strategies for instruction, collaboration, and assessment using suitable educational technology (e.g., software packages for career counseling, adaptive technologies, assessment of diet and nutrition, global energy resources), and exemplified by: written assignments, journals, and real world practice.

- **Reflection** – Candidates continuously assess and reflect upon their professional practice in order to change and grow as lifelong learners, as evidenced by: written assignments, discussions, portfolios, functional behavioral assessments, issue analyses, and enhanced real world practice over time.

- **Collaboration & Leadership** – Candidates work productively together, demonstrate interactive learning, forge partnerships, and assume increasingly more responsible leadership roles to enhance learning within educational institutions and organizations, as examined through: alumni surveys, employer

surveys and interviews, service to professional associations, and pursuit of graduate degrees.

- **Social Justice** – Candidates are socially conscious catalysts for change who promote authentic learning by students, as evidenced in: written assignments, discussions, projects, portfolios, lesson plans and real world practice. Decision making processes are informed by candidates' concerns for social justice as they become advocates for all learners, pro-actively addressing injustice within and beyond the classroom/laboratory/organization.

Program Alignment with the Conceptual Framework

In our continuing quest to achieve the goals of the SoE's vision statement, we make the assumption that education candidates in all programs enter with significant content and pedagogical knowledge resulting from many years of formal schooling and myriad life experiences. As candidates in the initial programs complete general education requirements, discipline and education courses, and field experiences, they are encouraged to challenge their assumptions about authentic learning and social justice. They are given many opportunities to enrich their understanding of the interwoven nature of knowledge and practice through reflection and collaboration. The productive and integrative use of instructional technology to foster authentic learning and critical inquiry is emphasized and modeled by faculty in all programs. Candidates have numerous occasions to apply their emerging ideas about social justice and authentic learning for all students in a series of diverse field placements.

It is specifically during student teaching field experiences that candidates have the opportunity to engage in an exercise that enables them to synthesize their learning practices which they have acquired during their teacher education program. Candidates are able to apply their knowledge and understanding through development and completion of their Teacher Work Sample (TWS). The TWS affords candidates the ability to demonstrate their skills in planning, delivering, and assessing a standards-based instructional sequence in their student teaching classroom. Candidates are able to document their students' performance and reflect on the effects of their instruction and its impact on student learning. Evidence of candidate performance is relative to the following standards: learning-teaching contextual factors; learning goals and objectives;

assessment planning; instructional sequence; analysis of student learning in the classroom; and candidates' evaluation and reflection on their work.

As candidates proceed into our advanced programs leading to a master's degree or certificate of advanced study, we expect a greater level of sophistication in thought and action for each of the six Conceptual Framework principles: authentic learning, knowledge, practice, reflection, collaboration & leadership, and social justice. Specifically, we challenge advanced candidates to apply their reflective assessment skills to identify specialized areas of knowledge and practice where they have an interest in and desire for improving their collaboration and leadership skills. Participating in various leadership roles and processes that are replete with novelty, difficulty, conflict and disappointment is often the source of the challenge needed for leadership development (Reeves, 2006). These advanced competencies and abilities are most fully learned and expressed as candidates complete an internship, project, or theses, which are options for the capstone activity required in the SoE's advanced programs.

Knowledge Base for Oswego's Conceptual Framework

Authentic Learning

The School of Education (SoE) provides authentic, experiential life tasks through constructive and applicable learning opportunities for the formation and refinement of critical thinking and problem solving. Such realistic and complex situations address a broad application of knowledge and skills, and such practice lends itself to overall professional development. Educators must be able to apply their knowledge in new settings and empower learners in educational settings enabling them to make connections with how knowledge applied in real world situations fosters authentic learning. Maina (2004) discussed faculty and graduate student perceptions of the nature of authentic learning, identifying these components to include: activities that mimic real world situations, and assurance learning takes place in meaningful situations that are extensions of the learner's world, and keeping the learner at the center of instruction. Several themes related to authentic learning are discussed in this section: 1) open-ended inquiry, thinking skills, and metacognition; 2) real-world problem solving that mimics the work of professionals in the discipline with presentation of findings to audiences beyond the classroom; 3) learners engage in discourse and social learning in a community of learners; and 4) learners are empowered through choice to direct their own learning in relevant project work.

Inquiry & Critical Thinking. Metacognition, defined as thinking about one's own thinking, provides effective self-assessment in vocational education (Scott, 2000) in which educators determine limits of their knowledge (Fogarty, 1994) and assess their personal responsibilities and attitudes toward goals of the work (Burke, 1994). Research demonstrates that educators who are exposed to metacognitive instruction with cooperative learning experiences outperform counterparts who have no metacognitive instruction (Kramarski, Mevarech, & Arami, 2002).

The science of thinking is advanced through experimental and theoretical inquiry in which investigators engage in asking questions, conducting studies, drawing conclusions, revising theories, and communicating results to others; therefore, science teaching and learning should reflect the scientific process of knowledge construction.

Inductive teaching strategies are rigorously practiced across departments in the SoE to promote this intellectual understanding and application of these concepts through discovery, including inquiry training, concept attainment, the learning cycle, concept formation, unguided inquiry, and cooperative learning (Guillaume, 2004).

Learners subsequently learn through information integration. For example, traditional mathematics problems presented to learners have merely required them to apply a known procedure, minimizing the need for interpretation. In contrast, authentic mathematical tasks provide realistic and complex mathematical data, address a wide range of background knowledge and skills, and often require solvers to use different representations in their solutions (Forman and Steen, 2000; National Council of Teachers of Mathematics (NCTM), 2000). Examples of such rich problems are *model-eliciting problems* (Lesh, Hoover, Hole, Kelly, & Post, 2000) that adhere to the following principles: personal meaningfulness to learners; construction, refinement, or extension of a model; self-evaluation; documentation of mathematical thinking; useful prototype for other structurally similar problems; and generalization to a broader range of situations.

In the field of literacy education, expert readers employ similar thought processes: using prior knowledge to set reading goals, thinking strategically, following intentions to the end of a passage, monitoring comprehension, and reflecting on the author's purpose (Block, 2004). Educators, therefore, must model these thinking processes to assist less-able readers (Israel, 2002; Pressley & Afflerbach, 1995). Effective think-alouds by educators can increase learners' comprehension, vocabulary, decoding, and fluency and incorporate these components: overview of text, identification of important information, connection to author's big idea, activation of related prior knowledge, putting oneself in the book, revising prior ideas and predicting, noticing the author's writing style, determining word meanings, asking questions, recognizing novelty, relating the book to one's life and anticipating use of new knowledge (Block and Israel, 2004). Elementary teachers can motivate learners by relaying their passion for literature, providing exciting alternatives to traditional book reports, finding relevant books, bringing in guest speakers, and enlisting family support. Secondary teachers should take time to read aloud, mentor students, give choices, and promote reading as recreation (Powell-Brown, 2004).

Art education can foster healthier lifestyles when learners use thinking skills to deconstruct the visual and textual information in media advertisements (Chung, 2005). Correspondingly effective technology instruction applies "technology to develop learners' higher order skills and creativity" (International Society for Technology in Education (ISTE), 2002, Standard III C). School administrators, counselors, psychologists and wellness professionals encourage their clients and colleagues to use inquiry strategies to address both personal and institutional issues.

Problem-Solving in Real World & Creative Contexts. Throughout the SoE learners are provided learning experiences which demonstrate that they are engaged in the critical elements of practice: a) constructivism, b) assessment, c) technology implementation, d) knowledge, e) professional development in the field, and f) knowing the relationship between effective teaching and student achievement. To fully maximize the breadth and depth of the practical applications of the learning experience, learners across disciplines require the opportunity to practice their intellectual perseverance in new settings. Authentic learning situations must enable learners to make the connections of how knowledge is applied in real world situations. Likewise, learning experiences that employ technology to solve real-world problems that are of interest to the learner with an audience beyond the classroom allow learners to construct conditionalized knowledge (MacEntee & Wells, 2005).

The concept of *critical literacy* forms a bridge between literacy, real world social justice issues, and social studies. Critical literacy practices enlighten the reader regarding the multiple perspectives and ulterior designs of texts and how these writings may be challenged (Luke & Freebody, 1997). Critical literacy activities examine multiple perspectives, recognize social barriers, cross borders of separation, and help individuals regain their identity while they listen and respond to the call of service (Ciardiello, 2004).

Literacy resources must be expanded beyond textbooks to such real world sources as bus schedules, maps, diaries, and interviews with people to allow multiple perspectives and full engagement, with activities presenting pertinent skills in context to support lifelong learning rather than superficial or passive learning (Bergeron & Rudenga, 1996).

Authentic pedagogy of both instruction and assessment tasks is a strong predictor of student achievement (Newman & Associates, 1996). Authentic assessment tasks

require learners to organize information, consider alternative perspectives, work with significant concepts, develop written communication, connect to the world beyond the classroom and display knowledge to an audience other than the educator (Avery, Freeman, Grustafson, Coler, Hardy, Bargainer & Jones, 2001).

Discourse and Social Learning in a Community of Learners. The importance of the learning community to authentic learning has several aspects. One part is the group of learners who work together to unravel the problem. Another aspect is the community setting in which the project is based. In the learner-centered classroom, faculty pay close attention to what the learners bring with them into class, their respective knowledge, skills, attitudes, and beliefs (Merriam, Caffarella, & Baumgartner, 2006). Learners are encouraged to ask questions, engage in social discourse, and find their own answers. In this setting, the role of the faculty in the SoE moves to that of a "co-constructor" of knowledge rather than a giver of content. For learners, this community is encountered during field experiences and involves facets such as diversity of language, culture, and social mores. A wider community is the professional community of investigators related to the discipline of the investigation.

Vygotsky (1978 [seminal work]) emphasized a sociocultural perspective in which learners use language and social discourse to make sense of the world. Interaction and discussion of ideas with partners when guidelines are given (e.g., describing observations clearly, reasoning about causes and effects, posing precise questions, formulating hypotheses, critically examining competing explanations, and summarizing results) during science inquiry activities provide a scaffold for the development of reasoning and scientific understanding (Mercer, Dawes, Wegeriff, & Sams, 2004).

For pre-service educators to make meaningful changes in assessment beliefs and practice, they need classroom and practicum opportunities to apply their new understandings about dynamic assessment as part of a culture of learning with explicit assessment criteria, learner self-assessment and evaluation of teaching (Shepard, 2000). The higher the level of authentic learning that focuses on higher levels of thinking, disciplined in-depth inquiry, substantive discourse, and connections to the real world, the higher the level of all learners' performance regardless of achievement level or demographic characteristics (Avery, 1999; Newman & Associates, 1996).

Field experiences allow pre-service educators to experience and learn to pose worthwhile mathematical tasks that require learners to reason, communicate, represent, problem solve, and make mathematical connections (Crespo, 2003; NCTM, 2000). Multiculturalism can be brought to mathematics class in many interesting ways such as exploring numbers in other languages, symbols of ancient societies, games of skill and chance from around the world, and the geometry of different architectural designs (Zaslavsky, 1994).

Today's educators must "be students of human behavior, social events and their causes, and the characteristics of the citizens they serve" (Blair & Jones, 1998, p. 77). During field experiences, pre-service educators must become involved in the local placement community to glean understandings not available in college classrooms (Brown & Kysilka, 2002). A focus on both professional (e.g., classroom discipline, pupils, curriculum, school culture) and cultural topics (e.g., pupil's living conditions, cross-cultural communication, historical understanding) helps novice educators see the multiple realities of a classroom and its community setting (Stachowski & Frey, 2003).

Cognitive apprenticeships in vocational education venues involve experts in modeling the strategies and procedures needed for problem solving to coached novices in a setting conducive to constructivist learning (Farmer, Buckmaster, & LeGrand, 1992). Community apprenticeships in art can provide practical learning that differs from traditional classroom learning, involving higher order thinking, diverse modes of thought, manipulation of concrete objects, autonomy, problem formation, multiple strategies for solutions, incorporation of the environment, cognitive teamwork and understanding of social relations of the workplace (Bailey, Hughes, & Moore, 2004; Charland, 2005). Collaboration between novice art educators and community members can achieve more learning outcomes and bring richness to the projects (Rutherford, 2005).

In order to facilitate real world problem-solving, today’s educators must rely on evidence-based strategies, for example, to ensure that inclusion of learners with disabilities receive the support they need within the general education classroom. Strategies which provide an evidence-base about the effectiveness of teacher commitment; the availability of both general and special educators to learners; the effectiveness of collaboration of learner and educator with instructional conversation and

directive questioning; the use of differentiated instruction with learner input; the use of conceptual anchors to provide a shared experience and framework for building; and the importance of cooperative learning emphasizing instructional conversations and responsibility for mutual learning (Bucalos & Lingo, 2005).

Empowerment through Choice and Individualized (Authentic) Learning. For educators to make meaningful changes in pedagogical beliefs and accompanying practices, they will need to reflect on new approaches in the context of classrooms and field experience opportunities. Within these experiences, educators need to apply their new understandings about dynamic assessment as part of a culture of learning with explicit assessment criteria, learner self-assessment and evaluation of teaching (Shepard, 2000). Field [and internship] experiences allow learners to experience and learn to pose worthwhile mathematical tasks that require students to reason, communicate, represent, problem solve, and make mathematical connections (Crespo, 2003; NCTM, 2000).

In the field of health promotion and wellness, educators provide information in a caring and trusting relationship so that individuals may make informed choices (Brouse & Basch, 2004; Peterson, Cooper, & Laird, 2001). Choice also occurs when learners make their own interpretations of literature and art, using these to analyze how lifestyle affects their health (Brouse, 2005). Similarly, the International Society for Technology in Education (2002) standards for teachers asks that teachers "use technology to support learner-centered strategies that address the diverse needs of students" (Standard III B).

Research related to effective instructional practice emphasizes the need for greater personalization and individualization of instruction (Carroll, 1994) because learning is an individual experience. Instruction can be personalized by starting with where the learner is in relation to knowledge of the topic, providing choice of a rich variety of pathways, providing multiple instruction approaches, and empowering learners to make decisions, self-assess, and reflect on making appropriate decision which will positively impact student learning (Kellouth, 2003).

SUNY Oswego's SoE strives to produce graduates who support authentic learning environments that engage learners in real-world inquiry problems involving higher order thinking skills with an authentic audience beyond the classroom (Donovan, Bransford, & Pellegrino, 1999). Relevance and choice in the project, along with discourse within a

community of learners empowers individuals to increase their knowledge. Field experiences and apprenticeships provide important opportunities for interacting with the wider community and reflection upon experiences, thereby solidifying new understandings.

Knowledge

Knowledge is discipline specific content, authentic process, and learning-centered skill guiding SoE educators into the professional arena well-equipped to promote authentic learning in a socially just educational setting. Knowledge is more than facts alone – it is information with structure, meaning, and future use (Banner & Cannon, 1999). In order to provide professional knowledge to pre-service educators, we acknowledge the significance of real world practices, which encourage a learning-centered, hands-on/minds-on atmosphere in courses, field experiences, and internships.

Knowledge provides meaning to facts, in addition to understanding and wisdom, to create a life-long learner (Banner & Cannon, 1999) – one of the tenets of the SoE's mission statement, and a goal of its vision statement. Bain (2004) agrees with the importance of creating life-long learning and suggests that learning is tied directly to course objectives that "embody the kind of thinking and acting expected for life" (pp. 37-38). These learners are encouraged to "feel a sense of control over their education", to work collaboratively, to anticipate fair and honest consideration; and, to attempt, fail, and expect feedback from the experts before summative assessment takes place (Bain, 2004).

Bain (2004) further states, "Students bring paradigms to the class that shape how they construct meaning … a model in which learners do more than accumulate information; they undergo transformations that affect the habits of the heart and mind and the capacity for continued growth" (pp. 26-27). To build on learner experiences and continued growth, problem and issue based learning can work simultaneously. Current knowledge construction resulting from problem solving strategies can be used in pursuit of contemporary and future societal issues; therefore, the learner's knowledge base also becomes issues-oriented in a world of rapid technological change (Markert & Backer, 2010).

Knowledge differs from belief and opinion; understanding that difference enables the learner to construct knowledge. “When educators begin to see learning as knowledge construction, they change their thinking about curriculum, instruction, and assessment…” (North Central Regional Educational Laboratory, 2010). Furthermore, the problems educators devise for learners should closely approximate a situation in which a scholar, artist, engineer, administrator, or any other professional attacks a problem (Wiggins & McTighe, 1998). In addition, educators must recognize that knowledge is more than mastery of content; what to teach and why are equally important, as is correlation to learners' lives and national and state standards (Darling-Hammond & Baratz-Snowden, 2005).

Curriculum resources and technologies are elements of the knowledge base. Connecting learners to those resources to enable them to explore ideas and synthesize information is vital. Collaboration competencies among learners, with other educators, and with families and community agencies represent an additional essential element of our knowledge base (Darling-Hammond, 2005). Barry Smith, in analyzing educational theorist Carl Berriter, reiterates that a knowledge society is one that is organized around the production of knowledge as an industrial society is organized around manufacturing. (Smith, 2002)

Current literature continues to support constructivism as a learning theory encouraging both cognitive and meta-cognitive thinking. Constructivism acknowledges the learner's role in the creation of knowledge (Darling-Hammond & Baratz-Snowden, 2005). Prior experiences, learner expectations, diversity, and subjective thinking represent diverse approaches to creation of knowledge from the learner's perspective. Learning from an information processing viewpoint permits the connection of prior knowledge to current knowledge, awareness, and culture requiring practice, thus allowing learners to develop critical thinking skills as well as increased acquired knowledge. Therefore, learning which begins with prior experience and knowledge recognizing the importance for practice can best be accomplished using a constructivist approach (Huitt, 2009). Recognizing these diverse approaches gives access and meaning to both the individual learner and more importantly to the collective group of learners in a class.

To this end, the educator becomes facilitator who encourages cooperative learning as a teaching strategy.

Knowledge of subject matter, pedagogy, and assessment are integral to best practices by educational professionals. Best practices should: include fair, equitable approaches to delivery of information; encourage inquiry and collaboration; and, reinforce critical thinking and problem solving roles in teaching, counseling, and leadership. According to the International Society for Technology in Education (2002) and other professional organizations, educators who make informed use of technology resources will contribute to the development of learners' higher order skills, creativity, critical thinking, informed decision making, and knowledge construction (Standard III C). Bridges & Hollinger (1995) add that "the explosion of knowledge and use of more efficient information technologies have placed a greater premium on life-long learning as a legitimate goal of professional education" (p. 55). Additionally, with lifelong learning as a concept of our educational system for many years, Friesen and Anderson (2004) have investigated the emergence of personal computing and interactive devices as a means of meeting lifelong learning needs. Sources of information and knowledge at the learner's fingertips seem to be meeting the cry for 21st century technologies to meet the needs of 21st century learners.

Ultimately, transfer of knowledge resulting from problem solving skills and critical thinking should be one of the goals of the formal educational process. Supporting the educator as an active learner in the present encourages making connections to personal and professional life in the future. The SoE through its knowledge base makes that transfer of knowledge possible, while simultaneously producing educators who are technologically literate, self-directed, and effective communicators. Our graduates are capable of conveying knowledge as meaningful and timely information to a diverse population in a wide range of physical settings.

Practice

Our Conceptual Framework defines practice as the implementation of a "rich repertoire of research-based strategies for instruction, assessment, and the use of educational technologies." There is emerging consensus that "practice" should be at the

center of quality teacher, counselor and school leader preparation programs (Cochran-Smith & Power, 2010). Clinical fieldwork and practice, under the mentoring of experienced professionals, prepares educators for the demanding and complex roles they will have in schools and other settings. Our educators in all programs engage in practice as they enter the authentic world of teaching and learning through a variety of powerful field experiences. It is through their field experiences and internships that our candidates reflect upon and implement effective practice which consists of six essential elements which include: (1) constructivism, (2) assessment, (3) technology implementation, (4) knowledge, (5) professional development in the field, and (6) the powerful relationship between effective teaching (instructional strategies) and student achievement. Throughout their programs, our candidates are encouraged to view best practice as a means by which their P-12 students develop within an environment of authentic learning and social justice. In this section we explain how our graduates are able to implement and understand best practice in the real world of schools and other professional organizations.

As **constructivist educators** our candidates create lessons and learning experiences where their students are viewed as active participants and not just worksheet completers. These students then become engaged in learning experiences which are personally meaningful (Camp & Oesterreich, 2010). In a constructivist environment, learners *create* knowledge by bringing prior experience to the text, to the technology simulation, or to educator-directed information. It is the student and the real-world problem that directs the learning. Furthermore, educators enhance learning of P-12 students and other program participants when they employ methods of social constructivism (Powell & Kalina, 2009), including cooperative learning (Gillies & Boyle, 2010) and peer collaboration.

Assessment is that area of practice by which educators gather information about student learning and effectiveness of instruction. Proper assessment of student learning can guide instruction by providing information about students' strengths, needs, and specific instructional history (Risko & Walker-Dalhouse, 2010). Educators learn to assess students in a variety of ways and discover the multiple intelligences that students posses (Christodoulou, 2009). Assessments of student learning may include but are not limited to paper-and-pencil tests, oral or media performance and project ratings, learner created

digital stories, or models constructed to demonstrate knowledge of a particular concept. Other educators learn to utilize assessments to facilitate placement, diagnosis (specific areas of learning difficulty), formative and summative evaluations. During student teaching field experiences, each candidate creates a Teacher Work Sample (TWS), which is an assessment tool that describes the success of teaching as it relates to the degree to which the P-12 students demonstrate learning.

Through the **utilization of instructional and assistive technology**, our educators support and enlarge the notion of constructivist learning. It is technology that changes the role of the educator, "engaging students in identifying their own real-world problems and then deciding which technologies are needed to research, compile, and communicate findings" (Owings & Kaplan, 2003, p. 85). Through the use of instructional technology SUNY Oswego educators rethink the relationship of the learner to the world. Our pre-service educators address equity issues associated with instructional technology, by working with their P-12 students as well as their families within web-connected learning communities. Educators use technology such as interactive whiteboards (Marzano, 2010); electronic texts and eBooks available from accessible digital libraries; video streaming resources (Discovery Education, 2010) and electronic learning communities such as blogs, wikis and social networking to engage, inspire and teach their P-12 students. Educators become familiar with software such as Kidspiration™ (graphic organizers and pre-writing supports); Boardmaker™ (visual supports for students with disabilities, Mayer-Johnson, 2006); and Premier Software™ (reading and writing software for secondary students with print disabilities) to support and enhance P-12 student learning and achievement.

Knowledge is that part of practice where educators learn about learning, meaning that they learn *how* students learn as well as how the content is structured (Bransford, Brown & Cocking, 2000). To practice well, educators understand critical curriculum concepts. Knowledge and practice weave a thread which makes learning possible; one without the other simply does not work. Evidence-based strategies (best practices) represent a merging of knowledge--the organizing concepts, processes and attitudes that comprise the disciplinary knowledge base--with the application of skills. The goal of integrating knowledge with practice is to create an authentic learning environment for all

P-12 students, meaning that self-directed inquiry, problem solving, critical thinking and refection in real world and creative contexts is what our educators strive to do. They know that a real-world context is what makes learning meaningful for students.

Professional development in the field is an essential element of practice for our educators through which they engage in inquiry, address social justice issues, and develop new instructional technology skills. As in the partnership work of Abdul-Haqq (1998), our educators, together with college faculty, school administrators, and cooperating teachers, engage as partners in Professional Development Schools (PDSs) and Professional Development Partnership Schools (PDPSs). SUNY Oswego's SoE faculty joins with P-12 teachers to create teacher-learning groups where everyone's first priority is improving P-12 student achievement by creating a culture of inquiry. Our educators are fully active and informed members of these learning communities. For a detailed account of several SUNY Oswego PDS partnership activities, see: Ramalho & Cullen, (2001); Beyerbach, Russo, Keen, Weber, Labbe & Suskin, (2001); and Beyerbach & Harrell (2005). Educators also engage in professional development when accompanied by SoE faculty, they attend and participate in annual conferences hosted by such organizations as the Council for Exceptional Children; the National Art Education Association; and the National Association of School Psychologists.

In **field experiences** SUNY Oswego candidates employ **instructional strategies** that facilitate P-12 student learning; they also reflect upon how cooperating teachers make strategies come to life in the classroom setting. Pre-service candidates in all of our programs know they will be teaching and serving learners who come from diverse backgrounds and have wide variation in their experiences and abilities. Our candidates understand that an effective teacher who uses evidence-based strategies such as: guiding questions; advance organizers; academic games; interactive whiteboards; setting objectives and providing feedback; and cooperative learning, has a powerful impact on **student achievement** and can account for an increase of about 26 percentile points in achievement (Marzano, 2009; Marzano, 2010; Owings & Kaplan, 2003). Educators also use best practices which support diverse learners, including differentiated instruction and universal design for learning to support such variation. By differentiating instruction, educators allow students multiple options for taking in information, for making sense of

ideas, and for expressing what they learn (Wahl, L. & Duffield, 2005). Differentiated instruction provides different means for students to acquire content, (e.g. providing books at multiple reading levels), process ideas (peer partner learning, webquests, mini lecture), and demonstrate their understanding (paper pencil test, class presentation, musical performance). Employing the principles of universal design for learning, educators make curriculum content more accessible and engaging for students who struggle with traditional academic tasks by providing screen reader software, graphic organizers, and word prediction programs to assist with reading and writing during the study of content area subjects. (Meo, 2008; Rose & Meyer, 2002).

The relationship between practice as defined in our Conceptual Framework and the habits of mind and behaviors we refer to as Professional Dispositions point to a fundamental interplay between practice, knowledge and critical inquiry. We expect our educators to inquire into their own biases and teaching practices. We believe their growth as educators, including their ability to choose and implement best practice, is dependent on an understanding of the critical elements of best-practice discussed above.

More importantly, in terms of social justice, educators must ask themselves what patterns of oppression exist to which they can effectively respond, and who in the school community is unseen or marginalized and therefore is in need of intervention. For the social activist educator there exists a disposition towards creating a community in which practice supports justice for all learners. The educational transformation called for in our Conceptual Framework means that the just society begins in the just classroom, the place where all learners receive an equitable education. Concurrent with the acquisition of a set of evidence-based best practices is the educator's ability to create a social, emotional and academic environment in which justice prevails and societal patterns of oppression are recognized and broken. In this socially just context, best practice becomes a significant vehicle for the transformation of teaching and learning to a practice of freedom (Freire, 2002).

Reflection

In the 1930s, John Dewey defined reflection as "a specialized form of thinking, arising from perplexity about a direct experience and leading to purposeful inquiry and problem resolution" (Barth, 2001, p.74). Dewey didn't begin the discussion on the notion

of reflection; he continued it within the framework of teacher preparation. Buddha, Plato, and Lao Tzu also maintained that "... experience is the foundation of learning, and reflection is essential for learning to occur (Edmonsen & Fisher, 2002)[1]. Aldous Huxley once wrote, "Experience is not so much what happens to us as what we make of what happens to us" (Barth, 2001, p. 65).

Reflection is an ability to exhibit self-awareness and engage in critical inquiry into one's own biases, knowledge, and skills. Reflection requires that educators continually assess their professional practice in order to change and grow. Reflection depends on or leads to a solid and growing base of knowledge, metacognitive skills (i.e., the ability to think about thinking), integrity, an ability to collaborate and lead with sensitivity and respect, and a sense of social responsibility.

Reflection has been called both a professional disposition (Feiman-Nemser & Parker, 1990) and a process (Zeichner & Liston, 1987). As a disposition, it is something to be nurtured among educators (Alexandre, 2003; Darling-Hammond, 1998; Danielson & McGreal, 2000; Bosse, Hutchison, Kindsvatter & Wilen, 2004). Danielson and McGreal (2000) stated that reflection is one of the most critical activities in which an educator might engage. Bosse et al. (2004), called for teachers to use reflection activities (e.g., being part of problem-solving groups, keeping reflective journals, analyzing case studies, encouraging students to use self-assessment and student performance feedback) in their day-to-day work. Reflection in teacher education becomes a more public event (Ramsey, 2010) due to accountability that is a necessary part of the process. Such actions, (according to the authors referenced above), help inform an educator's teaching and allow movement toward greater professional empowerment.

Bosse et al. (2004) incorporate the spirit of inquiry in their description of reflection. It is the ability of the educator to engage in critical thinking, reason and problem-solve, plan and evaluate (Alexandre, 2003). Alexandre (2003) and Zeichner and Liston (1987) stated that critical reflection allows for educators to identify and address inequities or unjust societal situations and is essential to the process of helping to make important and systemic changes.

[1] Paper presented for the Association for Supervision and Curriculum Development annual conference. San Antonio, Texas (2002).

Coles (2002) discussed the importance of judgment in making professional decisions. He suggests that reflective judgment is evaluative and justificatory and occurs when candidates think about their actions, judge the effects of them, and weigh several alternative strategies. Coles (2002) further stated that professionals often must work with considerable uncertainty, make judgments about complex problems, acquire "practical wisdom", and recognize and work to solve problems within their profession. This, he states, requires that educators become both reflective and deliberate in their professional work.

The process of reflection helps educators show initiative and demonstrate sound judgment in implementing equitable best practices for diverse learners. Reflective educators demonstrate cultural sensitivity and empathy. They seek to understand people of all races and ethnicities, genders, abilities, languages, religious beliefs, sexual preferences, family types, and socio-economic classes. Reflective educators work effectively within a system because they search for the cause behind the behaviors, know when they need more information in order to problem-solve, and understand their social contexts before engaging in action. In short, reflective educators know themselves, have knowledge of the learners they serve, and understand the systems within which they work. The school or organization is no longer an abstract entity, but, instead, becomes a very real venue for rewarding work.

The process of reflection leads to more thoughtful, self-aware leaders. As found in Tunheim & Madsen (2010, p. 6), "The best leaders are always looking for tools to enhance their leadership skills, and research suggests that reflection is one of the best ways to accomplish this" (Bennis, 1989). The nature of reflection is transformative, where each educator/leader becomes a "change agent" and delves into a sort of "emancipatory learning", shaking off the self-imposed and/or externally imposed shackles that have been constraining clear thinking (Tunheim & Madsen, 2010).

The process of reflection also leads to social justice. It ultimately results in an educator's ability to recognize situations that are unjust and the systemic beliefs and acts that sustain such unfairness. This recognition allows for educators who work within the system to find creative solutions in ways that are non-blaming, sensitive to the timing of

such change, ethical, responsive to both individual and group needs, and collaborative in nature.

Also, for social justice to flourish, it is important for individuals to not only reflect but to critically reflect. Reflection encourages thinking, but does not go far enough. According to Preskill & Brookfield (2009), critical reflection. "… focuses on the process of thinking on power, justice, empowerment, agency, self-realization and community renewal" (p. 46). Thus critical reflection becomes a "survival tool" for individuals to see the patterns and abuses of power and justice, rather than think they are at the mercy of random forces.

In practice, activities that require reflection are in evidence across all departments housed within the SUNY Oswego's SoE. Educators are asked to complete self-analyses of their work in counseling, school psychology, school administration, and teaching (Hammond, 2002; Raffan & Barrett, 1989). They create reflection logs and papers, complete summary and reflective reports of their fieldwork experiences, write cultural autobiographies, examine their own personal development, engage in individual conferences with peers and mentors, reflect on their experience and potential as leaders, and explore links between theory and practice. As Conzemius & O'Neill (2001) state, "when we habitually reflect, both personally and in collaboration with others, we internalize the essential questions of professional practice" (Preface, ix). Palmer (1998) writes about truly knowing oneself, getting rid of the "entanglements" that are self-imposed. His notion of "courage" in *The Courage to Teach* is to see yourself in the reflection (he uses the metaphor of a mirror) as who you authentically are. Self-knowledge through the conduit of reflection isn't self-indulgent; it is the basis of an examined life, and ultimately what many consider to be the basis of good teaching.

Collaboration & Leadership

To guarantee learners' success in today's schools, educators must maximize their ability to provide leadership at all levels and to work together. When educators collaborate effectively with other stakeholder groups, learners benefit. Educators who have the skills of collaboration enhance the learning environment and culture within schools and organizations (Kampwirth, 2005). They help to create schools and work settings that are truly inviting as they reflect optimism, trust, care, and responsibility

(Purkey & Novak, 2008). Leaders who understand the power of collaboration, of taking a system's view of their organization, and of sustaining this view, significantly increase the opportunities for all learners to achieve.

Leadership and sustainability are intertwined. Fullan (2010) outlines eight elements of sustainability that are essential if organizations are going to thrive in ways that meet the needs of all learners. He suggests that these leaders reflect public service with a moral purpose, commitment to changing context at all levels, lateral capacity building through networks, intelligent accountability and vertical relationships, deep learning, dual commitment to short-term and long-term results, cyclical energizing and the long lever of leadership. Our educators are committed to these aspects of effective leadership.

Fullan (2010) also calls for leaders in all capacities to engage in systems reform that will ensure equitable education for all learners. He stresses the need for all those engaged in this reform to have an underlying belief that all children can learn. Those involved need to identify a small number of key priorities and leaders must be resolute in their steadfast commitment and focus on the message. They must recognize and support a collective capacity. The collaboration and leadership that our educators possess will help to effect this change in educational and community settings. This collaboration may be face-to-face or virtual. Regardless of the modality, the commitment to collaboration is evident.

Leadership that fosters this type of collaboration is not hierarchical; it is itself collaborative in nature. Collaborative leadership is the art of engaging a variety of stakeholders toward a common vision (Reeves, 2006). There is a need for this type of leadership to better prepare educators to be effective in a world that requires generating solutions to complex problems (Friedman, 2006). Given the greater complexity in the world, we need educators to practice and hone their collaboration and leadership skills in order to enhance school and organizational cultures, promote successful teams, focus on learner success, and promote the interpersonal synergy that makes problem solving more effective.

Successful leaders pay close attention to the development and nurturing of a positive culture and they pay attention to how all stakeholders define and experience

meaning (Sergiovanni, 2000). Gorton, Alston & Snowden (2006) contend that the only thing of real importance that leaders do is to create and manage culture. Leaders must serve all stakeholders and respect diversity while promoting values that are congruent with the culture.

We need leaders who are courageous; who will leave a legacy that will make a difference; who will not be afraid to take a stand or initiate a difficult dialogue that needs to occur if all learners are to have their needs met (Kouzes & Posner, 2006). Leaders break the silence and usher in courageous conversations about race as they seek to ensure equity for all learners (Singleton & Linton, 2006). It is the leader's responsibility to be outraged when empowerment of any stakeholder is abused and when purposes are ignored (Sergiovanni, 1999). The SoE blends leadership and collaboration with its emphasis on social justice to achieve this aim.

For leadership to support others in meeting the challenges of our rapidly-changing world, Fullan (2001) suggests that leaders focus on five core competencies including: attending to a broader moral purpose, keeping on top of the change process, cultivating relationships, sharing knowledge, and setting a vision and context for creating coherence and collaboration in our schools and organizations. Fullan's (2004) strategies for addressing these components occur throughout the preparation of our educators. They are engaged in collaborative opportunities in the college classroom, in schools and organizations where they discuss the bigger picture and the broader moral purpose. They take coursework that challenges them to learn the latest strategies, theories and their application. They work in collaboration with others to develop deep and meaningful relationships that will form their professional network once employed in the field. Educators share their knowledge and skills as they work in collaboration with others to set goals and establish high expectations for themselves, their colleagues and learners.

There are many models of developing leadership skills related to various disciplines within the SoE (Northouse, 2007). While the specific models may vary from discipline to discipline, the underlying attention to the need to develop future leaders in all departments is evident. Educators need the knowledge, skills and dispositions of leadership if they are to have the greatest impact on their settings and student achievement. They need to learn how to gather multiple sources of data from a variety of

sources and stakeholders to make the most informed decisions. The goal is for these educators to demonstrate their leadership skills in collaboration with others to ultimately enhance learners' success and create organizational cultures that support this learning. When the adults are engaged and committed, the culture of the school is enhanced (Coatney, 2005).

Leadership and collaboration are interwoven in our Conceptual Framework. They are both enhanced by the practice of reflection. Reflective leaders are mindful leaders (Dickmann & Stanford-Blair, 2002) who tap into their own personal resources to achieve a significant purpose in education. Reflective, mindful leaders enhance learners' success because they acquire knowledge about the nature and nurture of intelligence. They apply this knowledge in authentic settings and adjust their practice in response to experience.

Collaborative leadership has many faces. Within the SoE, leadership is promoted by a variety of stakeholders in classroom and authentic preK-12 and business settings. Educators learn how to lead project teams in the college classroom and curriculum teams in schools. Teamwork is fostered among educators as they create learning projects, evaluate the teaming skills of their colleagues, and engage in collaborative research (Suarez-Balcazar, Harper & Lewis, 2005). Leadership candidates actively engage in collaborative experiences with other educators in our SoE Professional Development Schools. They are involved in authentic learning experiences with a variety of stakeholders in these settings.

Linden (2003) highlights several aspects of collaborative leadership that are evident in the preparation of educators within the SoE. Educators must articulate the goals and objectives they have for learners' success in ways that excite others to want to participate. They need to make sure the right stakeholders are involved in decision making, help these stakeholders see their common interests, and create a synergy that makes problem solving more effective. Educators learn how to be trusting and trustworthy, and focus on relationships to achieve success. They become skilled in resolving conflicts that result in win-win solutions. They also learn to celebrate successes for adults and learners. In times of difficulty they learn to coach and support one another and to develop resilience, which will be very helpful in their future school or other organizational settings.

There are operating principles that have been found to be very powerful in creating collaborations that are resilient during times of stress (Paterson, Goens & Reed, 2009) and sustain second-order change initiatives. For collaborative teams to be effective, Marzano, Waters & McNulty (2005) highlight several elements including the following: significant questions are addressed; the quality of work reflects high professional standards; everyone takes responsibility for the work and for their role in maintaining an effective team process; integrity is apparent in an environment of trust, respect and shared values; ethical behavior is evident in which the approaches taken are fair and just and reflect caring, understanding and insight; and the decision-making process is transparent to all stakeholders. It is also important to strengthen school and community collaborations (Dougherty, 2000). Directly teaching the skills for this collaboration is beneficial (Rubin, 1998). Collaboration increases both partnership synergy and partnership functioning (Weiss, Anderson & Lasker, 2002).

Collaborative problem solving is extant throughout the educators' coursework and clinical practice. Our educators collaborate with their peers as well as learners, school personnel, parents, and community agencies (Kellough & Roberts, 2004). These collaborations expand the support structures for learners and aid in our candidates' success. These collaborations also produce solutions that far surpass what individuals could develop alone (Weiss, Anderson & Lasker, 2002). These rich clinical experiences provide educators with numerous opportunities to investigate the best ways to collaborate given the culture and values of the organization and community in which they are engaged. Developing a sense of timing, a range of skills and accompanying dispositions are part of our educators' clinical experiences that are so beneficial.

The Conceptual Framework highlights the importance of the development of collaboration and leadership for our educators. The faculty is committed to providing experiences that develop these skills for all educators. The experience and readiness of educators is taken into account when designing the most meaningful learning opportunities. The SoE's faculty is committed to ensuring that educators understand their role as collaborative leaders in their field as they graduate and assume positions in the field.

Social Justice

In 1849, when Edward Austin Sheldon created a school for poor children in the city of Oswego, in order to, "teach them that they may become worthy citizens as well as others" (Sheldon in Barnes, 1911, p. 76), he could not have imagined that his project would evolve across 161 years into the State University of New York at Oswego. Even then, his goal to provide for the "intellectual and moral education and improvement of such poor and orphan children in this city…" (Sheldon in Barnes, 1911, p. 77) reflected a commitment to social justice work.

The ultimate goal of all professional education programs is to develop educators who can help all individuals learn and flourish. We believe that in addition to employing the very best pedagogical practices and the most relevant curriculum, educators must value social justice if they want to ensure that all of their learners will grow. **Educating** (i.e., teaching, guiding, leading) **for social justice** meets the social/emotional, cognitive, and cultural needs/interests of all learners. Persons cannot flourish in an unjust climate; in fact, teachers and other school staff members cannot flourish in an unjust climate either. The primary goal of educating for social justice is equity in outcomes for all learners (Darling-Hammond, 2004). In addition, educating for social justice embraces democratic principles, and prepares learners for active participation in our democracy (Nieto, 2004; Dewey, 1944; Freire, 1998). Within our democracy, schools should be sites for addressing social injustice, and showing learners how to participate in creating a just society (Oakes & Lipton, 2006; Cochran-Smith, 2004).

During the decade of the 1990s SUNY Oswego's faculty voiced a commitment to include teaching for social justice as a cornerstone of our conceptual framework. In the SoE, we strive to move toward the deeper understanding of educating for social justice as a socially transformative practice, based on a conscious awareness of issues of social justice and injustice, as well as a commitment to taking action in all venues both inside and beyond the classrooms and laboratories.

The goal of the SoE, then and now has been to develop educators who:

- Understand how social structures and power relationships disadvantage some groups of learners (while advantaging other groups);
- Assume an effective leadership role in recognizing and challenging injustice; and
- Act with courage and patience to ensure that all learners can learn.

In fact, our work builds upon the legacy passed on to us from people like Edward Austin Sheldon and many others.

When educators operate from an educating for social justice stance, they employ pedagogical, curricular, counseling and leadership approaches that are reflective of the following set of commitments:

- Acknowledging, valuing, and affirming diversity in ideas and people;
- Understanding issues of bias, discrimination, and oppression;
- Identifying injustice within and beyond the classroom;
- Addressing issues of injustice and social justice within and beyond the classroom;
- Creating a safe, inclusive, equitable, and academically rigorous learning environment;
- Embracing democratic principles and preparing learners to be active participants in our democracy;
- Teaching in culturally relevant and responsive ways; and
- Grounding education in the lives of their learners (based on Au, Bigelow, & Karp, 2007, pp x-xi).

We believe that in order to promote authentic learning by all learners, educating for social justice is essential to allow all learners to flourish cognitively, socially, and culturally in our schools. Today's teachers, counselors, and leaders must demonstrate courageous vigilance and active advocacy for all learners.

The Goals of Educating for Social Justice

There is evidence of common agreement throughout the literature on three goals of educating for social justice: ensuring that all learners flourish; preparing learners for active democratic participation; and creating a more just society.

Goal 1: Ensuring that all Learners Flourish. In any educational endeavor, the focus must be on the success of the learner. In educating for social justice, this [focus] translates into ensuring equity of access; subsequently attention to high outcomes and performance emerges as well. Social justice educators notice connections between the life chances of learners and educational access and outcomes. Thus, "...the bottom line of a theory of teacher education for social justice--and the goal that subsumes all other goals and objectives--is promoting students' learning and enhancing their life chances in the world" (Cochran-Smith, 2008, p. 24). This goal of having learners flourish inside and out of the classroom drives all educating for social justice work.

Goal 2: Preparing Learners for Active Democratic Participation. The success of learners is directly linked to the health of our democratic society. For example, Bell (2007) directly links democratic participation to social justice education:

> We believe that social justice education is both a process and a goal. The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.
> We envision a society in which individuals are both self-determining (able to develop their full capacities) and interdependent (capable of interacting democratically with others). Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others, their society, and the broader world in which we live. (p.1-2)

In another link, between social justice and multicultural education, Grant and Sleeter (2007) equated democratic citizenship with active participation in social problem solving:

> The term social justice refers to philosophical roots of the approach--the belief that schools in a democracy can and should prepare citizens to work actively and collectively on problems facing society...Multicultural social justice education is based on the premise that political participatory consciousness should be learned in school…In other words, this approach to multicultural education places justice, democracy, and sustainability at the center. (pp. 258-259)

Even though the wording of these examples varies slightly, it is clear that, "teaching that is inspired by principles of social justice...[is]...a broad approach to education that aims to have all students reach high levels of learning and to prepare them all for active and full participation in a democracy" (Villegas, 2007, p. 372). In general all educators would accept the basic ideas of these first two goals, seeing them as obviously the same as best practice. However, the third and final goal of educating for social justice, to create a more just society, distinctly sets this educational approach apart from the generic focus of good schooling.

Goal 3: Creating a more Just Society. Educators who operate from a social justice stance consistently assert that, "schools and classrooms should be laboratories for a more just society than the one we live in now" (Au, Bigelow, & Karp, 2007, p. x). Some educators talk about explicit examination of systemic barriers denying equal access to academic opportunities and outcomes. Others speak of issues of equity and/or

oppression in schools and society. All agree that educators can play a role in improving society.

Cochran-Smith's (1999) earlier efforts at describing goals of educating for social justice reflect the strong activist perspective that educators were using in the 1990s as they discussed this approach:

> Part of teaching for social justice, then, is deliberately claiming the role of educator as well as activist based on political consciousness and on ideological commitment to diminishing the inequities of American life…teaching for social justice is teaching that is openly committed to a more just social order. (pp. 116-17)

According to Carlisle, Jackson and George (2006), "We define Social Justice Education as the conscious and reflexive blend of content and process intended to enhance equity across multiple social identity groups (e.g., race, class, gender, sexual orientation, ability), foster critical perspectives, and promote social action" (p.57). The attention to improving society by making it more just continues to be a clear part of the social justice agenda. Even further removed from an activist stance, and yet more specific about social justice practice, Bell (2007) stated:

> The goal of social justice education is to enable people to develop the critical analytic tools necessary to understand oppression and their own socialization within oppressive systems, and to develop a sense of agency and capacity to interrupt and change oppressive patterns and behaviors in themselves and in the institutions and communities of which they are a part. (p. 2)

These goals, that all learners will flourish and learn to be actively participating citizens working for a more just society, combine to establish the purpose of, and set the course for educating for social justice. Educators, who adopt this stance and embrace these goals, base their work on key assumptions about society, children, and the role of counselors, psychologists, school leaders, and teachers.

Assumptions that Shape the Work of Educating for Social Justice

Teachers, counselors, psychologists, and school leaders must recognize the conditions and parameters from which they will operate in their social justice work. Stated simply, educators assume that there is injustice in our society; that learners face barriers to their success; and that educators can act to address the injustice.

These assumptions are integral to educating for social justice, even though they often go unexamined.

Assumption 1: Social Injustice Exists. Acknowledging the existence of social injustice means understanding that some groups of people are systemically privileged, while others are systemically disadvantaged. Social injustice is perpetuated across social groupings of race/ethnicity, culture/religion, class, gender, ability, and/or sexuality. Manifestations of injustice change across time, place, and situation. When people are talking about issues of oppression, examples of inequity, and/or instances of discrimination, they are referring to this phenomenon we call social injustice. Bell (2007) focused her discussion of social injustice directly on the concept of oppression:

> We use the term 'oppression' rather than discrimination, bias, prejudice, or bigotry to emphasize the pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. The term oppression encapsulates the fusion of institutional and systemic discrimination, personal bias, bigotry, and social prejudice in a complex web of relationships and structures that shade most aspects of life in our society. (p. 3)

Understanding how privilege operates, how marginalization occurs, how advantage or disadvantage is cyclical in nature, and how people tend to deny that such injustice exists, is fundamental to educating for social justice. "Social justice education refers to the examination of power relations, globally, nationally, and locally...Proponents of social justice often engage in a discourse that critiques actions that privilege the dominant group while oppressing others" (Chizhik & Chizhik, 2005, p. 118).

Assumption 2: As a Result of Social Injustice, Students Face Barriers in School. Further, social justice educators are cognizant of the existence and impact of barriers on the success of their students. Barriers in schools result from the unexamined attitudes and expectations that exist in a socially unjust society. According to Villegas (2007), "teachers who are resolved to teach their students equitably need to understand existing barriers to learning that children and youth from low-income and racial/ethnic minority backgrounds consistently encounter in school" (p. 372). Educators often acknowledge inequity around issues of race, class, or gender, and then attempt to address these issues. Educators also speak of barriers in terms of negative school climate, limited access, inequitable outcomes, exclusionary curriculum, and/or other such obstacles to learner

success. For example, educators recognize that a school's climate can either be welcoming or alienating.

Even when the climate appears to welcome learners, their access to learning opportunities can be limited. "As a consequence of structural inequalities in access to knowledge and resources, students from racial and ethnic 'minority' groups in the United States continue to face persistent and profound barriers to educational opportunity" (Darling-Hammond, 2004, p. 607). Grant and Sleeter (2007) noted that this limited access can come from tracking policies, that "Institutionalized barriers keep disproportionate numbers of students from some racial and social class groups out of advanced classes" (p. 66).

In addition to attending to issues of access, educators who commit to social justice also recognize the importance of examining outcome data for evidence of injustice:

> When we look at school outcome data, the history of racism, classism, and exclusion in the United States stares us in the face. Systems of privilege and preference often create enclaves of exclusivity in schools, in which certain demographic groups are served well while others languish in failure or mediocrity. As diversity grows in rapidly transitioning school districts, demographic gaps become increasingly apparent. (Howard, 2007, p.19)

The barriers to school success that learners face even exist at the core of the schooling enterprise, the curriculum. Social justice educators acknowledge that the curriculum itself can act as a barrier to a fair and relevant classroom experience.

> Curriculum and Instruction are neither neutral nor natural. The academic organization of information and inquiry reflects contested views about what knowledge is of most value; part of the curriculum is what is present or absent as well as whose perspectives are central or marginalized, and whose interests are served or undermined. The social and organizational structures of instruction, including classroom and other discourse patterns, grouping strategies, behavioral expectations, and interpretive perspectives are most congruent with white mainstream patterns of language use and socialization and are more conducive to the achievement of boys than girls. (Cochran-Smith, 1999, p.117)

Seeing these barriers relating to the curriculum, to issues of access and outcomes, and to the school structure and climate, compels teachers to respond. "Given the salient role that schools play in shaping students' life chances and the obligation that teachers have to teach all students fairly, teacher education can ill-ignore the conspicuous pattern

of disparities in the distribution of school benefits across groups" (Villegas, 2007, p. 371).

Assumption 3: Educators Interrupt Social Injustice in a Number of Ways. Teachers, counselors, psychologists, and school leaders who want all learners to flourish and become actively participating citizens in a more just world, recognize the existence of social injustice and how it creates barriers for learners' success. As social justice educators, they acknowledge that they can consciously act to address injustice. The starting point of such action is located within the educators' understanding of social injustice. Social justice issues and circumstances of injustice are constantly evolving; therefore it is essential for educators to continue to regularly update a knowledge base relating to social justice.

> Learning to teach for social justice is a lifelong undertaking. It involves coming to understand oneself in relation to others; examining how society constructs privilege and inequality and how this affects one's own opportunities as well as those of different people; exploring the experiences of others and appreciating how those inform their worldviews, perspectives, and opportunities; and evaluating how schools and classrooms operate and can be structured to value diverse human experiences and to enable learning for all students. (Darling-Hammond, French, & Garcia-Lopez, 2002, p. 201)

The work of building upon this knowledge base is in itself a form of working for social justice. Maintaining such a knowledge base also enables educators to address social injustice in the curriculum, in the school, and in society.

Social justice educators take their work beyond schools and into the community when they act as allies against injustice wherever they encounter it. Often to accomplish this work beyond the school, educators join forces with parent groups, other community groups, and university level advocates. As they continue to learn about and understand the goals and assumptions around educating for social justice, they also develop a stance from which to effectively guide, lead, and teach within their classrooms and other organizational settings. We recognize that educating for social justice is an essential component of our programs, within the SoE, in order to prepare our educators to help all persons learn, grow, and flourish. Our goal is that all SoE graduates will become advocates for all learners, proactively addressing injustice within and beyond the classroom/organization.

Candidate Professional Dispositions

NCATE defines and describes professional dispositions in this way:

The behaviors demonstrated as educators interact with students, families, colleagues and communities, which are expected of professionals and support student learning and development. NCATE expects candidates to demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn, and further expects institutions to assess professional dispositions based on observable behavior in educational settings. (2006)

SUNY Oswego's SoE faculty and staff, through a series of intensive qualitative documents analyses, led by members of the SoE Assessment Committee, adopted and endorsed the following list of professional dispositions in spring 2004; these were subsequently incorporated into the SoE's "Professional Competencies for Teacher Education Programs" in the fall of 2004 [see SoE Faculty & Professional Staff Handbook]. All candidates who complete SUNY Oswego's SoE degree programs for both initial and professional certification are expected to develop and demonstrate these seven professional dispositions:

- **Commitment to authentic learning & teaching** – Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for *all students* [2] to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice.

- **Advocacy** – Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that *all students* can learn authentically at high levels in socially just schools.

- **Critical reflection** – Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from *others* to improve their own practice.

- **Integrity** – Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of *all students* and *others* in the learning community.

[2]The italicized terms *"all students"* and *"others"* refer to those of all races/ethnicities, genders, abilities/disabilities, languages, religious beliefs, sexual preferences, family types, socio-economic classes, etc.

- **Socially-conscious respect** – Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand *others*; and believe *all students* can learn authentically at all levels.

- **Socially-conscious responsibility** – Educators hold themselves accountable for authentic learning by *all students*; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for *all students* and *others* in the learning community.

- **Collaboration** – Educators listen, communicate, and work effectively with *others* from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.

Our *Weaving a Transformative School Fabric* Conceptual Framework is an essential statement about the kind of education professionals we want our candidates to become, and it reflects the faculty's commitment to teaching that encourages such development. We believe that professional dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the principles of our Conceptual Framework – authentic learning, knowledge, practice, reflection, collaboration & leadership, anchored by social justice.

Examples of how our SoE candidates are expected to demonstrate these dispositions are evident across all academic programs within the SoE. These include:

In the Counseling and Psychological Services program's (CPS) 618, candidates demonstrate Advocacy, Socially-conscious responsibility, and Critical reflection through evidence of understanding their own role and how they relate to and interact with multicultural individuals, families, groups, and community.

In Curriculum & Instruction (C&I) SPE 515, candidates evidence commitment to authentic learning through demonstrating high initiative, engagement, and commitment to professional growth and learning. Further, in SPE 515, candidates demonstrate Critical reflection evidenced by development of specific learning objectives, which are derived from student assessments and focused on student priority needs. In SPE 591, candidates demonstrate Collaboration through co-planning and co-teaching a general education unit with a classroom teacher partner.

During Field Experiences, across several programs/field experience placements (Adolescence Education-ADO 420/421; Childhood Education-CED 420/421; Technology Education-TED 410/411; and Vocational Teacher Preparation-VTP 485/490), candidates demonstrate Socially-conscious responsibility and Socially-conscious respect through development of instructional units which are constructed based on local curriculum standards, in collaboration with mentor teachers, which facilitate classroom instruction tailored to enabling students to realize success. Further, during student teaching field placements, candidates demonstrate skill in Critical reflection through development of the Teacher Work Sample, for which they reflect on and produce goals and objectives and instructional plans aligned with student learning outcomes along with an analysis of their impact on student learning in the classroom.

In Health Promotion and Wellness (HSC 498), candidates develop skill in Critical reflection and collaboration through completing a pre-professional internship in which they have an opportunity to apply and critically analyze theoretical concepts in a work setting, under supervision of a practicing professional and faculty sponsor.

In HSC 470, students demonstrate advocacy and Socially-conscious responsibility through an introduction to issues in public health and the critical links between global health and social and economic development. Students' critical reflection skills are evaluated through written assignments and reaction papers focused on global health issues impacting low-and-middle-income countries.

In Technology Education (TED 209), candidates demonstrate skill in Critical reflection through completion of a peer evaluation of a team project, in which they complete a self-assessment of their own contributions toward the project, as well as evaluating their peers' contributions.

In Technical Education (TEL 110) students develop and demonstrate Critical reflection skills through a variety of course assignments and a critique of their contributions during the course, through discussion of self-assessments with the course instructor.

In Educational Administration (EA 601), graduate leadership candidates prepare ethical platform statements to describe their ability to navigate decision-making

processes, which are often controversial in school settings (demonstrating Integrity through the decision-making process).

The seven professional dispositions identified above are similarly underpinned by and infused with a concern for social justice in all venues:

- A **commitment to authentic learning and teaching** requires that educators strive for equality for learners, as educators for social justice.

- **Advocacy** further recognizes that some learners are disadvantaged by systemic school/organizational practices and looks for courageous leadership in challenging injustice and acting to ensure that all students can learn authentically in socially just venues.

- **Critical reflection** involves a critical socio-cultural analysis of an educator's own biases and educational (i.e., teaching, guiding, leading) practices and behaviors.

- **Integrity** compels educators to challenge injustice in effective ways, advocating for all learners.

- **Socially conscious responsibility** reiterates that educators implement equitable best practices for all stakeholders in the learning community.

- **Socially conscious respect** similarly expects educators to be culturally sensitive and actively respectful to all learners in the schools and other educational venues.

- **Collaboration** stresses the ability to work cooperatively with persons from diverse backgrounds in respectful and effective ways.

All SoE candidates are expected to develop and demonstrate these habits of mind or dispositions, as detailed above. The professional dispositions are embedded in course syllabi and learning objectives and these concepts are infused throughout the professional coursework in SoE programs. Faculty provide on-going formative assessment of these candidate dispositions, through observation and specific conversation/feedback with candidates through in-class participatory activities. Further, use of reflective writing exercises, as in-class assignments, provide an evidence of candidates' level of personal understanding and scope of the dispositions.

In Summation

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In SUNY Oswego's School of Education, wherein all programs are guided by our *Weaving a Transformative School Fabric* Conceptual Framework, we strive to prepare every learner to live a life characterized by high moral character, and to experience a satisfying and rewarding career. Being true to our mission statement,

> The faculty of the School of Education, working in partnership with citizens of the world, supports and promotes extraordinary educators and learners. Building on the wisdom of the past, the realities of the present and promise of the future, innovative educational programs will prepare individuals who will continually strive for personal growth and become socially conscious catalysts for change. We will instruct, involve, challenge and care for all learners, children and adults, in the legacy of Edward Austin Sheldon (1993).

our SoE's thousands of alumni have excelled in educational institutions and various other professional fields. Reflective of our SoE vision statement and through a committed, qualified, and diverse faculty collaborating across organizational boundaries, we prepare educational professionals for today's schools and other educational agencies. These are diverse professionals who instill a life-long responsibility for continued learning and accountability for their students' capacity to live, work, and participate fully in a globally networked world.

With increased accountability comes increased responsibility and in preparation for this challenge all SUNY Oswego faculty members are committed to ensuring that learners have many rich and meaningful opportunities to engage in self-directed inquiry, problem solving, critical thinking, and reflection in applied real world venues. Persons may come to SUNY Oswego knowing only that they eventually want to become teachers, counselors, psychologists, administrators, or other educational professionals – but, they leave as diverse graduates, responsive to changing surroundings and stakeholder expectations, acting as socially conscious catalysts for making a difference; prepared to weave strands of knowledge and practice through reflection and collaboration in all educational settings and other organizational environments.

TABLE CF.1

Alignment of Conceptual Framework Principles with Standards

Weaving a Transformative School Fabric

CF Principle	Program	Standards
Authentic Learning	BS/MS Childhood Ed	INTASC 2,3,4,5 ACEI 3
	BS/MS Adolescence Ed	INTASC 2,3,4,5
	BS/MS Technology Ed	INTASC 2,3,4,5 ITEA 3,4,5,8
	BS/MS Vocational Ed	INTASC 2,3,4,5
	BS TESOL	INTASC 2,3,4,5
	BS Technology Mgmt	INTASC 2,3,4,5 ITEA 3,4,5,8
	BS Wellness Mgmnt	INTASC 2,3,4,5
	MS Literacy Ed	INTASC 2,3,4,5 IRA 1,2,3,4,5
	MS Special Ed	INTASC 2,3,4,5 CEC 2,3,4,5,6,7,8,9
	MAT Art Ed	INTASC 2,3,4,5
	MS/CAS School Psych	INTASC 2,3,4,5 NASP 2,3
	MS/CAS Counseling	INTASC 2,3,4,5
	CAS Ed Administration	INTASC 2,3,4,5 ELCC 3,4,7
Knowledge	BS/MS Childhood Ed	INTASC 1,7 ACEI 2
	BS/MS Adolescence Ed	INTASC 1,7
	BS/MS Technology Ed	INTASC 1,7 ITEA 1,2,3,5,6
	BS/MS Vocational Ed	INTASC 1,7
	BS TESOL	INTASC 1,7
	BS Technology Mgmt	INTASC 1,7 ITEA 1,2,3,5,6
	BS Wellness Mgmnt	INTASC 1,7
	MS Literacy Ed	INTASC 1,7 IRA 1,2
	MS Special Ed	INTASC 1,7 CEC 1,4,7,8
	MAT Art Ed	INTASC 1,7
	MS/CAS School Psych	INTASC 1,7 NASP 1,2
	MS/CAS Counseling	INTASC 1,7
	CAS Ed Administration	INTASC 1,7 ELCC 2,3,7
Practice	BS/MS Childhood Ed	INTASC 3,4,6,8 ACEI 1,3
	BS/MS Adolescence Ed	INTASC 3,4,6,8
	BS/MS Technology Ed	INTASC 3,4,6,8 ITEA 4,6,7,8
	BS/MS Vocational Ed	INTASC 3,4,6,8
	BS TESOL	INTASC 3,4,6,8
	BS Technology Mgmt	INTASC 3,4,6,8 ITEA 4,6,8
	BS Wellness Mgmnt	INTASC 3,4,6,8
	MS Literacy Ed	INTASC 3,4,6,8 IRA 3,5
	MS Special Ed	INTASC 3,4,6,8 CEC 3,4,5,6,9

	MAT Art Ed	INTASC 3,4,6,8
	MS/CAS School Psych	INTASC 3,4,6,8 NASP 2,3
	MS/CAS Counseling	INTASC 3,4,6,8
	CAS Ed Administration	INTASC 3,4,6,8 ELCC 1,2,4
Reflection	BS/MS Childhood Ed	INTASC 7,9 ACEI 4,5
	BS/MS Adolescence Ed	INTASC 7,9
	BS/MS Technology Ed	INTASC 7,9 ITEA 4,5,6,10
	BS/MS Vocational Ed	INTASC 7,9
	BS TESOL	INTASC 7,9
	BS Technology Mgmt	INTASC 7,9 ITEA 4,5,6,10
	BS Wellness Mgmnt	INTASC 7,9
	MS Literacy Ed	INTASC 7,9 IRA 1,2,3,4,5,
	MS Special Ed	INTASC 7,9 CEC 2,3,4,5,6,7,8,9
	MAT Art Ed	INTASC 7,9
	MS/CAS School Psych	INTASC 7,9 NASP 3
	MS/CAS Counseling	INTASC 7,9
	CAS Ed Administration	INTASC 7,9 ELCC 1,2
Collaboration & Leadership	BS/MS Childhood Ed	INTASC 9,10 ACEI 5
	BS/MS Adolescence Ed	INTASC 9,10
	BS/MS Technology Ed	INTASC 9,10 ITEA 6,10
	BS/MS Vocational Ed	INTASC 9,10
	BS TESOL	INTASC 9,10
	BS Technology Mgmt	INTASC 9,10 ITEA 6,10
	BS Wellness Mgmt	INTASC 9,10
	MS Literacy Ed	INTASC 9,10 IRA 5,6
	MS Special Ed	INTASC 9,10 CEC 10
	MAT Art Ed	INTASC 9,10
	MS/CAS School Psych	INTASC 9,10 NASP 3
	MS/CAS Counseling	INTASC 9,10
	CAS Ed Administration	INTASC 9,10 ELCC 2,4
Social Justice	BS/MS Childhood Ed	INTASC 2,4,5,8 ACEI 3,4
	BS/MS Adolescence Ed	INTASC 2,4,5,8
	BS/MS Technology Ed	INTASC 2,4,5,8 ITEA 4,5,6,10
	BS/MS Vocational Ed	INTASC 2,4,5,8
	BS TESOL	INTASC 2,4,5,8
	BS Technology Mgmt	INTASC 2,4,5,8 ITEA 4,5,6,10
	BS Wellness Mgmt	INTASC 2,4,5,8
	MS Literacy Ed	INTASC 2,4,5,8 IRA 3,4,5
	MS Special Ed	INTASC 2,4,5,8 CEC 2,3,5,9
	MAT Art Ed	INTASC 2,4,5,8
	MS/CAS School Psych	INTASC 2,4,5,8 NASP 1,2,3
	MS/CAS Counseling	INTASC 2,4,5,8
	CAS Ed Administration	INTASC 2,4,5,8 ELCC 1,2,4

INTASC Standards:

1. Content Pedagogy
2. Student Development
3. Diverse Learners
4. Multiple Instructional Strategies
5. Motivation and Management
6. Communication and Technology
7. Planning
8. Assessment
9. Reflective Practice: Professional Growth
10. School and Community Involvement

CEC Standards:

1. Foundations
2. Development and Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Social Interactions
6. Language
7. Instructional Planning
8. Assessment
9. Professional and Ethical Practice
10. Collaboration

ELCC Standards:

1. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

6. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
7. Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

ITEA Standards:

1. The Nature of Technology
2. Technology & Society
3. Design
4. Abilities for a Technological World
5. The Designed World
6. Curriculum
7. Instructional Strategies
8. Learning Environments
9. Students
10. Professional Growth

ACEI Standards:

1. Development, Learning & Motivation
2. Curriculum
3. Instruction [Integrating & applying knowledge for instruction, adaptation to diverse students, development of critical thinking, problem solving, and performance skills, active engagement in learning, communication to foster learning]
4. Assessment
5. Professionalism [Practices and behaviors of developing career teachers, reflection & evaluation, collaboration with families, collaboration with colleagues & the community]

IRA Standards:

1. Foundational Knowledge
2. Curriculum and Instruction
3. Assessment and Evaluation
4. Diversity
5. Literate Environment
6. Professional Learning and Leadership

NASP Standards:

1. School Psychology Program Context/Structure
2. Elements of School Psychology Graduate Education & Practice
3. Practica and Internships in School Psychology

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