

**King's College
Department of Education
Preconditions Document Submitted to NCATE
Conceptual Framework**

Introduction

The Education Department and Teacher Education Advisory Council developed the original Conceptual Framework over a two-year period from 2000-2002. The Teacher Education Advisory Council members includes King's College faculty in Departments throughout the College, teachers and administrators from local school districts, current undergraduate and graduate students, and graduates of the Teacher Education Programs.

In 2004, the Education Department made a significant commitment to the communities it serves to establish P-12 Professional Partnerships that are more responsive to the critical and pragmatic needs of its people, agencies and institutions. It became an opportune time to refine and redesign the Department's Conceptual Framework to reflect current and developing programs. King's College faculty, students, administrators, and community stakeholders committed themselves to a year long process of review, evaluation, and reflection. This document presents the outcomes of that collaboration.

The renewed Conceptual Framework is consistent with the mission of the College and its development provides direction for ensuring coherence among programs and courses, teaching and learning grounded in mindfulness, respect for the candidate's personal and professional development, department accountability and a shared commitment to scholarship and service. The knowledge, values, and skills espoused in the conceptual framework scaffold the professional development of the King's College graduate. True to the heart of the King's College Mission, graduates demonstrate their ability to live their potential as demonstrated in their commitment to student learning and community service.

4.1 The vision and mission statement of the institution and unit.

History and Tradition

King's College, an independent, four-year coeducational liberal arts college, came into existence in 1946 when Bishop William J. Hafey of Scranton invited the Congregation of Holy Cross to found a college in Wilkes-Barre. Under their guidance, King's became an independent, self-governing institution empowered to grant the degrees of Bachelor of Arts and Bachelor of Science. Founded as a college for men, King's first admitted women in 1970. The current male/female ratio is 1:1.

The Catholic tradition has provided the context for the College's educational mission and continues to inspire an optimistic view of man, his world and his history. At the same time, King's welcomes the influence of all religious and cultural traditions, is committed to ecumenical collaboration, and prizes academic freedom among its faculty and students, who have always represented diverse ethnic, racial and religious backgrounds.

In April 1991, after review by the Department of Education of the Commonwealth of Pennsylvania, King's College was granted approval to establish graduate programs in business. King's offers Master of Science degrees in health care administration, and physician assistant

studies; and a master of education degree in reading.

King's College Mission Statement

“The things that last come first”

King's College was founded in 1946 by the Congregation of Holy Cross as an independent four-year college in order to provide students with a broad-based liberal education in the Catholic tradition and to offer intellectual, moral and spiritual preparation for satisfying and purposeful lives. Holy Cross sponsorship and the Catholic tradition are important components of the King's educational experience. Also important are openness to the pluralism of American society and awareness of the international nature of our culture, economy, and social order. King's College welcomes students into its community without regard to gender, age, race, religion, disability or national origin, and seeks to assist talented students of modest financial means to attend.

Since 1991 King's has offered students an opportunity to develop advanced knowledge and professional competence through specialized graduate programs whose aim is to prepare graduates for positions of responsibility and leadership.

Education at King's College is student-centered. The faculty are committed to excellent teaching as their first responsibility, both in the core curriculum of general studies which all undergraduates follow, and in the major arts and sciences programs of The College of Arts and Sciences and The William G. McGowan School of Business. They engage in scholarly research and ongoing professional development to support and strengthen their primary role of teaching.

The academic curriculum is complemented by a full program of co-curricular organizations and activities which contribute to the cultural, spiritual and personal development of students. Faculty and professional staff share responsibility for working with students formally and informally as advisors, coaches, counselors and mentors to foster a climate of support and concern in a community committed to academic excellence, social responsibility and mutual respect.

King's College seeks to develop mutually beneficial and cooperative ties to the wider society, and particularly to the civic, cultural, and religious communities of northeastern Pennsylvania. The broader community offers resources that support and complement the educational mission of the college, which in turn is a resource to the community through the specialized competencies of its faculty and staff, the volunteer service of students, and through a diverse series of public lectures and religious, cultural, and athletic events.

The education provided at King's College promotes intellectual development, critical judgment, professional competence, reflection on religious and ethical questions, and commitment to building a just society. In the words of its founding president, King's teaches students “not only how to make a living, but how to live.”

King's College Education Department

Vision Statement of the Unit

The Education Department of King's College will be recognized for its ability to effectively reflect upon and revise its own practices, and will be perceived as a leader in educational innovation and reform. We will be a leader in developing productive partnerships with our professional colleagues who represent the educational spectrum from early childhood education through higher education. These collaborations will be built on a set of mutual values that reflect our commitment to academic excellence, service, integrity, diversity, equity, moral and social responsibility, and social justice. Our program will be viewed as exemplary in the preparation of outstanding teachers who reflectively integrate disciplinary and pedagogical knowledge, professional skills, and personal dispositions to meet the challenges found in the 21st century classroom.

Mission Statement of the Unit

The mission of the Education Department is to prepare skilled practitioners who are recognized for their vision, motivation, knowledge, and abilities as they develop, manage and monitor communities of learning in a diverse and complex world. Future and current teachers are encouraged to develop habits of mind that value intellectual behaviors developed through reflection on and in teaching and learning experiences. In this way, teacher candidates and Reading Specialists can effectively integrate knowledge and practice as they strive to understand and facilitate the learning, growth and development of students.

We seek to prepare professional teachers and Reading Specialists who will provide leadership in the development of collaborative, professional relationships, with schools, organizations, and other institutions focused on the improvement of education in schools and communities. This mission is built on the foundational tenets of a broad-based liberal education in the Catholic tradition of King's College and the best professional practices of teacher education. Consequently, courses and field experiences are designed to enhance the commitment of faculty, teachers, staff, and students to the centrality of personal integrity, diversity, social justice, and democratic citizenship. As we seek to achieve this mission we will sustain and support the values of the Holy Cross tradition and the King's College Mission throughout the College and in the communities we serve.

4.2 The unit's philosophy, goals and purposes.

Philosophy

Fundamental to the development of the Education Department's Philosophy is the belief that teachers are social beings that live and work in communities. In the spirit of James, Dewey, Vygotsky, Bruner, and Boyer we assert that learning and teaching occur in the shared relationships, experiences, knowledge, and cultures of the communities we serve. It is a holistic interpretation of the acts of learning and teaching, they are by nature, fluid, complimentary, service-orientated, each dependent on the other, never isolated or complete, but continuous experiences embedded in the context of particular communities, each renewing the other. We, teacher-educators and candidates, understand that we will always be learners, even in the midst, and especially when we teach.

Implicit in this understanding of community are the traditions of the Holy Cross Congregation and King's College. Since the founding of the College in 1946, the focus on community has been central to its mission. It is not only who comprises the community, but also the distinctive spirit of that community. All members of the King's College Community share responsibility in nurturing that distinctive spirit as they live their lives purposefully, demonstrating mutual respect, support, and trust for each other and the communities they serve (King's College Report of the Task Force on Catholic Identity, 2004).

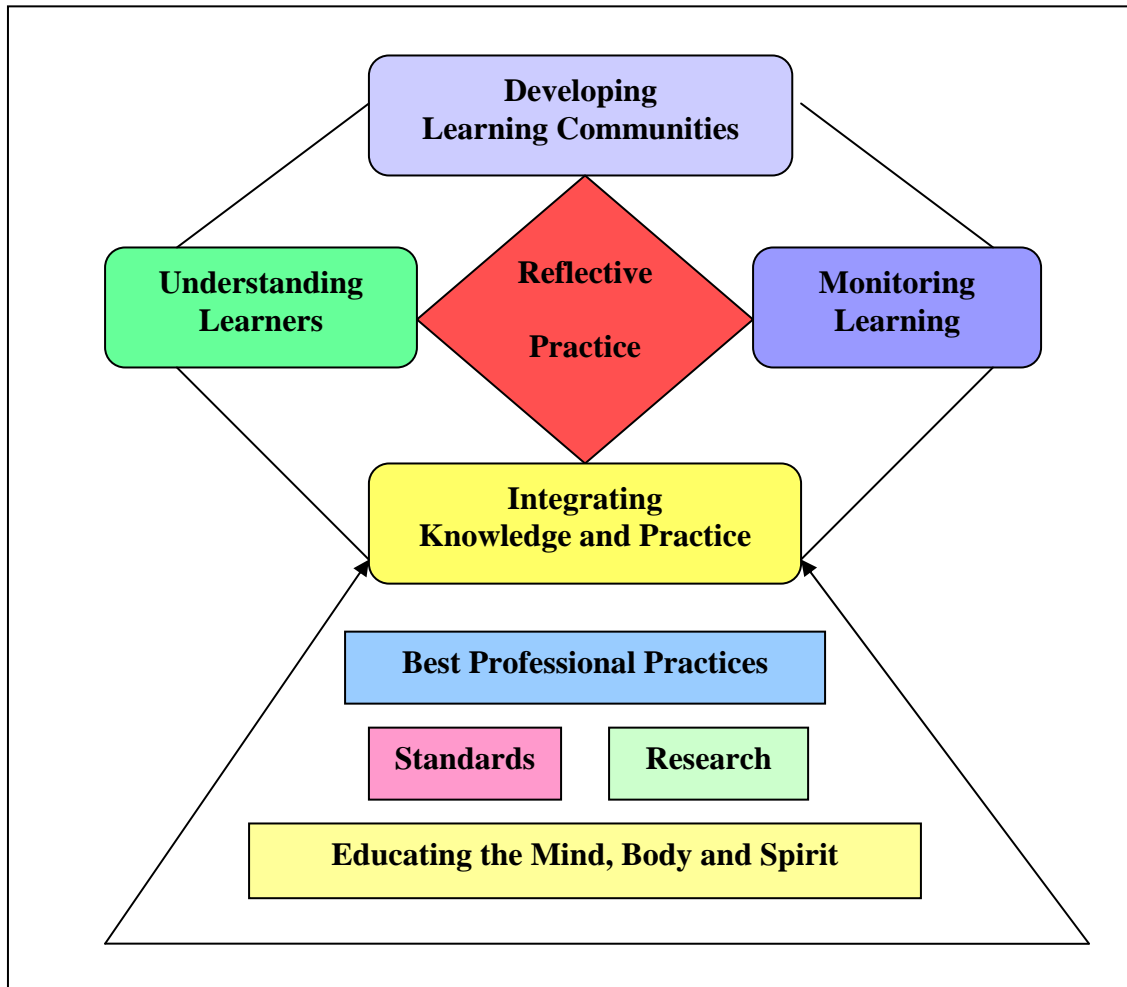
Accordingly, the core of our conception of learning and teaching in community is "Reflective Practice." This core embodies our belief that effective teachers engage in a continual process of learning, practice, assessment and reflection to develop the knowledge, dispositions and skills that will improve their practice and will affect positive change in the schools and communities they serve. We believe that our candidates', as well as our own personal capacity for reflective practice, develops over time and in professional learning communities where development is ongoing, embedded within the context-specific needs of a particular setting, aligned with reform initiatives, and grounded in a collaborative, inquiry-based approach to learning (Senge, 1990; Knapp, 2004). Teachers educated in the King's College programs become reflective practitioners who understand and practice teacher knowledge (Verloop, Driel, & Meijer, 2002) in authentic contexts (Cranton & Carusetta, 2004). Learning to teach is no longer construed as the transmission of isolated facts, or as teaching behaviors to be imitated, but as a means to creativity and innovation (Bereiter & Scardamalia, 1996). Small class size, individual consultations, effective use of technology, literacy development, and our community partnerships with P-12 and higher education colleagues and institutions play key roles in our development of a professional learning community (Rosenholtz, 1989, McLaughlin & Talbert, 1993, Louis & Kruse, 1995, Darling-Hammond, 1996) .

This philosophical perspective that frames the initial teacher preparation and graduate programs is realized through the knowledge, dispositions, and skills that we believe effective teachers demonstrate. The King's College Model presented below is a visual representation of the organizing framework for each program that prepares professional educators. The Model represents a tri-level foundation that informs and supports the process of developing professional educators.

The Holy Cross Mission, Educating Mind, Body and Spirit, provides the initial and enduring foundation for the preparation of our graduates. The next foundational level, Research and Standards, represents the programs coherence and alignment with professional standards. The final foundational level, Best Practices, represents the commitment to identify and incorporate exemplars of "learning in and from practice" (Ball and Cohen, 1999).

The process of developing professional educators is depicted in the interdependent components: Integrating Knowledge and Practice, Understanding Learners, Developing Learning Communities, and Monitoring Learners. In our design, Reflective Practice is the core of the model, symbolizing the development of habits of mind that foster understanding of the "interrelationships between teachers learning and development and the context of teachers learning" (Hammerness, et.al.2005, p.389). The titles of each component are used through the conceptual framework to organize and explain the program's goals, related knowledge base, candidate proficiencies and dispositions.

King's College Education Department: A Model for Developing Reflective Practice



Goals

1. Integrating Knowledge and Practice

Teachers graduating from Education Programs at King's College develop a proficient understanding of relevant disciplinary content and content-specific pedagogy that is designed to promote student understanding of the subject matter. All baccalaureate degree candidates must complete a Core Curriculum that reflects the liberal arts tradition at Kings College. These courses include philosophy, theology, social and behavioral sciences, natural sciences, humanities, quantification skills, literacy and communication skills. Learning experiences in the Core are designed to support the development of critical thinking, an appreciation for aesthetic values, civic and moral responsibility, and the pursuit of life-long learning. The Core contributes to the teacher candidates' ability to organize their knowledge and thinking so that they have a command of critical ideas and skills, and can develop a capacity to reflect on, evaluate and learn from their own experiences.

The King's college teacher, educated in the liberal arts traditions, understands that it is insufficient to learn for the sake of knowledge and understanding alone, one learns in order to practice (Shulman, 2005). This goal of a liberal arts education is mirrored in recent conclusions of teacher education scholars. While learning to think like a teacher is a hallmark of effective practice, the culmination of the process is the ability to act on what is learned (Kennedy, 1999). However, the realities of P-12 classrooms often create barriers for the successful integration of theory and practice. We believe an effective response is to link courses with field-based experiences to support a *continuing dialogue* between theory and practice, to create opportunities to think critically and to challenge thoughtfully. This integration prepares our teacher and Reading Specialist candidates to think through their experiences and perceptions to consider a variety of strategies that not only answer the question "knowing what, but also 'knowing why and how'". Introduced early in the initial preparation and Reading Specialist programs, the linked courses create an opportunity for the candidates to explore personal conceptions, problems of practice, and relevant teaching practices as they develop their personal abilities and dispositions to balance theory and experience (Heibert, Gallimore, & Stigler, 2002). Our programs follow a cycle of learning, practice, assessment, and reflection. The end result is the development of teacher knowledge, a term used to "indicate the whole of the knowledge and insights that underly (sic) teachers' actions in practice" (Verloop, Driel, & Meijer, 2002, p.446).

2. Understanding Learners

Teacher and Reading Specialist candidates educated in the King's College Programs believe in the dignity and worth of all human beings, and that all students can learn. They are dedicated to and become skilled at making knowledge accessible to all students, even as they acknowledge their distinctive traits and talents. Respectful of diverse cultures and ways of knowing, our candidates are concerned with the development of their students' self-concept, motivation, peer relationships, character, aspirations, and civic virtues. As teachers seek to understand students' families, cultures, and communities, they will use this information as a basis for connecting instruction to students' experiences (Horowitz, et al., 2005).

Sensitive to the impact of personal histories, cultural values and beliefs, King's College candidates develop an appreciation for how students develop and learn in diverse cultures. They appreciate the relationship of content, context, culture, and individual abilities in educational experiences (Banks, et al., 2005). Central to this process is the belief that all students learn. No one single developmental or learning theory can apply to all students in all contexts, therefore, our candidates examine current theories critically considering their strengths and limitations. Candidates are encouraged to choose strategies based on their learning objectives, and the abilities and skills of their students.

One constant in the King's College Teaching Education Programs is the development of student literacy. It is considered an essential skill that transcends context, content, abilities, and age (Braunger, Donahue, Evans, & Galuera 2005). Literacy in all its forms and manifestations including technology links the individual to the world in which they will live and work (Snow, Burns, & Griffin, 1998). Believing that most reading difficulties can be identified and addressed, our faculty and candidates are sensitive to their increasing responsibilities to address the linguistic needs of all students, including students with limited proficiency in English.

We support the development of our candidates teaching skills by utilizing a framework of "progressive differentiation" to address the stages in the teacher's career: preservice, apprentice,

novice, experienced and master teacher as our candidates engage in a cycle of learning, enactment, assessment, and reflection (Snow, Griffin, & Burns, 2005, p.6). While each step is critical for all candidates, we acknowledge the differences in the professional development needs at each point in a teacher's career. Field experiences and courses are tailored to meet the needs of candidates and students.

3. Developing Learning Communities

The King's College teacher is encouraged to become an agent in creating and sustaining learning communities (Bruner, 1996, Lave & Wenger, 1991, Vygotsky, 1978). During their studies in the King's College Education Program, teacher candidates and Reading Specialist candidates explore the challenges of contemporary schooling. They learn that they are members of multiple communities that can work collaboratively to evaluate and improve education for all learners (Cochran-Smith & Lytle, 1999a). Understanding that purposefully constructed professional communities that share norms and practices can be powerful influences on learning (Shulman & Shulman, 2004; Brown & Campione, 1996), the candidates are exposed to a variety of local and regional communities that offer different kinds of opportunities for learning and practice. Teachers prepared in the King's College education programs are introduced to concepts and experiences that will help them learn how to create, enrich, maintain, and alter instructional environments to insure the optimal education of all students. The concept of community begins with individual classroom learning communities and extends in ever widening circles to include relationships and effects generated by families, cultures, local communities, and beyond. Teacher and Reading Specialist candidates are advised to take into account district, state and national curriculum guidelines, as well as learner background, special needs, and interests.

We recognize that learning to develop and sustain learning communities is a daunting task for even the most experienced teacher. Shulman and Shulman (2004) developed a conceptual framework (p.259) that guides the approach taken by the King's College Education Programs:

1. Candidates are encouraged to develop a "vision" of teaching and learning that reflects their "readiness" to take on the challenges of teaching in community.
2. They must be "willing and motivated" to take risks and make adaptations.
3. Candidates must "know and be able to do". This means they can demonstrate an understanding of the domains of teacher knowledge, the development of learners, and classroom assessment, management and organization.
4. Understanding the complexities of learning in community and its time dependent nature, the candidates are guided as they develop the capacity for "intelligent and adaptive action".
5. Finally, the candidates are provided with opportunities to reflect on and learn from their own experience and the experiences of their peers.

While teacher candidates gain proficiency in a range of generic learning strategies, knowing when, why and how to use them, Reading Specialist candidates are able to build on their professional experiences to enhance and build their professional skills. As a result both groups are better able to move toward the goal of creating safe, smoothly functioning learning communities in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning

activities.

Finally, the goal of developing communities makes explicit the concept of agency (Bandura, 2001). Recognizing the inherent challenges in the 21st century classrooms, King's College teachers are prepared to advance the science and art of teaching as they assume leadership roles in their professional communities.

4. Monitoring Learning

The King's College teacher candidate is expected to develop classroom management techniques that reflect an understanding of individual student needs and school and community norms. King's College teacher candidates are also expected to employ multiple methods for measuring student growth and understanding.

We believe that teacher candidates should be challenged to develop their thinking about how they will face monitoring issues. We believe that teacher candidates should have action plans for setting up rules, responding to disruptions, designing assessment pieces, and preparing for state assessments.

While there are many aspects of monitoring student learning, we believe that one of the most important aspects of this process is to encourage our teacher candidates to go beyond traditional teaching approaches and to engage their students in authentic learning tasks. We believe that by teaching our students how to create authentic learning tasks, two important goals can be met. First, it is less likely that classroom management issues will occur when students are engaged in meaningful learning. Therefore, a learning-centered classroom environment can be established. Second, authentic tasks can be used as performance based assessments. Therefore, students can be provided with avenues for showcasing their abilities in ways other than just traditional paper and pencil exams.

5. Reflective Practice

While no signature pedagogy for teacher education currently exists, we believe that authentic learning is a core strategy in the development of effective teachers. We define authentic learning as the integration of guided experiential learning with the aid of direct instruction, inquiry, and problem-based learning (Darling-Hammond & Snyder, 1999). Reflecting a national trend, we ask future and current teachers to “examine teaching in the light of learning” (Bransford, et al., 2005). To this end, all education courses and field-based experiences include a reflective component that facilitates the ability to reflect on and in communities of practice (Schon, 1983, 1987, Cochran-Smith & Lytle, 1999a, 1999b, 2001).

The candidates' reflective and dynamic professional journeys begin by examining their own beliefs and values (Munby, Russell, & Martin, 2001). Through an iterative process guided by King's College faculty, the candidates are encouraged to explore, engage and reflect on the praxis of teaching and learning. Through classroom discussions, personal experience and interactions with peers and professional teachers, they develop the capacity for self-evaluation in relation to planning, presenting, and assessing instruction (Giovannelli, 2003). They are capable of making, upon reflection, informed instructional and curricular decisions.

King's College teacher and Reading Specialist candidates are encouraged to develop effective and productive habits of mind regarding teaching and learning including reflection

upon practice, taking an inquiry stance and persistence in working with students towards success. Working to build the capacity to think critically, they seek out professional literature, colleagues and other resources to support their own development as a learner and a teacher. Understanding the fundamental requirements of proficient teaching, we encourage teachers to become sensitive to the adaptive and developing nature of expertise and to commit to its pursuit (Bereiter & Scardamalia, 1993, Darling-Hammond & Bransford, 2005).

Purposes:

Teacher Licensure Purposes

The professional preparation programs for teacher licensure (Early Childhood, Elementary, and Secondary Education in Citizenship Education, Mathematics, English, Foreign Languages, and Science) at Kings College purpose to achieve the following:

- Prepare effective, mindful, creative teachers who successfully integrate disciplinary and pedagogical knowledge, professional skills, and personal dispositions to meet the challenges found in the 21st century classroom.
- Encourage candidates to develop habits of mind that value intellectual behaviors developed through reflection on and in the praxis of teaching and learning.
- Support the teacher's commitment to service as they strive to live purposeful lives.
- Develop the skills of life long learning that will support the teacher continued professional development.

Reading Specialist Purposes

The graduate preparation programs for Reading Specialist at Kings College purpose to achieve the following;

- The Reading Specialist supports classroom teaching, and works collaboratively to implement a quality reading program
- The Reading Specialist evaluates the literacy program in general, and can assess the reading strengths and needs of students and communicate these to classroom teachers, parents, and specialized personnel such as psychologists, special educators, or speech teachers
- The Reading Specialist is a resource to other educators, parents, and the community.

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

Educating the Mind, Body and Spirit

“The mission of the Education Department is to prepare skilled practitioners who are recognized for their vision, motivation, knowledge, ability, and reflection as they develop, manage and monitor communities of learning in a diverse and complex world.”

This quote from our department mission statement reflects the beliefs and findings of many esteemed educational experts and practicing teachers. In addition, the philosophy of the founder of the Holy Cross Congregation, the sponsoring body of King's College, Father Basil Moreau, provides a strong foundation for our education division's conceptual framework. In April of 1849, in a letter to the teaching priests, brothers, and sisters of Holy Cross, he stated:

Even though we base our philosophy course on the data of faith, no one need fear that we shall confine our teaching within narrow and unscientific boundaries. No; we wish to accept science without prejudice, and in a manner adapted to the needs of our times. We do not want our students to be ignorant of anything they should know. To this end, we shall shrink from no sacrifice. But we shall never forget that virtue, as Bacon puts it, is the spice which preserves science. We shall always place education side by side with instruction; the mind will not be cultivated at the expense of the heart. (pp. 161-162)

From its very beginning, the philosophy of Holy Cross and King's College has mirrored the thinking of major scholars concerned with the improvement of education, including Boyer (1995) and Goodlad (1994). Boyer's concept of a basic school for elementary education has ramifications for education at all levels and embraces four main principles: 1) school should be a community; 2) the curriculum must have coherence; 3) a nurturing climate for education must be established; and 4) a commitment must be present for character development. Furthermore, Goodlad (1994) and his colleagues, in developing a mission for teacher education, emphasized the inclusion of moral dimensions, connecting four cornerstone ideas: 1) "enculturating the young in a social and political democracy; 2) providing access to knowledge for all children and youths; 3) practicing pedagogical nurturing; and 4) ensuring responsible stewardship of schools." (p.5)

The "cultivation of the mind" and "cultivation of the heart," as Fr. Moreau emphasized, can be equated easily with the center of our conceptual framework model: reflective practice. We define reflective practice as learning and teaching centered, not learner or teacher centered. It is a deliberate choice of words. We believe the emphasis on the action acknowledges the freedom necessary to guide the candidate's as well as our own changing roles as we move toward our mutual goal of adaptive expertise (Darling-Hammond, Bransford, LePage, Hammerness, & Duffy, 2005). Having been inspired by this, the knowledge base for our department's conceptual framework will be explained through its essential components: integrating knowledge and practice, understanding learners, developing learning communities, monitoring learning, and reflective practice. The King's College Education Programs are organized and enacted in a way that helps candidates make sense of what they study, observe, and experience. As Hammerness (2006) notes:

Repeated experiences with a set of conceptual ideas, along with continual opportunities to practice skills and modes of thinking and analysis, support deeper learning and the development of expertise (Ericsson, Krampe, & Tesch-Romer, 1993). Indeed, if learners can learn in an environment that makes clear how ideas are connected and related, it deepens their understanding and can make their learning more meaningful (p1242).

The collective efforts of candidates, faculty, staff, and partners in our community of learning, emphasize the "interrelationships between *learning and development* and the *context* of teacher's learning (author's emphasis), (Hammerness, et al., 2005, p.389). These essential elements in

terms of their “shared understandings” among faculty and candidates (Tatto, 1996, p.176) contribute to the creation of coherent, integrated programs (Bransford, Brown, & Cocking, 2000, Bruner, 1960/1977, 1990, 1996) as we seek to achieve the complimentary missions of King’s College and the King’s College Education Department.

Integrating Knowledge and Practice

Competencies and Dispositions

1. The candidate understands and values the relationship of disciplinary knowledge, effective teaching methods, and the purposes of the content areas related to the candidate’s practice.
2. The candidate assumes responsibility for, and effectively integrates multiple teaching and learning strategies (including the use of technology) in student learning experiences.
3. The candidate recognizes the value of, and productively demonstrates the effective use of a variety of communication techniques, including technology to foster student learning.

State and National Standards are a foundation for the knowledge students are expected to facilitate. State level standards include Pennsylvania Department of Education K-12 Academic Standards [Chapter 4, Academic Standards and Assessment (K-12)] and Pennsylvania Department of Education Standards for Teachers [Chapter 354, General Standards and Specific Program Guidelines for State Approval of Professional Educator Programs).

Many National standards for specific subject areas overlap with Pennsylvania state standards, while others are voluntary. These include *The National Standards for Arts Education* (Consortium of Arts Education Organizations, 1994), *The Standards for Foreign Language Learning* (The National Standards for Foreign Language Education Project, 1996), *The Standards for the English Language Arts* (NCTE/IRA, 1996), *Principles and Standards for School Mathematics* (NCTM, 2000), *National Standards for Physical Education* (Young, 1997), *The National Science Education Standards* (National Academy of Sciences, 1996), *The Curriculum Standards for Social Studies* (NCSS, 1994), *Standards for Reading Professionals* (IRA, 2003).

In addition to the above standards, principles of relevant, coherent subject matter (Dewey, 1938; Boyer, 1995; & Cambourne, 1995) and the importance of content-specific pedagogy (Shulman, 2000) have impacted our curriculum significantly. When evaluating the quality of an educational experience, Dewey (1938) spoke of the principle of “continuity of experience.” Growth in a specialized area must not hamper growth in general. It must enhance future learning opportunities. Dewey also discussed the need to make connections in the present to real-life future situations. Learning takes place within a context. For students to be able to access their school learning in the future, it must have ties to the contexts they will be living and working in. Shulman (1992) extends this with his support of content-specific pedagogy, the use of particular teaching strategies to address the teaching of specific disciplines. While commending the general information made available from effective teaching research, he applauds the examination of case studies in all disciplines and the extraction of wisdom that can be found within them for the teaching of particular subjects.

For purposes of planning instruction, the use of Bloom's taxonomy (1956, Anderson, & Krathwohl, 2001), particularly those of the cognitive domain, are employed. The revised conception (Anderson, & Krathwohl, 2001) was designed in part to answer the practical needs of teachers in elementary and secondary classrooms. The categories and cognitive processes reflect active learning while providing an understanding of the complexity of content knowledge and a useful tool for planning learning opportunities.

A pertinent place to begin a discussion of the supportive literature for instructional strategies and materials is with Dewey's (1938) philosophy of the power of learning through experience. He maintains that any area of study must fall at least initially within the real-life experience of students. A teacher starts with the experience students have and then arranges for progressive experiences that expand students' understandings. Our instructional strategies and materials follow this philosophy.

Discovery Learning/Constructivist Learning. Instead of just presenting information, we promote discovery learning. This is referred to as constructivist learning, within our courses, based particularly on the work of Piaget (1960), Vygotsky (1978), and Bruner (1986, 1996). According to Schunk (2000), discovery learning demands that students think for themselves, often through the manipulation of materials, ideas, and processes. So, instead of listening to long lectures, our candidates find themselves articulating their knowledge in their own way through the creation of posters, group presentations and other projects that often use such technologies as the creation of student websites.

Problem-Based Learning. Dewey (1938) had written extensively about the challenge of teaching, describing it as a problem solving process: "That the conditions found in present experience should be used as sources of problems is a characteristic which differentiates education based upon experience from traditional education. For in the latter, problems were set from the outside." (p. 79). In response to the need for students to develop problem-solving abilities, Boud (1985) presented the educational strategy of PBL. Boud stated that, "the starting point for learning should be a problem, query, or a puzzle that the learner wishes to solve." Major and Eck (2002) further developed this definition when they stated that PBL "is an approach to learning in which problems serve as the stimulus and the context for learning." To implement this strategy, three essential components (Boud, 1985) must be included: 1) the development of a "good problem"; 2) responsible roles for students; and 3), a facilitative role played by the teacher.

Cooperative Learning. We define cooperative learning as students working together in small groups to achieve learning goals. As elaborated by Slavin (1990), three concepts are necessary to the success of student team learning. These include the inclusion of team rewards, individual accountability, and ensuring that all participants have an equal opportunity for success. Specific strategies associated with cooperative learning, for example, Student Teams—Achievement Divisions (STAD) (Slavin, 1986) and Jigsaw (Aronson, Blaney, Stephan, Sikes, & Snapp, 1997; Slavin, 1986) have been shown to further intellectual growth. Johnson, Johnson, and Holubec (1988) emphasized additional guidelines to enhance the results of cooperative learning, including group reflection and goal setting, and specific, cooperative skills.

Direct Instruction. While only a minor part of our approaches to learning, direct instruction still has its place, in particular, for the sharing of basic information. The Madeline Hunter Model of Mastery Learning (1982) best summarizes our direct instruction approach. (See next section for more complete description of this approach.)

Dewey (1938) emphasized the duty of teachers to create the most meaningful learning experiences they could for children. This involves balancing objective and internal conditions. Objective conditions would include where the experience takes place, e.g., the classroom, the peer group, etc., while internal conditions would be what is going on within the student, cognitively and perhaps physically, certainly emotionally. Educators must attend assiduously to shaping conditions, those we have control over, that make the most of learning experiences as they take place.

Another scholar, Cambourne (1988), has impacted our philosophy of instructional planning through his observations of conditions that appear to be present for children to learn oral language. Although learning to speak is one of the most complex intellectual tasks children must undertake, few fail to achieve it. On the other hand, many school children will fail at academics in school. Cambourne wondered why this was and if more conditions present in natural learning needed to be fostered in school settings. His conditions included, among others, the immersion of the child in the concept to be learned, a demonstration of the concept by a knowledgeable others, responsibility or choice by the child, employment, using what has just been taught on one's own as well as with others, and response, information about whether one is achieving one's goals or not. Cambourne (1995) concluded that these conditions could improve students' intellectual growth in literacy if they were duplicated in school settings. Since literacies of all sorts (letters, numbers, musical notes) are cornerstones of school, the implication of his findings are that we do well to consider and include more of these conditions of natural learning within instructional planning.

While most professionals are familiar with the Madeline Hunter Lesson Plan (1982), many might be surprised to know that she did not endorse the all-or-nothing promotion of her lesson plan by various school districts and curriculum specialists. Wolfe (1998) wrote "She emphasized over and over that teaching is decision making and that the more we know about the science of teaching, the better we can artistically apply that knowledge." (p. 4) In light of the true intentions of her principles of teaching, we use her lesson plan framework for the field experiences and student teaching our students participate in. This format includes instructional objectives, providing an anticipatory set for students, providing input and modeling of products and processes, a check for understanding, guided practice, and independent practice.

Furthermore, Hunter's framework echoes the work of Herbartian scholars (inspired by the work of German Philosopher and tutor, Johann Friedrich Herbart) in the late 1900s. According to Dunkel (1969), these scholars, in particular Tuiskon Ziller, a German educator, modified instructional steps Herbart had devised into five steps: 1.) preparation, 2.) presentation, 3.) association, 4) generalization, and 5) application.

Understanding Learners

Competencies and Dispositions

1. The candidate believes that all children can learn
2. The candidate understands prevailing theories of development, cognition and intelligence to support student's intellectual, social, physical, and moral development.
3. The candidate is committed to and supports the development of effective literacy skills (including technological literacy) in all learners

4. The candidate is culturally competent and appreciates and values human diversity, and is committed to the development and adaptation of learning experiences to support each student's potential.

Cognitive Development

If one is to conceptualize the theories of learning into two, major subcategories of behavioral and cognitive theories, our program primarily endorses the cognitive paradigm. Within this cognitive model of learning, we subscribe primarily to constructivism as it is informed by the work of Piaget (1960), Vygotsky (1978), and Bruner (1960/1977, 1990, 1996).

Through his observations of the tasks that children of different ages could perform, Piaget (1960) developed a theory of learning that centered upon children's constructing knowledge through the connections of ideas in their minds, which he labeled schemes. Thus, according to Piaget, knowledge was never simply a copy of the external world but a project of the interior world. His work also produced a description of four stages of mental development, including the sensorimotor stage, the preoperational stage, the concrete operations stage, and the stage of formal operation. These stages proceeded from concrete to abstract thinking and implied a general order for the types of mental operations to be encouraged within classrooms of different aged students.

Vygotsky (1978) enhances the constructivist model of learning through his explication of a "zone of proximal development" and the central role of social interaction in the development of language and thought. Bruner (1985) elaborates upon Vygotsky's theory through the concept of scaffolding. In the construction business, scaffolding is a physical structure built next to a building in order to support the completion of a task. In education, scaffolding is the varied means teachers employ to support students while they learn. These supports vary; verbal or written comments, questions, and visuals are some examples.

Furthermore, Dewey (1938), educator, philosopher, and a major founder of the progressive education movement in the early 20th century, embraced the primacy of children's own minds in the learning process when he stated:

There is, I think, no point in the philosophy of progressive education which is sounder than its emphasis upon the importance of the participation of the learner in the formation of the purposes which direct his activities in the learning process, just as there is no defect in traditional education greater than its failure to secure the active cooperation of the pupil in construction of the purposes involved in his studying. (p. 67).

Social and Moral Development

Student's cognitive development was discussed previously. Other theories of social and personal development will be addressed here, keeping in mind the reciprocal nature of all types of development. These theories include the work of Abraham Maslow (1970), Erik Erikson (1963), and Lawrence Kohlberg (1981). Maslow's Hierarchy of Needs (1970) outlines five different levels of human needs that are relevant not only to the classroom environment but to any setting. These include 1) the most basic biological needs; 2) the need for safety; 3) the need to know belonging and love; 4) the need to be esteemed by others; and 5) the need for self-actualization, to reach one's potential. Maslow discussed how it was his conclusion that few people reached the fifth level of self-actualization, a goal most educators would endorse.

Erikson (1963) gained notoriety for breaking away from the Freudian notion that individuals were biologically predetermined to his idea that types of social interactions and negotiations influenced one's psychic development. He proposed eight stages of psychosocial development. Within each stage, he described a crisis that needed to be addressed to proceed easily to the next stage. The stages most associated with K-12 education would be the stage of Industry vs. Inferiority and the stage of Identity vs. Role Confusion. In discussing these stages with students, our program seeks to stress the importance of instructional planning that seeks to take place within Vygotsky's zone of proximal development and teacher/student relationships that seek to affirm the particular talents and aspirations of each student.

Kohlberg (1981), elaborating upon the moral stages of development proposed by Piaget (1960) articulated three major levels of moral development. These were 1) the pre-conventional stage, obedience to principles based on one's own needs; 2) the conventional stage; obedience to principles based on the perceived desires of society, and the 3) post-conventional level, adherence to principles based on independent higher principles of truth and justice. Kohlberg's stages provide substance for our future teacher's reflections about their goals for the development of students' thinking in the classroom.

Diversity

We rely heavily on the work of Howard Gardner (1983/1993, 2000) and James Banks (1995) in helping our preservice teachers to become sensitive to individual strengths and to develop plans to ensure inclusive classrooms (Bulterman-Bios, Terwel, Verloop, Wardekker, 2002). Gardner (1983) expanded psychologists' and educators' frame work of the concept of intelligence through his proposal of seven intelligences, 1) linguistic; 2) logical-mathematical; 3) spatial; 4) musical; 5) bodily-kinesthetic; 6) interpersonal; and 7) intrapersonal. He stressed that although the linguistic and logical-mathematical are the intelligences traditionally valued in schools, all of the intelligences are of equal parity and need to be developed and recognized in curriculums. Recently, Gardner (1993, 2000) has added the naturalist intelligence, the ability to understand the natural world, to his original seven.

Banks (1995), in outlining an approach to integrating ethnic information in classrooms, wrote about four different approaches to the task, ranging from a segmented approach to one that was fully integrated. These approaches include 1) The Contributions Approach, which focuses on specific holidays or other cultural entities; 2) The Additive Approach, which organizes cultural topics through themes; 3) The Transformation Approach, by which the curriculum is reconstructed to reflect multiple perspectives and viewpoints; and 4) The Social Action Approach, in which students consider social problems and take action to help solve them. Bank's states that while it is easiest to begin with the 1st approach, teachers should gradually seek to evolve into the 3rd and 4th approaches in order to ensure the development of quality, inclusive classrooms.

Technological Competence

Several theorists and researchers (Jonassen, 1996; Taylor, 1980; Papert, 1993, Trinkle, 2006) and The Cognition and Technology Group at Vanderbilt (1990) inform our philosophy of increasing technological expertise through authentic, challenging learning activities. Papert's (1993) philosophy of constructionism, and Jonassen's (1996) concept of mindtools places special significance upon computer processes and programs that will be enable higher-level learning for all types of learners.

The Cognition and Technology Group at Vanderbilt (1990), a multidisciplinary team of researchers located at the Learning Technology Center, Vanderbilt University, has experimented with ways to “structure the learning experiences” of students. They have been particularly committed to helping students develop real-world problem-solving abilities and now believe that recent computer technologies, including videodisc technology, can be tremendous tools in reaching this goal. With the goal of using computers to simulate the dynamic conditions of higher-level learning, they have developed videodiscs to teach language arts, mathematics, social studies and science.

One videodisc developed to teach language arts is The Young Sherlock Project. Working with 2 fifth grade classes, the experimental group is taught about story structure and social studies content (knowledge of the Victorian Era) through the use of two films, The Young Sherlock Holmes and Oliver Twist. In contrast, the control group is being instructed in story writing and the Victorian Era through the reading of several different, short selections, very reminiscent of basal reader instruction.

To date, students in the experimental group are writing more complex stories in which story elements are clearly connected. In terms of noticing and appreciating historical detail, the experimental group did much more varied and personally meaningful research into the Victorian Era. In addition, using their new-found knowledge of the time, were more likely to ascertain character’s motives in other films and stories that they could read set in this time period.

Developing Learning Communities

Competencies and Dispositions

5. The candidate displays an entry level skill at creating and maintaining a learning environment that supports instructional goals.
6. The candidate understands how factors in the students’ environment outside of school may influence the students’ life and learning.
7. The candidate demonstrates effective self-assessment and problem-solving strategies.
8. The candidate values the impact of community on student learning, praxis, and instructional goals.
9. The candidate realizes the importance of respect, motivation, flexibility, adaptation, collaboration and persistence in developing effective learning communities.

Boyer (1995) sets the context for this goal by stating “.....the challenge we now face is to ensure that every child will become a confident, resourceful learner.” (p. 3). His four priorities for the basic school set the stage for this becoming a reality. In addition to his priorities of "curriculum with coherence" and "school as community," he talks extensively about the priorities of "a climate for learning," and of "a commitment to character." In order to develop a school with community, he postulates the need for a shared vision or mission that is understood and supported by all involved parties. He speaks of teachers who are given time for professional development in order to renew themselves. He also stresses the importance of parents working as partners with schools to achieve learning goals. In addressing the priority of a climate for learning, he speaks of the importance of employing flexible grouping and keeping class size small. He also suggests that other programs to meet children’s needs be located in the school, basic health, counseling, and tutoring programs. In referring to a commitment of core values, he talks of the teaching of core virtues that are common to most people and to the importance of

helping children to live with a purpose, in other words, to apply classroom lessons to better the world around them.

Other theorists, discussed in other sections support the facilitation of a community of learners and the enhancement of student motivation and learning. Vygotsky (1978) accomplished this through his emphasis on the social nature of learning. Gardner's recognition and valuation of varied intelligences (1983/1993; 2000) contributes to positive learning expectations. Dewey (1938) and James (1958) emphasized that learning needed to appeal to children's interests and be an active process. Slavin (1986) and Johnson, Johnson and Holubec (1988) described particular approaches to cooperative learning to ensure a productive learning environment. In returning to Boyer (1995) and Goodlad (1994), two influential theorists who have written extensively about school renewal, we find support for the abovementioned goal. One of Boyer's (1995) priorities for the basic school, school as community, posits the need for a shared vision or mission that is understood and supported by all involved parties. He speaks of teachers who are given time for professional development in order to renew themselves. He also stresses the importance of parents working as partners with schools to achieve learning goals. Goodlad (1994), in describing essential conditions for centers of pedagogy writes about continuing connections." Students must be prepared to be lifelong learners and professionals. They should be exposed in their teacher preparatory programs to excellent journals and teacher organizations.

Monitoring Learning

Competencies and Dispositions

10. The candidate understands the principles of effective classroom management, and can use a variety of strategies to promote positive, purposeful learning.
11. The candidate values and strategically uses a variety of formal and informal assessments to promote student learning.
12. The candidate assumes responsibility for the development and implantation of effective lesson plans and units

Ongoing Assessment

Sanders and Horn (1995) sum up our approach to teaching evaluation in our program. Instead of promoting the exclusive use of either standardized or alternative assessments, we strive to present the purposes of each and the learning situations that would best be served by either. Certainly, in order to assess the many cognitive processes that children will be using in their classrooms, ongoing alternative assessments, including how to critically observe, are emphasized within our curriculum.

Furthermore, Pennsylvania employs the Pennsylvania System of School Assessment (PSSA, 2002), a standards based criterion-referenced battery, to measure students' achievement of the state academic standards for Reading, Writing, Speaking and Listening, and Mathematics. This assessment is administered to every Pennsylvania student in 5th, 8th and 11th grades in reading and math, and to every student in grades 6, 9, and 12 in writing. Given this requirement, students in our program are familiarized with the construction and interpretation of these tests.

Reflective Practice

Competencies and Dispositions

13. The candidate demonstrates a commitment to reflection, assessment, and learning as an ongoing process in the improvement of teaching and learning.
14. The candidate recognizes their responsibility to adhere to ethical principles and professional standards in their personal and professional dispositions and actions in their chosen fields.

While many philosophers and theorists have espoused the necessity of reflective thinking in teaching (Dewey, 1933, 1938; James, 1892/1958; Schon, 1987), other theorists have supported reflective teaching through their conceptions of how knowledge is structured (Bloom, 1956), the purpose of knowledge (Shulman, 1987), and how learning takes place (Bruner, 1985; Dewey, 1938; Piaget, 1960; Vygotsky, 1978). Still other theorists and practitioners, including Hunter (1982), Cambourne (1988, 1995), the Herbartians (Dunkel, 1969) and Johnson, Johnson & Holubec (1988) have written effectively about structuring and assessing learning opportunities. Their accumulated work provides a foundation for this section of our program's knowledge base.

Habits of Mind

Several philosophers and educational theorists (Dewey, 1933, 1938; James, 1958; Schon, 1987) have written about the importance of reflection to be an effective teacher. Dewey (1938) advocated the scientific method as a means to track observations and reflect upon their consequences for education. He stressed it was not enough to observe but to be able to discern what is significant about what one sees, hears, & touches. A teacher must control the impulse to act for acting's sake and instead wait to act after intelligently weighing the probable or hopeful consequences of one's action. Reflection must play a significant roll with doing.

William James (1892/1958), noted psychologist and educator of the late 19th century, was one of the first people to talk about psychology as it could be applied to teaching. He stated: "Psychology is a science—teaching is an art; and sciences never generate arts directly out of themselves. An intermediary inventive mind must make the application, by use of its originality." (pp. 23-24)

More recently, Schon (1987), a philosopher immersed in the study of professional education, has written about three different types of reflection professionals from varied disciplines employ: "knowing in action," "reflection-in-action," and "reflection on reflection-on-action." The term, "knowing-in-action, is not to be confused with knowledge taught in professional schools but rather that which comes with being an active practitioner. A practitioner has a feel for the work but is not necessarily able to verbalize it. "Reflection-in-action" generally occurs when something surprising happens and on-the-spot thinking and action are required. The practitioners, however, do not necessarily have to be able to articulate what they are doing. "Reflection on reflection-on-action," essentially thinking about professional action after it has occurred and probably out of the action's context, assists the development of the other processes.

Given the valuable and varied types of reflection professionals use, Schon exhorts that more field experiences be included in professional schools. In addition, he advocates that teachers engage in a form of coaching and that many dialogues ensue between students and coaches to model and enhance the thinking so important to professional practice.

4.4 (A) Teacher Candidate proficiencies aligned with the expectations in professional, state and institutional standards

Teacher Licensure Candidates Proficiencies

Education faculty at King's College identified the following candidate proficiencies for the Elementary and Secondary Education Programs, and expects its teacher licensure candidates to promote the success of all students by:

Integrating Knowledge and Practice

1. Understanding the central concepts, tools of inquiry, and structures of the disciplines taught.
2. Effectively integrating multiple teaching and learning strategies (including technology) in student learning experiences.
3. Productively incorporating a variety of communication techniques to foster student learning.

Understanding Learners

4. Understanding prevailing theories of development, cognition and intelligence to support student's intellectual, social, physical, and moral development.
5. Supporting the development of literacy skills in all learners.
6. Adapting instruction to meet the needs of all students, and demonstrating cultural competence.

Developing Learning Communities

7. Creating and maintaining an inclusive learning environment that supports instructional goals.
8. Understanding how factors in the students' environment outside of school may influence the students' life and learning.
9. Demonstrating effective self-assessment and problem-solving strategies.

Monitoring Learning

10. Understanding the principles of effective classroom management, and can use a variety of strategies to promote positive, purposeful learning.
11. Effectively using a variety of formal and informal assessment techniques.

Reflective Practice

12. Displaying a commitment to reflection, assessment, and learning as an ongoing process in the improvement of teaching and learning.
13. Acting in a responsible, professional manner.

The teacher licensure proficiencies are aligned with national (INTASC and NCATE). Per the NCATE / Pennsylvania Partnership Protocol for reviews of Professional Education Units in the State of Pennsylvania, the NCATE standards are listed in lieu of the Pennsylvania Department of Education (PDE) Guidelines.

Teacher Candidate Proficiencies Aligned with Standards

King’s College Teacher Candidate Proficiencies	NCATE Standards (PDE Standard Guidelines)	INTASC Standards
Integrating Knowledge	and Practice	
<p>The teacher candidate understands the central concepts, tools of inquiry, and structures of the disciplines taught</p> <p>The teacher candidate effectively integrates multiple teaching and learning strategies (including technology) in students learning experiences.</p> <p>The teacher candidate productively incorporates a variety of communication techniques, including technology, to foster student learning.</p>	<p><u>Standard 1</u> Candidate Knowledge, Skills and Dispositions (including the use of technology)</p> <p><u>Standard 3</u> Field Experiences and Clinical Practices – Disposition to help all students learn</p> <p><u>Standard 4</u> Diversity</p>	<p><u>Principle 1</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make aspects of subject matter meaningful for students.</p> <p><u>Principle 3</u> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p><u>Principle 4</u> The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</p> <p><u>Principle 6</u> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active learning, collaboration, and supportive interaction in the classroom.</p>
Understanding Learners		
<p>The teacher candidate understands prevailing theories of development, cognition and intelligence to support students’ intellectual, social, physical, and moral development.</p>	<p><u>Standard 1</u> Candidate Knowledge, Skills and Dispositions</p> <p><u>Standard 3</u> Field Experiences and Clinical Practices – Disposition to help all students learn.</p>	<p><u>Principle 2</u> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p><u>Principle 3</u> The teacher understands how students differ in their approaches to learning and creates instructional</p>

<p>The teacher candidate supports the development of literacy skills in all learners.</p> <p>The teacher candidate is culturally competent and can adapt instruction to meet the needs of all students.</p>	<p><u>Standard 4 Diversity</u></p>	<p>opportunities that are adapted to diverse learners.</p> <p><u>Principle 4</u> The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</p> <p><u>Principle 6</u> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active learning, collaboration, and supportive interaction in the classroom.</p>
<p>Developing Learning</p>	<p>Communities</p>	
<p>The teacher candidate creates and maintains an inclusive learning environment that supports instructional goals.</p> <p>The teacher candidate understands how factors in the students’ environment outside of school may influence students’ life and learning.</p> <p>The teacher candidate demonstrates effective self-assessment and problem-solving strategies.</p>	<p><u>Standard 1 Candidate Knowledge, Skills and Dispositions</u></p> <p><u>Standard 2 Assessment System</u></p> <p><u>Standard 3 Field Experiences and Clinical Practices- Disposition to help all students learn</u></p> <p><u>Standard 4 Diversity</u></p>	<p><u>Principle 3</u> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p><u>Principle 4</u> The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</p> <p><u>Principle 5</u> The teacher uses an understanding of individual and group motivation to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p><u>Principle 7</u> The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.</p> <p><u>Principle 9</u> The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks</p>

		<p>opportunities to grow professionally.</p> <p><u>Principle 10</u> The teacher fosters relationships with school; colleagues, parents, and agencies in the larger community to support student’s learning and well-being.</p>
Monitoring Learning		
<p>The teacher candidate understands the principles of effective classroom management, and can use a variety of productive strategies to promote positive, purposeful learning.</p> <p>The teacher candidate effectively uses a variety of formal and informal assessment techniques</p>	<p><u>Standard 1</u> Candidate Knowledge, Skills and Dispositions</p> <p><u>Standard 2</u> Assessment System</p> <p><u>Standard 3</u> Field Experiences and Clinical Practices- Disposition to help all students learn.</p> <p><u>Standard 4</u> Diversity</p>	<p><u>Principle 3</u> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p><u>Principle 4</u> The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</p> <p><u>Principle 5</u> The teacher uses an understanding of individual and group motivation to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p><u>Principle 8</u> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p> <p><u>Principle 10</u> The teacher fosters relationships with school; colleagues, parents, and agencies in the larger community to support student’s learning and well-being.</p>
Reflective Practice		
<p>The teacher candidate displays a commitment to reflection, assessment, and learning as an ongoing</p>	<p><u>Standard 1</u> Candidate Knowledge, Skills and Dispositions</p>	<p><u>Principle 9</u> The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and</p>

<p>process in the improvement of teaching and learning.</p> <p>The teacher candidate acts in a responsible and professional manner.</p>	<p><u>Standard 3</u> Field Experiences and Clinical Practices- Disposition to help all students learn</p> <p><u>Standard 4</u> Diversity</p>	<p>other professionals in the learning community), and who actively seeks opportunities to grow professionally.</p> <p><u>Principle 10</u> The teacher fosters relationships with school; colleagues, parents, and agencies in the larger community to support student’s learning and well-being.</p>
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Teacher Candidate Dispositions Aligned with Standards

The teacher candidate dispositions are aligned with national and state standards (INTASC and NCATE) and institutional standards (goals).

Dispositions	Alignment with Standards and Goals
<p>1. The candidate values the relationship of disciplinary knowledge, effective teaching methods, and the purposes of the content areas related to the candidate’s practice.</p>	<p>NCATE: 1; INTASC: 1 <u>Institutional Goals</u>: Integrating Knowledge and Practice</p>
<p>2. The candidate assumes responsibility for the integration of multiple teaching and learning strategies in student learning experiences.</p>	<p>NCATE: 1, 3 (Disposition to help all students learn; INTASC: 3, 4 <u>Institutional Goals</u>: Integrating Knowledge and Practice</p>
<p>3. The candidate recognizes the value of the effective use of a variety of communication techniques, including technology to foster student learning.</p>	<p>NCATE: 1 (including the use of technology); INTASC: 6 <u>Institutional Goals</u>: Integrating Knowledge and Practice</p>
<p>4. The candidate believes that all children can learn</p>	<p>NCATE: 1, 3 (Disposition to help all students learn), 4; INTASC: 2, 3, 4 <u>Institutional Goals</u>: Understanding Learners</p>
<p>5. The candidate is committed to the development of effective literacy skills in all learners</p>	<p>NCATE: 1, 3 (Disposition to help all students learn), 4; INTASC: 3, 6 <u>Institutional Goals</u>: Integrating Knowledge and Practice, Understanding Learners</p>

<p>6. The candidate appreciates and values human diversity, and is committed to the development and adaptation of learning experiences to support each student's potential.</p>	<p>NCATE: 1, 3 (Disposition to help all students learn), 4; INTASC: 2, 3, 4 <u>Institutional Goals</u>: Integrating Knowledge and Practice, Understanding Learners, Developing Learning Communities</p>
<p>7. The candidate values the impact of an inclusive community on student learning, praxis, and instructional goals.</p>	<p>NCATE: 3 (Disposition to help all students learn),4; INTASC:4,7,9,10 <u>Institutional Goals</u>: Developing Learning Communities, Reflective Practice</p>
<p>8. The candidate realizes the importance of respect, motivation, flexibility, adaptation, collaboration and persistence in developing effective learning communities.</p>	<p>NCATE: 1, 3 (Disposition to help all students learn), 4; INTASC: 4,5,10 <u>Institutional Goals</u>: Integrating Knowledge and Practice, Developing Learning Communities, Reflective Practice</p>
<p>9. The candidate values the strategic use of assessments to promote student learning.</p>	<p>NCATE: 1,2,3 (Disposition to help all students learn),4;INTASC: 1, 8 <u>Institutional Goals</u>: Understanding Learners, Monitoring Learning</p>
<p>10. The candidate assumes responsibility for the development and implantation of effective lesson plans and units</p>	<p>NCATE: 1,2,3 (Disposition to help all students learn),4;INTASC: 1, 2, 7 <u>Institutional Goals</u>: Integrating Knowledge and Practice, Understanding Learners, Monitoring Learning</p>
<p>11. The candidate is committed to their continuing professional development through inquiry, reflection, personal learning and assessment.</p>	<p>NCATE : 1,3 (Disposition to help all students learn),4;INTASC: 1, 9 <u>Institutional Goals</u>: Integrating Knowledge and Practice, Reflective Practice</p>
<p>12. The candidate recognizes their responsibility to incorporate professional standards in their chosen fields.</p>	<p>NCATE : 1; INTASC: 1, 9, 10 <u>Institutional Goals</u>: Integrating Knowledge and Practice, Reflective Practice</p>

4.4 (B) The Reading Specialist Candidate proficiencies aligned with the expectations in professional, state and institutional standards

The Reading Specialist Graduate Program uses the following candidate proficiencies which are directly aligned with the national and state standards for Reading Specialist. Education faculty at King’s College expects its Reading Specialist candidates to promote the success of all students by:

Integrating Knowledge and Practice

1. Describing the major literacy theories and beliefs and be able to demonstrate how to effectively apply them when teaching diverse students.
2. Demonstrating an understanding of the pedagogies used by effective teachers of reading and writing and be able to demonstrate the ability to use those pedagogies to teach diverse students.

Understanding Learners

3. Demonstrating an understanding of how diverse students learn and an ability to differentiate instruction so that students with varying degrees of reading abilities and learning styles will reach their full potential.

Developing Learning Communities

4. Exemplifying professionalism when modeling effective reading and writing teaching strategies and when using family and community resources to encourage positive literacy practices both inside and outside of the school
5. Demonstrating leadership behaviors to promote literacy development for all students

Monitoring Learning

6. Using multiple assessment strategies in order to diagnose student strengths and weaknesses and developing teaching methods that are specific to student needs.
7. Using technology effectively to research, teach, and communicate with diverse constituents, and they will be able to judge when the use of technology is appropriate.

Reflective Practice

8. Locating and using the latest research and resources regarding the teaching of reading and writing.
9. Demonstrating how to critically evaluate research.
10. Demonstrating how to use current literacy research to identify and develop innovative interventions/teaching methods designed to improve the literacy skills of diverse students and will demonstrate the ability to continue their professional development throughout their careers.

Reading Specialist Proficiencies Aligned with Standards

The Reading Specialist proficiencies are aligned with national (IRA) and the Reading Specialist Licensure Standards for the State of Pennsylvania (PDE).

Kings College Reading Specialist Proficiencies	PDE Standards	IRA Standards
Integrating Knowledge with Practice		
The Reading Specialist	I. Knowing the Content:	The Reading Specialist demonstrates

<p>describes the major literacy theories and beliefs and is able to demonstrate how to effectively apply them when teaching diverse students.</p>	<p>I.A, I.B, and I.C II. Performances II. A. II.C.</p>	<p>knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.</p> <p>The Reading Specialist demonstrates knowledge of reading research and histories of reading.</p> <p>The Reading Specialist demonstrates knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity</p>
<p>The Reading Specialist demonstrates an understanding of the pedagogies used by effective teachers of reading and writing and is able to demonstrate the ability to use those pedagogies to teach diverse students.</p>	<p>I. Knowing the Content: I.A. I.B. II. Performances II.B. II.C.</p>	<p>The Reading Specialist demonstrates knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.</p> <p>The Reading Specialist uses instructional group options (individual, small group, whole class, and computer based) as appropriate for accomplishing given purposes.</p>
<p>Understanding Learners</p>		
<p>The Reading Specialist demonstrates an understanding of how diverse students learn and an ability to differentiate instruction so that student's with varying degrees of reading abilities and learning styles will reach their full potential.</p>	<p>I. Knowing the Content I.A. I. B. II. Performances II. C.</p>	<p>The Reading Specialist uses a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.</p> <p>The Reading Specialist uses a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistics backgrounds.</p> <p>The Reading Specialist uses</p>

		assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.
Developing Learning	Communities	
The Reading Specialist exemplifies professionalism when modeling effective reading and writing teaching strategies and when using family and community resources to encourage positive literacy practices both inside and outside of the school.	II. Performances II.A. II.B. III. Professionalism III. A. III.B. III.C. III.D.	The Reading Specialist uses students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
Demonstrates leadership behaviors to promote literacy development for all students	II. Performances II.C. III. Professionalism III. A. III.B. III.C. III.D.	The Reading Specialists motivates learners to be lifelong readers. The Reading Specialist models reading and writing enthusiastically as valued lifelong activities. The Reading Specialist displays positive dispositions related to reading and the teaching of reading.
Monitoring Learning		
The Reading Specialist uses a multiple assessment strategies in order to diagnose student strengths and weaknesses and developing teaching methods that are specific to student needs.	II. Performances II.C. II.D.	The Reading Specialist uses a wide range of assessment tools and practices that grange from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools. The Reading Specialist communicates results of assessments to specific individuals (student, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).
The Reading Specialist	II. Performances	The Reading Specialist uses a wide

<p>uses technology effectively to research, teach, and communicate with diverse constituents, and they will judge when the use of technology is appropriate.</p>	<p>II.C. II.D.</p>	<p>range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.</p> <p>The Reading Specialist uses a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.</p>
<p>Reflective Practice</p>		
<p>The Reading Specialist will locate and use the latest research and resources regarding the teaching of reading and writing.</p>	<p>I. Knowing the Content I.C.</p> <p>III. Professionalism III. A. III. B.</p>	<p>The Reading Specialist demonstrates knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.</p>
<p>The Reading Specialist will critically evaluate research.</p>	<p>I. Knowing the Content I.A.</p> <p>III. Professionalism III.A.</p>	<p>The Reading Specialist demonstrates knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.</p>
<p>The Reading Specialist will demonstrate the ability to continue their professional development throughout their careers.</p>	<p>III. Professionalism III.A. III.B. III. D.</p>	<p>The Reading Specialist continues to pursue the development of professional knowledge and dispositions.</p> <p>The Reading Specialist works with colleagues to observe, evaluate, and provide feedback on each other's practice.</p> <p>The Reading Specialist participates in, initiates, implements, and evaluates professional development programs.</p>

Reading Specialist Dispositions Aligned with Standards

Dispositions	Alignment with Standards and Goals
1. The Reading Specialist values the relationship of disciplinary knowledge, effective teaching methods, and the purposes of reading.	IRA: 1.2; 3.3; 5.1 <u>Institutional Goals:</u> Integrating Knowledge and Practice
2. The Reading Specialist assumes responsibility for the integration of multiple teaching and learning strategies in student learning experiences.	IRA: 1.4; 2.1; 2.2; 2.3 <u>Institutional Goals:</u> Integrating Knowledge and Practice
3. The Reading Specialist recognizes the value of the effective use of a variety of communication techniques, including technology to foster student learning.	IRA: 3.4; 4.2 <u>Institutional Goals:</u> Integrating Knowledge and practice
4. The Reading Specialist believes that all children can learn.	IRA: 1.3; 2.1; 2.2; 2.3; 3.2; 3.3; 4.1; 4.3 <u>Institutional Goals:</u> Understanding Learners
5. The Reading Specialist is committed to the development of effective literacy skills in all learners.	IRA: 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.2 <u>Institutional Goals:</u> Integrating Knowledge and Practice, Understanding Learners
6. The Reading Specialist appreciates and values human diversity, and is committed to the development and adaptation of learning experiences to support each student's potential.	IRA: 1.1; 1.3; 2.3; 3.1; 4.1; 4.2 <u>Institutional Goals:</u> Integrating Knowledge and Practice, Understanding Learners, Developing Learning Communities
7. The Reading Specialist values the impact of community on student learning and instructional goals.	IRA: 1.1; 1.2; 3.4; 4.4 <u>Institutional Goals:</u> Developing Learning Communities, Reflective Practice
8. The Reading Specialist realizes the importance of respect, motivation, flexibility, adaptation, collaboration and persistence in developing effective learning communities.	IRA: 4.4; 5.1; 5.2; 5.3; 5.4 <u>Institutional Goals:</u> Integrating Knowledge and Practice, Developing Learning Communities, Reflective Practice
9. The Reading Specialist values the strategic use of assessments to promote student learning.	IRA: 3.1; 3.2; 3.3; 3.4 <u>Institutional Goals:</u> Understanding Learners, Monitoring Learning
10. The Reading Specialist the candidate assumes responsibility for the development and implantation of effective lesson plans and units.	IRA: 2.1; 2.2; 2.3; 3.3 <u>Institutional Goals:</u> Integrating Knowledge and Practice, Understanding Learners, Monitoring Learning
11. The Reading Specialist is committed to their continuing professional development through inquiry, reflection, personal learning and assessment.	IRA: 5.1; 5.2; 5.3; 5.4 <u>Institutional Goals:</u> Integrating Knowledge and Practice, Reflective Practice
12. The Reading Specialist recognizes their	IRA: 3.4; 5.1

responsibility to incorporate ethical principles and professional standards in their chosen fields.	<u>Institutional Goals: Integrating Knowledge and Practice, Reflective Practice</u>
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4.5 (A) A description of the system by which the Candidate proficiencies described in 4.4 are regularly assessed.

The Teacher Education Program at King’s College collects data concerning unit operations, program quality, candidate performance and effectiveness of graduates. The data is aggregated, disaggregated, and analyzed in order to make informed decisions about the program. The assessment system allows for the collection, storage, and analysis of data electronically through the King’s College Teacher Education Online Data Collection System, Access data base, Datatel data base, and other surveys and evaluations.

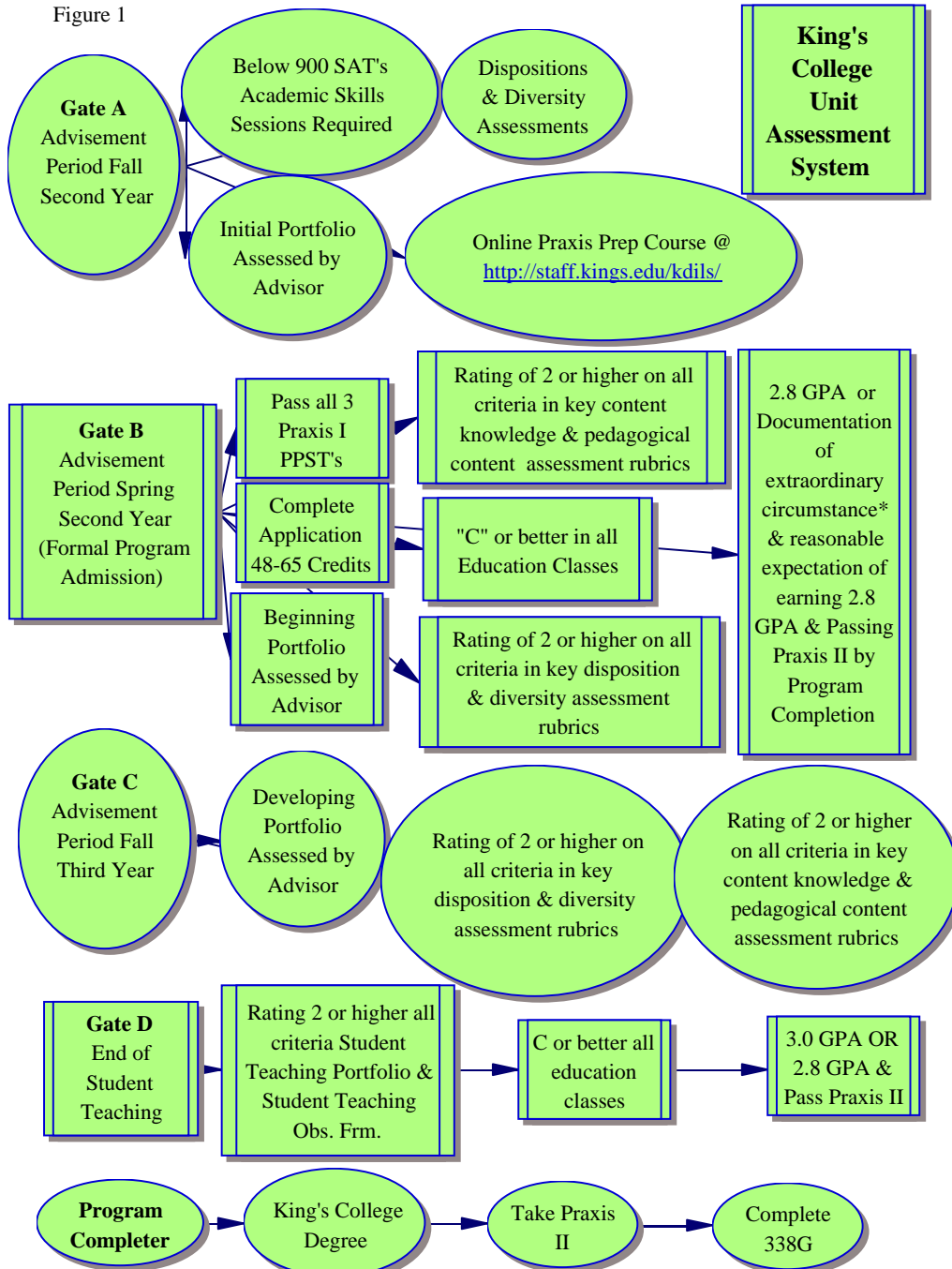
Specialization Program Association (SPA) Assessments

One aspect of the assessment system is the major assessments that have been identified that correspond with the required 6-8 specialization program association (SPA) requirements. Each assessment has a grading rubric that is aligned with the appropriate SPA standards. Each grading rubric score is entered via the Online Unit Assessment Survey Tool. This tool allows individuals (faculty, graduate assistants, and administrative assistants) to login to a website and enter the data online. The data is then automatically sent to a centralized data base for easy analysis and retrieval. Key Assessments that are used for both SPA Assessments and Unit Assessments are found in the table below.

<u>Key Diversity, Content, and Pedagogical Content Class Assessments</u>		
Elementary/Early Child	Secondary	Graduate Reading
<ul style="list-style-type: none"> • EDUC 337 • EDUC 343 • Theme Cycle Project (EDUC 338, 341, 342) • Flood Diversity Field Experience • Pre-Professional • Student Teaching 	EDUC 366 Diversity, Flood Diversity Field Experience, EDUC 302 (Secondary Science Methods), EDUC 303 (Secondary Social Studies Methods), ENG 399 (Secondary English Methods), ENG 491 (Senior Seminar), FREN/SPAN 441, ACTFL Proficiency test results, ACTFL WebCT prep, Math 425, Math 490 Pre-Professional Student Teaching	EDUC 510, 516, 523, & 575, Coaching experience report, Case study, Practicum evaluation, Professional Development Presentation

Unit Assessments

All undergraduate education students are assessed at four gates (See Figure 1).



* Extraordinary circumstances would include such things as illness, personal crisis, or poor grades earned prior to changing major

Requirements for Each Gate of the Assessment System

Gate A

Initial Data Collection

Students' GPA, SAT scores, and credits completed are tracked via the registrar's office Datatel system and sent to the education department on a monthly basis. Those students entering King's College with below 900 SAT's that wish to be education majors will be required to complete a WebCT Praxis prep-course and to review the results of that prep-course with academic advisors in the King's College Academic Skills Center.

All students taking education classes are to save their course projects and other teaching artifacts (on a computer disk or a hard copy). They are to describe a self-selected "portfolio" entry for their advisor during advisement sessions and articulate how they think it exemplifies their meeting an INTASC standard. These sessions will be held during the pre-registration period. Advisors will record teacher candidate performance via the King's College Teacher Education Online Data Collection System.

Advisors will also be assessing all teacher candidate dispositions in terms of their ability to interact in a professional manner. Advisors will record teacher candidate performance via the King's College Teacher Education Online Data Collection System.

Feedback will be provided to the teacher candidate via the Registrar's Office deficiency report system (online at <http://staff.kings.edu/kdils/ncate/surveys/index.html>). Copies of report will be placed into student's file and sent to the student's campus mailbox.

Other key assessments concerning dispositions and diversity are currently being collected by the supervisor of the Flood Tutoring Program and reported via the online Unit Assessment system.

Gate B

Formal Admission to the Teacher Education Program

Students must submit a completed application packet (found at the Education Division's Secretary's Office or see advisor) to the faculty advisor no sooner than the completion of 48 credits and no later than the completion of 65 credits.

Transfer students with 48 credits or more must submit a completed application packet during their second semester at King's College.

The following criteria must also be met:

1. A grade of C or better in all education courses (requiring candidates earn a 2 or better in a criteria in Key Course Performance Based Assessments). Secondary certification students must achieve a grade of C or better in their major certification area.
2. Possession of an overall cumulative grade point average (G.P.A.) of 3.0 or a Professional Education G.P.A. of 3.0, overall cumulative G.P.A. 2.8 or documentation of extraordinary circumstances (e.g., illness, change of major, etc.) and a reasonable expectation of earning a 2.8 cumulative G.P.A. and pass the Praxis II by student teaching.
3. Dispositions: Students who wish to be admitted to the Teacher Education Program must exhibit qualities of personal character, integrity, high moral conduct, and possess positive personality traits. Evidence of these qualities will be demonstrated by student responses on the application forms, through

conversations with his/her advisor, and by completion of recommendation forms (See Appendix).

4. Successful completion of the National Teachers' Examination Preparation (Praxis) WebCT Course.
5. Successful completion of (or testing out of) EDUC 101 Grammar Workshop.
6. Meeting the Pennsylvania Qualifying Score on all of the PPST Tests (Reading, Writing, Mathematics).
7. Completion of the Application for Teacher Education Program Candidacy
8. Submission of copies of the Cooperating Teacher's Assessment Forms for Early Field Experience.
9. Two (2) Recommendation Forms (see Appendix). One is to be from the Coordinator of Early Field Experiences and one from a professor from EDUC. 201, Foundations of Education, EDUC. 210 Developmental Psychology for Educators, or, EDUC. 211, Educational Psychology.

Deadlines for Application to Candidacy are as follows:

Fall Semester: November 30

Spring Semester: April 30

Deadline for meeting the Pennsylvania Qualifying Score on all of the PPST Tests (Reading, Writing, Mathematics) is prior to placement in the pre-professional field experience.

If a Pennsylvania Qualifying Score on all of the PPST Tests (Reading, Writing, Mathematics) is not obtained prior to the pre-professional semester (semester prior to student teaching), then an alternative route to earning a degree in education will be provided. This alternative route will not lead to Pennsylvania teacher certification.

Admission Procedures

The Education Division reviews all documents each December/May regarding the candidate and then makes a decision to accept, defer, or reject.

- *Full Acceptance, Admission Granted:* Admission is granted when all criteria are adequately met.
- *Provisional Acceptance, Admission Deferred:* Admission is deferred when an area is not adequately met or when deficiencies are identified. Students cannot be fully admitted until deficiencies are corrected or until further positive evidence of suitability for teaching is obtained. It is assumed that there is a high likelihood for a deferred student to meet criteria. A student on deferred status will not be placed for student teaching. A student should be admitted to the program at least one year prior to student teaching.
- *Admission Denied:* Admission is denied when deficiencies are great enough that it does not appear that a student can make the necessary improvements the semester prior to student teaching.

In the event that a rejection decision is made, the student will receive written notice of the deficiencies and should either make an appointment with the Office of Career Planning and Placement to consider a different college program or with the Academic Skills Center to determine how the deficiencies can be addressed. Students who have been denied admittance may

re-apply when they have addressed the deficiencies. Or, students may complete an alternative field-based experience that would be done instead of student teaching. This would allow a student to earn an education degree but it would NOT lead to PA teacher certification.

A student may appeal the committee decision by appearing before the entire Education Division faculty to provide evidence in support of his/her application.

Final appeal may be made by making arrangements with the Academic Affairs Office.

Gate C

Eligibility for Student Teaching

Student teaching eligibility is contingent upon:

1. Formal admission into the Teacher Education Program (See above)
2. Physicians' Statement. All student teachers are to obtain a physician's statement confirming they are physically and mentally capable of performing all duties of a regular classroom teacher and are free from tuberculosis.
3. Criminal Record/Teacher Certification. The Public School Code and regulations prohibit the issuance of a professional certificate to applicants who do not possess good moral character, or who abuse alcohol or narcotic drugs.
4. Pennsylvania State Police Criminal Record Check (Act 34).
5. Pennsylvania Child Abuse History Clearance (Act 151).

Gate D

1. Successful completion of student teaching ("C" or better). Student Teaching Evaluation Student Teaching data on all students to be entered every semester online at: <http://staff.kings.edu/kdils/ncate/surveys/index.html>.
2. Successful completion of degree requirements.
3. Take Praxis II (normally during student teaching)
4. Student Teaching Portfolio - Proficient, Student Teaching Work Samples (Student Teaching Portfolio demonstrating impact on student learning) Rubrics found online at the following: <http://staff.kings.edu/kdils/#Handbooks,%20Catalogs,%20etc>.

Program Completer

Students seeking Pennsylvania teacher certification who are considered program completers must meet the following criteria:

1. Successful completion of the appropriate undergraduate degree.
2. Successful completion of student teaching with a grade of C or better.
3. Possession of an overall cumulative grade point average (G.P.A.) of 3.0 or Professional Education G.P.A. of 3.0, overall cumulative G.P.A. 2.8 and pass Praxis II.
4. Valid Physician's Statement.
5. Criminal History Clearance.
6. Submission of final portfolio.
7. Take appropriate Praxis II Tests.

Alternative to Program Completion

For those students not meeting the gate requirements (e.g., not passing the PPST's), students may earn provisional acceptance into the education program. If students do not earn full acceptance to the education program, a route to earning a noncertifying education degree will be provided. This alternative will NOT lead to PA teacher certification and the student will be considered a non-program completer.

Post Grad

The King's College Department of Education conducts employer surveys. These surveys are sent via the U.S. mail and analyzed with spreadsheet programs and stored electronically. These surveys will be conducted every three years.

The Institutional Research Department at King's College conducts annual surveys of graduates of King's College. The education department receives the results annually concerning education department graduates.

Advanced Programs

The similarities between the initial and advanced program begin with the importance of the continuous assessment program. The philosophy of the advanced program utilizes the continuous assessments format to establish gates that each candidate must progress through to complete the program. These gates allow the Director of Graduate Programs and the candidate to evaluate the program's effectiveness as well as allow each candidate to reflect upon his/her progress. Additionally, both initial and advanced programs link outcomes associated with the essence of the educational foundations to meet the 2003 International Reading Association Standards for Reading Professionals.

The differences between the continuous assessment model used in the initial and advanced program lies with the number of gates that a candidate must pass through to successfully complete the program. Currently there is one full-time professor that directs the Master's Program. Other members of the Graduate Faculty and adjunct professors teach courses on a rotating basis. The advanced program has fewer candidates than the initial programs. Because of the smaller size of the advanced programs, there are fewer instructors, which enhances communication between the instructors, and there is a more personal professional relationship between the Director of the Program and candidates. This professional relationship allows the director to form a firm basis for assessing each candidate's progress, as she is also each candidate's advisor. The strength of the relationship between the professors and the candidates forms a firm basis for assessing candidate progress and program quality in matters of the mind and experiential service.

<u>Gates</u>	<u>Description</u>	<u>Requirements</u>	<u>Candidate Assessment</u>	<u>Program Assessment</u>
A	Admission to Graduate Studies	Baccalaureate Degree 3.0 Under-graduate GPA Letters of Recommendation	Data acquired from Admissions	Admissions Data
B	Acceptance to Graduate Candidacy	Completion of 21 hrs. of Graduate Courses 3.0 GPA in Graduate Courses Recommendation from Advisor	GPA in Graduate Courses Feedback from faculty Performances on key assessments	Course Evaluations
C	Completion and Exit from the Graduate Program	Completion of all Graduate Coursework 3.0 GPA in Graduate Studies Completion of Practicum Completion of Thesis Completion of State PRAXIS Examination	3.0 GPA in Graduate Courses Feedback from instructors Rubric for Thesis Results of State PRAXIS Examination	Recommendations from Advisor Course Evaluations Program Evaluations Exit Interview Results of State PRAXIS Examination

To move through Gate A a candidate must complete an application packet and submit the information to the Graduate School for a decision on acceptance. A candidate must possess a current teaching certificate in elementary education, secondary education, or a K-12 specialty area (e.g., art, music, special education, etc.) if the candidate is seeking reading certification. A photocopy of the certification must be submitted with the other application materials.

A) If a candidate has already earned a graduate degree at King's College or another accredited academic institution, the following weight is assigned:

- Graduate coursework 60%
- Three letters of recommendation 40%

B) If a candidate has not earned a prior graduate degree the following requirements must be fulfilled:

- An undergraduate grade point average (GPA) of 3.00 or better on a grading scale of 4.00
- Three letters of recommendation.

During Gate A all potential candidates are assigned an advisor. The advisor plays a critical role during this stage and throughout the continuous assessment program in assessing both candidate performance and the effectiveness of the advanced program. All candidates must discuss course selection with the advisor and obtain a signature before registration will be completed for the next semester.

Candidates remain in Gate B for their first twenty-one credit hours in the graduate program. These twenty-one credit hours comprised the core courses and two electives to develop the mind of the candidate to encompass the standards of the International Reading Association. Therefore, in addition to input from the graduate advisor and admission information, candidate performance can be judged based on grades in graduate courses. A minimum 3.0 GPA must be maintained throughout the graduate program. Likewise, program effectiveness can be assessed based on course evaluations completed by candidates.

Candidates must remain in good standing throughout their graduate studies. For example, an overall grade-point average of 3.0 on a 4.0 scale is required for retention in the Graduate Program. Grade point average is a significant factor in determining candidate progress. The multiple factors that work together to produce a grade in a graduate course ensures that attitudes, knowledge, and skills are integrated to the benefit of candidate.

Gate C involves the demonstration of the skills mastered in the core curriculum. During Gate C the candidate completes the practicum and the thesis component of the program. The practicum involves six (6) credit hours of course work. Candidates complete the practicum under the direct supervision of the Director of Graduate Programs in Reading. The thesis involves six (6) credit hours of course work under the supervision of a full-time member of the Education Department. Candidates demonstrate readiness for graduation by their grade-point average, practicum experience, and the completion of a cumulative thesis. Course evaluations are completed for all courses within the Reading Program. These evaluations are utilized to make necessary changes in the curriculum and effectiveness of the program.

A candidate is considered a successful completer of the program when he/she has achieved the appropriate score established by the State of Pennsylvania on the PRAXIS examination, maintained a 3.0 GPA throughout the course of studies, completed a six credit hour practicum, and a cumulative thesis.

Graduate and Undergraduate Faculty Evaluations

Faculty evaluations are conducted in the following ways:

- Student evaluations are conducted each semester for non-tenured faculty and for tenured faculty in alternate years.
- Program Completer Unit surveys conducted every year
- The Alumni/ae Office shall annually ask five-year graduates to select up to four teachers who have made most valuable contributions to their education and to explain those contributions. Responses to these requests shall be placed in the files of faculty members named.
- The Chair of the Education department will make at least one classroom visitation per semester for non-tenured faculty and conduct a mandatory annual review with written comments returned to the non-tenured faculty member.
- Vice President for Academic Affairs conducts yearly reviews of faculty

Formal Complaints

The education department provides students with the ability to formally complain via course evaluation forms, student complaint box (located on the Education Department floor), and through the Academic Affairs office. The education department meets biweekly and all complaints are addressed at this time.

Also, Program Completer Unit surveys are conducted every year.

Local School Partner Evaluations

Local school partners help to evaluate the unit operations and student performance via a web-based discussion board. For example, local school cooperating teachers conducted via the Wyoming Valley West/King's College Collaborative Effort discussed strengths and weaknesses of the program and can be found online at <http://course.wilkes.edu/TEC2/discuss/>.

The following formal surveys are also periodically used to gather feedback:

- Survey of the cooperating teachers in the student teaching experience
- Survey of the Elementary Pre-professional Field Experience Cooperating teachers
- Survey of the Early Field Experience Cooperating Teachers
- Program Completer Surveys concerning unit operations

The table below outlines what assessments address each of the candidate's proficiencies.

<p>Kings College Teacher</p> <p>Candidate Proficiencies</p>	<p>Assessment</p>
<p>1. Integrating Knowledge and Practice</p>	

1.1 The teacher candidate understands the central concepts, tools of inquiry, and structures of the disciplines taught.	GPA, Praxis Exams, Portfolio Content Area Assessment, Pre-Professional Semester, Student Teaching
1.2 The teacher candidate effectively integrates multiple teaching and learning strategies (including the use of technology) in students' learning experiences.	Portfolio Lesson Planning Assessment, Portfolio Ability to Impact Student Learning Assessment, Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment
1.3 The teacher candidate productively incorporates a variety of communication techniques to foster student learning	Portfolio Lesson Planning Assessment, Portfolio Ability to Impact Student Learning Assessment, Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment
2. Understanding Learners	
2.1 The teacher candidate understands prevailing theories of development, cognition and intelligence to support student's intellectual, social, physical, and moral development	Portfolio Lesson Planning Assessment, Portfolio Ability to Impact Student Learning Assessment, Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment, Flood Tutoring Program Case Study
2.2 The teacher candidate is committed to the development of literacy skills in all learners	Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment
2.3 The teacher candidate is culturally competent and can adapt instruction to meet the needs of all students.	Portfolio Lesson Planning Assessment, Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment
3. Developing Learning Communities	
The teacher candidate creates and maintains an inclusive learning environment that supports instructional goals.	Flood tutoring Program Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation

	Assessment, Elementary and Secondary Action Research Project
3.1 The teacher candidate understands how factors in the students' environment outside of school may influence students' life and learning	Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment, Flood Tutoring Program Case Study
3.2 The teacher candidate demonstrates effective self-assessment and problem-solving strategies.	Advisees' Interview as reported via the electronic assessment system
4. Monitoring Learning	
4.1 The teacher candidate understands the principles of effective classroom management, and can use a variety of productive strategies to promote positive, purposeful learning.	Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment
4.2 The teacher candidate effectively uses a variety of formal and informal assessment techniques	Portfolio Lesson Planning Assessment, Portfolio Ability to Impact Student Learning Assessment, Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment
5. Reflective Practice	
5.1 The teacher candidate displays a commitment to reflection, assessment, and learning as an ongoing process in the improvement of teaching and learning	Advisees' Interview, Student Teaching Portfolio
5.2 The teacher candidate acts in a responsible and professional manner.	Flood tutoring program, Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment

4.5 (B) A description of the system by which the Reading Specialist Candidate proficiencies described in 4.4 are regularly assessed. The table below outlines what assessments address each of the candidate's proficiencies.

<p style="text-align: center;">Kings College Teacher Candidate Proficiencies</p>	<p style="text-align: center;">Assessment</p>
<p>1. Integrating Knowledge and Practice</p>	
<p>1.1 The Reading Specialist describes the major literacy theories and beliefs and is able to demonstrate how to effectively apply them when teaching diverse students.</p>	<p>State license PRAXIS examination Research Project Case study</p>
<p>1.2 The Reading Specialist demonstrates an understanding of the pedagogies used by effective teachers of reading and writing and is able to demonstrate the ability to use those pedagogies to teach diverse students.</p>	<p>Child study report Coaching experience report Practicum evaluation</p>
<p>2. Understanding Learners</p>	
<p>2.1 The Reading Specialist demonstrates an understanding of how diverse students learn and an ability to differentiate instruction so that students with varying degrees of reading abilities and learning styles will reach their full potential.</p>	<p>Coaching experience report Case study Practicum evaluation Child study report Practicum evaluation Child study report</p>
<p>3. Developing Learning Communities</p>	
<p>3.1 The Reading Specialist exemplifies professionalism when modeling effective reading and writing teaching strategies and when using family and community resources to encourage positive literacy practices both inside and outside of the school.</p>	<p>Child study report Portfolio</p>
<p>3.2 The Reading Specialist demonstrates leadership behaviors to promote literacy development for all students.</p>	<p>Practicum evaluation Child study report Professional Development Presentation</p>
<p>4. Monitoring Learning</p>	

<p>4.1 The Reading Specialist uses a multiple assessment strategies in order to diagnose student strengths and weaknesses and developing teaching methods that are specific to student needs.</p>	<p>Practicum evaluation Child study report</p>
<p>4.2 The Reading Specialist uses technology effectively to research, teach, and communicate with diverse constituents, and they will judge when the use of technology is appropriate.</p>	<p>State license PRAXIS examination Practicum evaluation</p>
<p>5. Reflective Practice</p>	
<p>5.1 The Reading Specialist will locate and use the latest research and resources regarding the teaching of reading and writing.</p>	<p>Research project</p>
<p>5.2 The Reading Specialist will critically evaluate research.</p>	<p>State license PRAXIS examination Research project</p>
<p>5.3 The Reading Specialist will demonstrate how to use current literacy research to identify and develop innovative interventions/teaching methods designed to improve the literacy skills of diverse students and will demonstrate the ability to continue their professional development throughout their careers.</p>	<p>Professional Development Presentation</p>

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