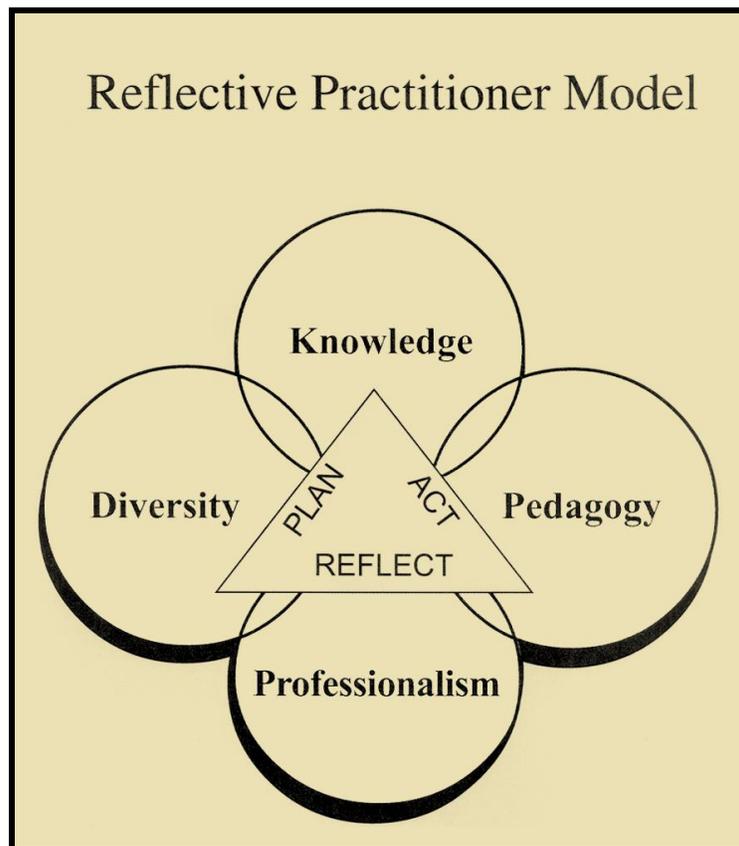# RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

A CONCEPTUAL FRAMEWORK

FOR

DEVELOPING REFLECTIVE PRACTITIONERS

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The Vision and Mission

Vision Elements

The goals identified in the content of the Strategic Plan provide a foundation for the identification of a vision of the Feinstein School of Education and Human Development.

- Create an efficient and effective organization in the Feinstein School of Education and Human Development.
- Improve and enhance the continuity of academic programs.
- Create, encourage, and support a collaborative environment within the Feinstein School of Education and Human Development.
- Develop and foster relationships and communication with education and community partners.
- Create an atmosphere and an environment of inclusiveness and cultural competence.

Mission Statement

The mission of the Feinstein School of Education and Human Development (FSEHD) is to prepare education and human service professionals with the knowledge, skills, and dispositions to promote student learning and development. Building on extensive field experiences, the School develops reflective practitioners who model lifelong learning, technological competence, and collaboration. The FSEHD is committed to facilitating excellence through equity, diversity and social advocacy.

Philosophies, Purpose, and Goals

The principles that follow, guide the faculty of the Feinstein School of Education and Human Development (FSEHD) in developing professionals who are Reflective Practitioners. It presents a Conceptual Framework that describes these principles and organizes them into a coherent, shared vision for the School that incorporates the Rhode Island Professional Teaching Standards (RIPTS) and is informed by specialized professional association standards for each program and content area. The framework is communicated to candidates, reflected in programs, courses and candidate performance, and exemplified in our professional practice as teachers, scholars and service providers.

The Conceptual Framework consists of the **Four Themes** -- Knowledge, Pedagogy, Diversity, and Professionalism -- which constitute the shared **knowledge base** of reflective practice. Whereas **PAR** (Planning, Acting, Reflecting), an acronym which provides a way of thinking about the process of reflective practice, denotes the way in which reflective practitioners ply their craft. The Four Themes circumscribe the requisite knowledge, dispositions and skills. As with planning, acting, and reflecting, these four areas constantly overlap and interact in actual practice. Making distinctions among the four themes allows us to focus on specific aspects of the educational process, thereby refining our practice. The foundation for best professional practice includes (1) thorough knowledge of content, context, and human development; (2) theoretical and practical grounding in pedagogy; (3) sensitivity and responsiveness to human diversity; and (4) agreed-upon standards of professionalism.

As depicted in the School's Graphic Model of Reflective Practice, on the cover of this document, PAR forms the core of reflective practice, while the Four Themes delineate the body of shared knowledge, values, and skills. A solid foundation in these four areas is necessary for wise and effective planning, acting, and reflecting. It is this foundation that ensures FSEHD candidates' attainment of the state's professional teacher standards.

A widely accepted model for responsible professional practice for teacher candidates is that of the reflective practitioner. Developed by Schon (1983) in his studies of the work of architects, psychotherapists, and engineers, the notion of reflective practice has particular relevance for educators (Russell & Munby, 1992;

Schon, 1987). Reflection is a concept grounded in John Dewey's pragmatism, whereby thinking commences with the search for reasonable grounds for belief and action, is tested on the basis of the conclusions and consequences that result, and is revised accordingly (Dewey, 1933). It implies that skilled professionals monitor, analyze, and modify their behavior according to both its underlying rationale and its consequences. As such, reflection effectively integrates theory and practice, situating practice in a larger context of meaning and focusing theory towards achieving concrete results.

Reflection is also a concept utilized by teacher researchers and those conducting both classroom-level and school-wide action research (Calhoun, 1994; Carr & Kemmis, 1986; Cochran-Smith & Lytle, 1992; Kincheloe, 1991; Stringer, 1996). Action researchers are practitioners who work to identify problems or questions in their own work setting, developing plans for addressing the problems or questions, initiating the plans, and rigorously studying their actions to examine and evaluate effects. Reflective practitioners as action researchers are educational workers who empower themselves as creators of their own professional development activities, who create strong connections to their students and their school communities, and who conduct educational research that has both practical and theoretical outcomes.

Reflective practitioners do not apply rules mechanically. Instead, they plan, interpret, and improvise according to both the situation in which they find themselves and dynamic principles gleaned from formal study, their own experience, and collaboration with others. In doing so, they draw upon knowledge and theory which are both experienced-based and research-based. Consequently, their thinking is both situational and principled; their practice is both subject to constant modification and informed by relatively enduring principles which they themselves have constructed over time but which are always subject to revision (Rodgers, 2002).

FSEHD programs prepare professional educators to be effective and principled practitioners -- people who carefully apply, adapt, and revise their knowledge as the situation and their principles demand. Accordingly, a dynamic interplay between classroom study and field-based experience -- theory and practice -- infuses all programs. A school-wide Community Service requirement, developed through an endowment from Alan Shawn Feinstein (after whom the Feinstein School of Education and Human Development takes its name), further integrates theory and practice with a vision of educators as people committed to the welfare of others. More than volunteerism, Community Service asks participants to reflect on their efforts, the larger contexts in which those efforts are situated, and the consequences of their actions for themselves as well as the people they serve.

In an effort to communicate the dynamic interplay between theory and practice, and to implement it throughout our programs, the faculty has adopted the PAR acronym as an organizing theme. Taken separately, the three phases -- Planning, Acting, and Reflecting -- signify three different aspects of reflective practice, but taken together they highlight the theory-practice relationship. The phases are distinguished for purposes of analysis and communication, but they are depicted together to indicate their ongoing interaction, a dynamic which we try to capture in our graphic representation. Keeping the recursive nature of reflective practice in mind, the following paragraphs describe these three phases.

THE CONCEPTUAL FRAMEWORK AND THE PAR ACRONYM (PLANNNING, ACTING, REFLECTING)
A. PLANNING

Education professionals make **planning** decisions, selecting content, setting objectives, studying client/student needs and backgrounds, designing strategies and activities. These decisions are made primarily before interacting with the client or student, without haste or a sense of immediacy. On-the-spot planning also occurs during the acting phase, as practitioners adjust their plans and behavior in light of client or student needs, unexpected or serendipitous events, and the surrounding context. It occurs similarly during the reflecting phase, as practitioners think about what went well, what went awry, the impact of unexpected social and cultural factors, the adequacy of their initial aims and objectives, etc.

In this planning phase, the professional educator poses searching questions and makes use of research, theories, experiences, content standards, the RIPTS, and the input of colleagues and others to guide in the formation of purposes to bring about desired results. Emphasis in the planning phase is on the selection of instructional, organizational, or counseling methods appropriate to the guiding purpose, the larger context, the students' or clients' anticipated needs, the problem presented, and specific aims and objectives. The FSEHD's goal is for

candidates to be able to demonstrate that their plans utilize the knowledge gleaned from both research and experience to lay a foundation for principled action that is responsive to the needs of individuals and communities.

B. ACTING

Reflective practitioners **act** on their planning as they apply their leadership, counseling, and instructional decisions in concrete situations. These decisions occur primarily during the course of actual interactions with students, clients, or colleagues. As such, they require a complex repertoire of highly adaptable knowledge and skills that is sensitive to the demands imposed by the situation and the needs of the people involved. This repertoire is not a set of rule-guided behaviors to be employed in cookbook-like fashion but a collection of principled strategies tested and revised in light of continued research, practice, and reflection.

In this acting phase, the professional educator applies the broader understanding of context, the sensitivity to individual needs, and the guiding principles formulated in the planning and reflecting phases. The ability to improvise thoughtfully and sensitively in a variety of situations develops with experience and continued study, as proven strategies are refined and new ones formulated and tested. FSEHD candidates are expected to demonstrate an increasingly sophisticated ability to act thoughtfully and sensitively in response to situations arising as they apply their knowledge, skills and dispositions in the field, always moving toward mastery of professional standards. The practitioner who has contemplated the interaction of theoretical and practical considerations in the planning and reflecting phases has an important advantage in serving students, clients, and their families.

C. REFLECTING

School professionals make informed decisions about planning and acting by **reflecting** on their knowledge, beliefs and principles, their interactions with the people and communities they serve, and the connection of their planning decisions to actual results. Reflecting decisions are made largely (though by no means exclusively) following interactions with students or clients, and entail an honest and thoughtful reassessment of prior planning and acting, as well as during the planning and acting phases themselves. As their confidence and commitment grow, reflective practitioners engage in their own action research in their own professional contexts. They consciously create the time and space for such investigation and contemplation, drawing on existing research and theory as well as the wisdom of their colleagues and others.

In this reflecting phase, the educator focuses on the interrelation of theory and practice. Careful deliberation on the relationship of research findings, alternative theories and methods, and educational outcomes imbues action with meaning and guides future planning. Reflective practitioners understand and appreciate the constraints imposed on the instructional, administrative, or counseling episode, both by their own attitudes and beliefs, and by the realities of the situation. They take account of the way their own behavior affects and is affected by these variables, and they are willing and able to consider the sources and consequences of their professional decisions. Perhaps most important of all, they are willing to tackle the moral and ethical questions they encounter in their work, and to confront their own biases, preconceptions, and stereotypes for the benefit of those they serve. Consistent with the RIPTS and content standards, and drawing upon the knowledge base, FSEHD teacher candidates are motivated to reflect on their practice by their commitment to meeting the needs of all students and ensuring that diverse learners are afforded rich opportunities to learn and access to the highest standards of performance.

For prospective and practicing educators to engage in reflective practice, it is crucial that they not only have the opportunity to balance theoretical study and practical experience but that the two inform and enlighten each other. The FSEHD has adopted and implemented the PAR acronym with this latter goal in mind. Each department and program supports a healthy balance of classroom instruction and field experiences and is continuously seeking new ways to play the two off one another: through case studies, practica, seminars, internships, field work, community service, college-school partnerships, and teacher research. The following pages address the knowledge base that informs reflective practice and provide examples of how this integration is achieved.

Knowledge Bases, Including Theories, Research, and Wisdom of Practice.

THE FOUR THEMES

The PAR acronym provides a way of thinking about the **process** of reflective practice, highlighting the reciprocal relationship between theory and practice. By comparison, the Four Themes represent a School-wide consensus on the **knowledge base** of reflective practice, the shared body of knowledge, dispositions and skills, which informs best educational practice and which all reflective practitioners draw on and employ.

Reflective Practitioners have background knowledge and skills in each of the four areas. However, just as the PAR acronym articulates discrete phases of reflective practice, which in reality cannot be separated, the Four Themes similarly distinguish domains of knowledge and endeavor which in reality are profoundly interwoven. Indeed, the overlap is so deep and pervasive that to separate these themes in theory runs the risk of fragmenting the shared knowledge base of professional education practice.

One possible consequence of such fragmentation would be the presumption on the part of educators that only some areas pertain to themselves and their work, and that it is the job of others to tend to different areas. Thus, special education, multicultural education, and instructional technology could be seen as the province of specialists in each of those areas respectively, and not of every teacher, administrator, and counselor. Or classroom teachers could presume that leadership and counseling should be left exclusively in the hands of experts in those fields. Or again, the specialist in foundations, policy analysis, or educational psychology could presume that teaching methods, content knowledge, or classroom management were not their concern. Professional practice can only suffer from such preconceptions, articulated or not, and those who would ultimately suffer the most are the students, clients, and families we serve.

Nonetheless, despite this danger (which attends specialization in every area of endeavor), it is necessary both to make distinctions between interrelated areas of concern and to prepare specialists in them -- never losing sight of the whole. Accordingly, programs and, in particular, courses essentially differ in the emphasis they give to each of the Four Themes. At the same time -- since the shared knowledge base of reflective practice must be the province of all professional educators -- every theme must be addressed in each program, and to some degree in every course. This expectation is manifested in the Conceptual Framework Committee's checklist for course syllabi (Appendix A) which is used to guide development of all syllabi, every semester, and to provide all new faculty with one-on-one guidance in syllabus preparation. The Conceptual Framework and syllabus checklist also form the foundation for annual adjunct faculty workshops on syllabus development and outcomes-focused educator preparation. Keeping their pervasive interaction in mind, the Four Themes are presented on the following pages

1. KNOWLEDGE

Learning must be an ongoing pursuit for educators as they continue to seek personal, professional, and content area knowledge throughout their careers. We envision administrators, counselors, and teachers continuously learning alongside as well as from their colleagues, students, and clients. Educators also add to their knowledge outside of their official duties, as they research areas of professional concern and personal interest. Thus, educators must know how to learn and must be intellectually curious and interested in learning. Their excitement about knowledge fuels their learning and also serves as an important model for others. Although educators continue to learn as they practice their craft, it is essential that they begin their careers with a broad base of knowledge that includes general education, human learning and development, contexts of schooling, and the content areas or specializations pertinent to their specific duties. This base provides a strong foundation for continued learning.

A. General Education

All educators need a broad base of knowledge in the liberal arts, including mastery of oral and written English communication, mathematical and reasoning skills, and technological competence. They need a working familiarity with the discrete ways of knowing and bodies of knowledge, which comprise the arts and sciences, as well as a global perspective that emphasizes people's interdependence with one another and with nature. This broad base of knowledge and skills helps educators to cope with social, political, cultural, and

moral issues, and to recognize how various subject areas interrelate.

Candidates in FSEHD programs develop a broad range of knowledge (RIPTS #1) by completing courses in Rhode Island College's General Education program. A strong core component of four courses for all undergraduates develops an understanding of major concepts in western and non-western history and thought. These courses concentrate on developing skills of critical thinking and literacy, employing a writing-intensive and interdisciplinary approach that emphasizes the varied but interrelated ways in which people make sense of their world and the development of strong communications skills (RIPTS #8). Experiences and assignments from these courses contribute to FSEHD candidates' construction of a performance-based content portfolio that is evaluated prior to student teaching.

B. Human Learning and Development

Essential to the preparation of all education professionals is a solid grounding in educational psychology, the branch of psychology that specializes in understanding teaching and learning in educational settings (Santrock, 2001). All educators must know the four pillars of educational psychology: human development, theories of learning and cognition, classroom management, and assessment. FSEHD candidates learn to apply and reflect on their growing knowledge in these areas and to consider the ethical and appropriate use of personal information and test results.

Since 13% of all children in the United States receive special education or related services (National Center for Educational Statistics (2010).), it is important that all candidates learn about and appreciate exceptionalities to the normal course of development as well as developmentally appropriate practice for typical children. Future teachers must also understand the impact of diversity on development and learning and be prepared to meet the needs of a wide range of children from economically, ethnically, and linguistically diverse backgrounds.

It is in all of these ways that prospective teachers, future administrators, and future school psychologists receive their grounding in research-based educational psychology, which will be applied, and refined in pre-practicum, practicum, internship, and student teaching experiences.

C. Contexts of Schooling

In addition to a broad liberal arts background and a working knowledge of human development, educators need to develop a critical understanding of the contexts of schooling: social, political, economic, historical, philosophical, legal, professional, global, and cultural. At Rhode Island College, this understanding is first developed in those General Education courses, which focus on general issues of history, sociology, anthropology, psychology, and philosophy.

The contexts of schooling then become the intensive focus of required courses in Educational Foundations. These courses vary by program but are required in all undergraduate and graduate education programs. Using an interdisciplinary approach to probe such issues as the purpose and politics of schooling, alternative visions of the role of schools in a democratic society, and the impact of human diversity on schools and communities, the Foundations courses help candidates develop an informed basis for their own professional decision-making and reflective practice. Concepts developed in these courses are built upon in the introductory and advanced courses for each program, including methods, practica, internships, and student teaching.

D. Area of Specialization

Educators must also possess a deep, thorough, and, above all, working knowledge of their area(s) of specialization. Teachers must have a strong background in the particular subject area(s) they are preparing to teach. Administrators must have an understanding of management, finance, politics, curriculum, law, and related areas. And counselors must be well-versed and practiced in multiple branches and techniques of individual and group psychology.

A thorough grasp of the major concepts, perspectives, and approaches to inquiry and problem-solving in a field enables educators to make informed decisions: to approach curriculum implementation, to address misunderstandings that arise, to engage students, clients, and staff in their own growth. When educators know a field well, they are able to go beyond what they have planned and seize the moment, as the situation demands.

All FSEHD programs are designed to provide and regularly assess the specialized knowledge educators will need in their respective roles (RIPTS #2).

2. PEDAGOGY

As used here, "pedagogy" refers to the instructional process itself, encompassing both the method employed and its underlying rationale which are both central to the Reflective Practitioner and to the RIPTS. Teachers, administrators, school psychologists, and counselors all engage in pedagogy in some form or other. As such, they go through the reflective cycle by conceiving educational goals and objectives (Planning); implementing and assessing specific interventions (Acting); and reconceptualizing both their aims and methods in light of the results (Reflecting).

The Feinstein School of Education and Human Development does not teach any single approach to teaching, administering, or counseling. Rather, we believe that an integral part of reflective practice is the formulation of one's own educational principles and practice from among an array of professionally sanctioned models. As reflective practitioners, FSEHD candidates are encouraged from the start to contemplate and refine their own beliefs about education in light of the collective wisdom of the profession as a whole. In this way, we pursue a balance between a firm grounding in what the profession considers best practice and individual autonomy and creativity.

The School divides pedagogy into three primary areas: (1) theory and practice of teaching and learning, (2) instructional uses of technology, and (3) assessment as an aid to practice. While these three areas obviously cannot be separated in reality, and all are important to creating an effective learning environment (RIPTS #6) we believe that distinguishing between them in theory facilitates the understanding of prospective and practicing educators alike.

A. Theory and Practice of Teaching and Learning

Candidates in the Feinstein School of Education and Human Development are introduced -- through formal and experience-based study -- to a variety of models of teaching and learning, from which they construct their own understanding and practice (Brooks & Brooks, 1993). The number of frameworks, taxonomies, and overviews for making sense of the wide range of existing pedagogical approaches is vast. Following the common-sense model proposed by Adler (1982), we believe that best practice entails a balance between three broad pedagogical approaches, each aimed at bringing about a particular type of educational result.

The "didactic" approach utilizes such methods as lecture, presentation, demonstration, and drill to transmit organized bodies of facts and knowledge. "Coaching," or supervision of active learners, facilitates the acquisition and development of cognitive and practical skills (Sizer, 1985). And Socratic "questioning" and discussion promote enlarged and critical understanding of context, meaning, and purpose (Gardner, 1991).

There is, of course, a vast literature on the relative merit of these three pedagogical approaches. However, beyond the School's deeper commitment to producing Reflective Practitioners, we do not impose any single pedagogical or philosophical orientation on candidates; to do so would run counter to the idea of reflective practice itself and violate the professional autonomy we are trying to instill. Rather, we believe that each of these three pedagogical approaches is germane to all educational practice and should be in the repertoire of all teachers, counselors, and administrators, regardless of their particular philosophical or political commitments (Gardner, 1983). Each approach may play a role in developing students' critical thinking, problem-solving and performance skills (RIPTS #5).

Indeed, exposure to the ongoing dialogue wherein theorists and practitioners debate and reconcile such issues is an essential component in the education of reflective practitioners. Accordingly, FSEHD candidates learn about alternative pedagogies through a balance of didactic, coaching, and questioning approaches. In this way, a healthy balance and interaction is maintained.

All the methods and practica courses in the FSEHD teacher preparation programs emphasize the interplay of the planning, acting, and reflecting elements of the teaching process. Candidates have the opportunity to integrate the RIPTS and combine their knowledge of content, human development and learning, cultural diversity and special needs, and professional practice in supervised, field-based, collaborative settings, and to reflect on and modify their efforts in light of the results.

B. Instructional Uses of Technology

Instructional technology provides new options to make the principles and skills learned in critical thinking and problem solving a reality, and in a global way. Just as the hand-held calculator has become a mainstay in mathematics -- computers, scanners, hand-held computers and digital camcorders have expanded our options to record, organize, manipulate, and analyze a wide range of data. As of 1999, there were over 6 million computers in U.S. public schools and that number was expected to increase to 10 million by early 2000 (Wujcik & Associates, as cited in Salpeter, 1997). We have long known that some students learn better with visual cues. The introduction of technology into the classroom has made it easier to reach those students who otherwise lacked interest, access, or mastery of the information-processing and communication skills expected by the teacher.

Most students readily grasp "how it works" and assimilate the techniques of emerging technologies into their own problem-solving strategies. Classrooms that infuse educational technologies into curriculum have a significant and positive effect on achievement, self concept, and attitudes for students in both general and special education (Sivin-Kachala & Bialo, 1995). Using computer technology that actively involves the learner, students demonstrate an increased ability in exploration, drawing conclusions, predicting outcomes, and following directions both orally and in writing (Loch & Carlson, 2000).

The Internet has made it possible to link to an almost unlimited database of information in text, graphic, audio, and video formats; to develop discourse with students in the next community, state, or nation; and to experience many worlds heretofore unavailable (Honey et al, 1995).

In addition to the perpetual challenge of providing adequate resources, there is one significant problem that hasn't been adequately addressed -- staff development. Many technology budgets allocate nearly all funds to new hardware purchases, but it has been suggested that a better mix would be to allocate a third each to hardware, software, and teacher training. Another perception is that the term "technology" means "computers," although the wider view, which includes video, audio, and older "low-tech" media such as overhead transparencies, is a more accurate use of the term.

Many schools lack a comprehensive plan for integrating technology into their programs, and even those who are projecting five-year replacement schedules have not devised a clear vision of the twenty-first century technology classroom. Those who have done so understand the profound changes which will occur in the role of the teacher, who will become more a manager of resources, a scheduler of activities, a problem solver, and a guide to individuals and groups of students and less a presenter of information. The FSEHD programs prepare candidates for this future-oriented role by integrating technology into program curricula, instruction, field experiences, and assessment of students to create the kinds of learning experiences and instructional opportunities called for in the RIPTS. Candidates are not permitted to enter the student teaching or internship phase of their program until they have met the school's Technology Competency requirement which involves performance assessment of their technology skills and understandings.

C. Assessment as an Aid to Practice

FSEHD faculty believes in the purposeful and systematic assessment of applicant, candidate, and graduate performance as well as careful attention to program evaluation. These assessments and evaluations provide valuable information that serves three purposes.

1. Assessment data are collected for ongoing formative evaluation of candidates as they proceed through the programs, identifying weaknesses so assistance can be offered in a timely fashion.
2. Assessment data also provide summative evaluation at the end of an initial or advanced program to ensure that applicants and candidates are qualified to graduate from the program.
3. Finally, assessment and evaluation data are collected in an ongoing and systematic fashion for the purpose of evaluating and improving the unit and its programs.

Guiding Principles

> "…a collection of assessments does not entail a system any more than a pile of bricks constitutes a house. Therefore, the fundamental question for school leaders is: In what sense does their plan constitute a *system* of assessments, rather than a *collection* of assessments?" (Coladarci, 2002, p. 773)

Assessment systems are clearly made up of individual assessments. Yet, a collection of individual assessments is not considered an assessment system unless they are guided by a "coherent plan for assessment" (Coladarci, 2002, p. 773). The following six features distinguish an assessment *system* from a collection of assessments and were used to guide the development of the FSEHD Initial and Advanced Unit Assessment Systems and their implementation:

1. The assessments collectively are relevant to announced learning targets.
2. The assessments are conducted at multiple time points (e.g., admission, mid-point (formative), exit, and post-graduation)
3. Each assessment has an announced purpose
4. The system is made up of assessments that are initiated at multiple levels (e.g., classroom, unit, SPA)
5. Candidates are allowed multiple opportunities to demonstrate knowledge, understanding, and skill development
6. The assessments draw on multiple formats—"traditional" and "alternative" alike (Coladarci, 2002, pp. 73-74; Maine Comprehensive Assessment System Technical Advisory Committee, 2000, pp. 3-4)

The assessments are relevant to announced learning targets. FSEHD's Initial and Advanced Unit Assessment Systems were specifically designed to provide evidence of student achievement of the learning targets appropriate at initial teacher preparation and advanced levels. Learning targets at the initial levels include the unit's Conceptual Framework, Unit Dispositions, and the RI Professional Teaching Standards. Advanced program learning targets include the Advanced Competencies (linked to the unit's Conceptual Framework) and the Unit Dispositions. The targets of each component of the assessment system are public, and the rubrics/criteria for judging student performance on each learning target are explicit. Student achievement of the learning targets is assessed at multiple intervals before, during, and after a student's studies at FSEHD.

Each assessment has an announced purpose. The Initial and Advanced Unit Assessment Systems have been explicitly designed to make clear the purpose each assessment has within the systems. Each assessment within a system serves one of the following purposes:

- Admission: Evaluation of candidate qualifications to enroll in an initial teacher preparation or advanced FSEHD program
- Formative: Evaluation of candidates as they proceed through the programs, identifying weaknesses in candidates and programs so student remediation or program improvements can be offered in a timely fashion
- Summative: Evaluation of candidates at the end of a program to ensure that applicants and candidates are qualified to graduate and to identify strengths and weaknesses of the programs and the unit
- Post: Evaluation of candidates for program and unit evaluation

In addition, there are four primary audiences for each assessment. Assessment data can be utilized to address questions and concerns relevant to students, faculty, program coordinators, and unit staff.

The assessments are conducted at multiple time points. The FSEHD Initial and Advanced Unit Assessment Systems include four checkpoints where knowledge, skills and dispositions are assessed: admission, formative, exit, and post-graduation. This allows program and unit staff to monitor candidate progress toward mastery of relevant learning targets. The four transition points are currently in place for all programs.

The system is made up of assessments that are initiated at multiple levels. According to the Standards for Educational Accountability Systems established by the Center for Research on Evaluation, Standards, and Student Testing, assessment systems "include data elements that allow for interpretations of student, institution, and administrative performance" (Baker et al., 2002, p. 2). Including assessment data from multiple levels (e.g.,

classroom, program, unit, etc.) facilitates the process of identifying areas of improvement in each area (American Education Research Association, American Psychological Association, & National Council on Measurement in Education, 1999).

Consequently, the assessments in the Initial and Advanced Unit Assessment Systems are initiated at the individual course (I), program (P), unit (U), and state or national (SN) levels. The use of multiple measures allows for the assessment of students, programs, and the unit through multiple lenses and allows for the triangulation of evidence used to make inferences about student achievement and program effectiveness. This, in turn, increases the validity of such inferences.

Candidates are allowed multiple opportunities to demonstrate knowledge, understanding, and skill development.   The design of the Initial and Advanced Unit Assessment Systems affords candidates multiple opportunities to demonstrate their growth in the learning targets identified by their programs and the unit. The use of multiple assessments with multiple formats, as opposed to a single, "one-shot" assessment, increases the validity of the inferences subsequently made regarding the knowledge, skills, and dispositions of initial and advanced programs candidates.

The assessments draw on multiple formats—"traditional" and "alternative" alike. There are many methods for assessing learning; yet, no single assessment format is adequate for all purposes. (American Educational Research Association, 2000) Consequently, the FSEHD Initial and Advanced Unit Assessment Systems allow candidates to demonstrate their knowledge, skills, and dispositions using a variety of methodologies. The various assessment methodologies used in the unit assessment systems are classified as follows:
- *Selected Response and Short Answers*
- *Constructed Response*
- *Performance Tasks*
- *Observation and Personal Communication*

All four assessment formats are utilized throughout the four assessment transition checkpoints. This attempt to "balance" assessment in terms of assessment methods yields multiple forms of diverse and redundant types of evidence that can used to check the validity and reliability of the judgments and decisions. (Wiggins, 1998)

Data Collection, Analysis, and Evaluation
> "It is in analyzing student performance data (from test scores to student work) and using this as part of an ongoing cycle of inquiry to inform decisions about curriculum, instruction and resources that the "system" moves from a collection of assessments and scores to a powerful force for supporting learning." (Smith & Miller, 2003, p. 42)

Data from the FSEHD Initial and Advanced Unit Assessment Systems is compiled at regular intervals. Decisions are made about candidate progress at each interval. FSEHD systematically collects, analyzes, and uses data for program improvement. The purpose of aggregating and analyzing is to enable the unit to look across the cohort to examine strengths and problems; to identify trends in the acquisition of learning targets; to pinpoint where additional support and academic work are needed; and to identify needed program improvements. Aggregating and analyzing graduate and employer surveys further helps the unit identify programmatic strengths and problems.

3. DIVERSITY

American students, clients, and families differ markedly in race, ethnicity, language, social class, religion, gender, sexual orientation, special need, and exceptionality. By the year 2025 approximately 50% of all students in the United States will be classified as what heretofore has been referred to as "minority" (Valsiner, 2000). As of 2004, 42% of all public school students are classified as minority (US Department of

Education, 2004). Given the democratic ideals and pluralistic nature of our society, the preparation of reflective educators must include careful study of both the differences that distinguish individuals and groups and the commonalities that bind them together. The underlying aims of these investigations are to enhance educators' understanding of, and responsiveness to, the diverse needs and backgrounds of students, clients, and families (RIPTS #4), and to ensure that educators develop strategies for combating prejudice and advancing educational equity, inclusion, and intercultural understanding (Banks, 1996; Nieto, 1996; Quality Education for Minorities Project, 1990).

The principles of equity, inclusion, and intercultural understanding apply regardless of the category of difference involved. All students, clients, and families deserve professionals and institutions that appreciate, accommodate, and advocate for their distinctive needs. Nonetheless, there exist large areas of study and expertise that better enable educators to serve particular populations. The FSEHD focuses primarily on two broad domains of study and practice in the area of human diversity as it pertains to education: (1) cultural diversity and multicultural education, and (2) special needs and inclusion.

The making of this distinction in no way implies that either category thereby ceases to be the concern of all educators. On the contrary, it is the business of every educator to have a working knowledge of cultural diversity and special needs, as well as to accommodate and advocate for students, clients, and families of all needs and backgrounds. We believe that, rather than dividing our energies, the making of this distinction better enables us to prepare all our candidates to work with and on behalf of diverse populations.

A. Cultural Diversity and Multicultural Education

The literature on cultural diversity and multicultural education uses these terms broadly to cover the following categories of human difference: race, ethnicity, language, social class, religion, gender, and sexual orientation (Banks, 1996; Nieto, 1996; QEM, 1990; Sleeter, 1991). Consistent with the literature, we see multicultural education as serving the purposes of promoting equity, combating prejudice, and advancing intercultural understanding.

In the areas of race, ethnicity, and social class in particular, there are several noteworthy indicators of demographic change and educational attainment that should concern every educator. One in three U.S. students is a child of color, and the poverty rate of these children is quadruple that of Whites. In addition, they are twice as likely as their White, middle-class counterparts to drop out of school (Hacker, 1992; Hodgkinson, 1991). Yet racial segregation and its attending financial inequities is worsening nationwide with each passing year. To compound matters, the teaching profession remains 85% White, middle class and female (Holmes Group, **1995).**

One consequence of these imbalances is that there is a growing disparity between the life experience of practicing and prospective educators (including college faculty) and the sociocultural and economic backgrounds of their students, particularly the most underserved. The FSEHD is addressing this disparity from at least two directions: (1) by working (through targeted scholarships and special recruitment   programs) to bring more students from low-income and minority backgrounds into the profession, and (2) by teaching our present student body to respond to the needs and backgrounds of students and clients of non-mainstream backgrounds.

Of particular importance in the preparation and professional development of educators is direct experience working in culturally diverse settings. All candidates preparing for initial certification must take either Foundations of Education (FNED) 345: "Diversity in the Public School" or FNED 446: "Contexts of Schooling." In these courses candidates participate in the Diversity Field Experience Program, in which they serve for a minimum of ten hours as volunteers in urban educational settings. This program has partnerships with nearly thirty urban school and literacy centers, and approximately 200 urban educators. The ideal of responsiveness to human diversity continues as an integral part of every program and receives some attention in every course.

B. Special Needs and Inclusion

The field of special education has evolved significantly over the last twenty years. In the past most children and adults with disabilities were found in settings far removed from public schools. Today they are

provided with a vast array of services that include placement in inclusive settings. More than *6.6 million* students enrolled in elementary and secondary schools throughout the country today receive special education services, representing approximately 13% of public school enrollment (National Center for Educational Statistics, 2010). Of these, roughly 95% receive services in inclusive schools (in resource rooms, self-contained special education classes, and inclusive classrooms), with 85% being served in the general education classroom. Over 74 percent of children with multiple disabilities receive educational services alongside their peers without disabilities (U.S. Department of Education, 2010).

The dramatic increase in inclusive classrooms places unprecedented demands on all educators. Reflective practitioners are aware of the impact of disability on the teaching-learning process and are responsive to the individual strengths and needs of children and youth with a range of disabilities. They understand the effect that disability has on family functioning, and they can work effectively with parents in program planning. In order to function effectively in an inclusive environment, reflective practitioners must also collaborate with professionals from all disciplines when making educational decisions. They must examine their own cultural and family background as it pertains to disability, reflecting on the impact of their beliefs and behavior on the classroom setting, counseling situation, or planning session, making adjustments as necessary. All teachers must be prepared not only to be responsive to students' adapted curriculum, instruction, and learning needs but also to make curriculum adaptations and instructional modifications on-the-spot to accommodate students' needs (RIPTS #4). In light of these demands, the FSEHD requires that all programs address issues pertinent to the needs of individuals with disabilities, highlighting the collaborative role of the professional educator.

4. PROFESSIONALISM

The past fifteen years have witnessed unprecedented growth in the professionalization of education. The work of such organizations as the American Association of Colleges for Teacher Education and the National Board for Professional Teaching Standards, and NCATE (among many others) demonstrates a growing commitment to autonomy, social responsibility, and cohesion on the part of the profession as a whole. At the Feinstein School of Education and Human Development we support this growth by developing reflective practitioners -- educators committed, among other things, to advancing the standards, values, expertise, and humanitarianism of the education profession.

As with each of the Four Themes, Professionalism is in reality an integral part of each of the others. In fact, a working understanding and appreciation of Knowledge, Pedagogy, and Diversity is one of the hallmarks of the "professional" educator. Nonetheless, we believe that the growing professionalism of education, and of the individuals involved, is a social development of such significance that it deserves special attention. The RIPTS, particularly Standards #10 and #11, also emphasize educators' professionalism.

This document highlights three areas of professionalism: (1) professional ethics, (2) collaboration and advocacy, and (3) professional development. Reflective practitioners (1) uphold and advance a professional ethic rooted in democratic values of justice, respect, and caring; (2) work cooperatively and proactively to promote these values on behalf of the people they serve; and (3) attend to their own personal growth and the growth of the profession throughout their careers.

A. Professional Ethics

Reflective Practitioners are not technicians who simply apply a correct formula to produce a known outcome. Reflective practitioners are those who use the current state of scientific knowledge in their field combined with professional ethics to make sound, context-appropriate decisions. Ethics are principles of conduct used to guide an individual's behavior (Jacob-Timm & Hartshorne, 1998). Ethical codes assist the professional in the decision-making process, while ethical conduct reflects the outcome of this decision-making. Professionalism represents the process by which individuals can claim expertise, exclusive right to practice, and criteria for performance in a field. Professional ethics, therefore, may be viewed as a combination of ethical principles that guide the conduct of the Reflective Practitioner in his or her professional interactions (Jacob-Timm & Hartshorne, 1998).

FSEHD candidates are introduced to professional ethics from the start of their program of studies. For

undergraduates, this comes through teaching about issues of confidentiality, right to privacy, and ethical research practices. Candidates learn how to address ethical issues, and apply this knowledge directly to their professional practice in practica and student teaching experiences where they also learn directly from experienced practitioners about how they have addressed ethical issues in their careers.

The faculty of the FSEHD believes with Dewey (1966), Gutmann (1987), Noddings (1992), and others that in a democratic society the educational enterprise must be committed to principles of social justice, caring, respect, and individual and social growth. Ethical principles guide practitioners as they determine aims and objectives; select content and materials; plan and implement methods and strategies; conduct non-discriminatory evaluations of students, clients, and staff; reflect on their choices and actions; and take responsibility for the consequences.

B. Collaboration and Advocacy

Education in the United States has continuously struggled to meet the demands brought on by changes in the workplace and family, the increasing number of children living in poverty, and the growing diversity of our population. Reflective practitioners recognize that schools, families, and communities must work together, perhaps as never before, to support student and client learning and growth, and to promote democratic values in their own communities and beyond (RIPTS #7). Accordingly, the role of the educator has evolved from reliance on one's own individual judgment and expertise to collaboration with colleagues, families, and community members.

Collaboration with **colleagues** is one of the defining attributes of professionalism (Goodlad, 1990); to the extent that educators fail to draw on the expertise of others, and to contribute their own voices and experience to the educational dialogue, they fall short of being true professionals. The positive effects of active **family** participation in the educational process have been increasingly documented (Comer, 1985; Epstein, 1995; Epstein & Dauber, 1991; Hoover-Dempsey & Sandler, 1997). In collaborating with families, the reflective practitioner recognizes that education does not take place in a vacuum, and that the student or client's first teacher is the family. When educators collaborate with political leaders, business people, social-service agencies, and other local decision-makers, the **community** is brought into the educational process. Fostering such relationships with people and agencies outside the immediate education setting enables the educator more completely to understand both the assets and needs of community, family, student, and client (Erickson & Anderson, 1997).

In forming these alliances, reflective practitioners uphold and advance democratic values by advocating on behalf of all students and clients. As professionals, they understand the relationship between social context and individual development. Active participation in the workplace, the community, and state agencies allows them to become an integral part of the process. Through their participation and service, reflective practitioners grow into leadership roles. As they develop and refine their knowledge, understanding, and communication skills, and as they grow in confidence and commitment, they find new, creative ways to articulate their commitments, form alliances, and shape policy. FSEHD candidates are prepared for their roles as collaborators and advocates throughout their programs. Additionally, they are required to complete at least 25 hours of documented Community Service prior to student teaching.

FSEHD faculty model collaboration when designing and implementing preparation programs for teachers and other professionals. Commenting on preparation programs at the end of every semester, school-based partners serving as cooperating teachers provide valuable information in the review and revision of programs. On-going communications with our partnership districts by FSEHD faculty and staff are designed not only to provide information about our preparation programs, but to gather input and suggestions for revision from field-based personnel.

C. Professional Development

Reflective practitioners attend to both their own individual growth and to the growth of the profession as a whole. Indeed, so far as professional development is concerned, individual and collective growth are one and the same. Knowledge, values, and meaning are all social phenomena, constructed through reciprocal relationships between members of professional communities. Accordingly, a profession can only grow to the

extent that its individual members do, and their individual growth depends upon the networks of relationships that only a profession can provide.

Reflective practitioners consciously plan, implement, and reflect upon their own professional growth, as well as that of the profession. As they grow, they construct new understandings by linking new information with prior knowledge and experience through critical examination. Through persistent questioning, systematic inquiry, and reflection, their practice is made current, effective, and self-renewing (Cochran-Smith & Lytle, 1992; Fullan, 1993).

Committed professionals actively participate in a wide variety of educational opportunities (RIPTS #10). Taking additional course work helps them keep abreast of new developments. Membership in professional organizations provides many ways to grow and to strengthen collaborative efforts. By attending and presenting at workshops, conferences, and conventions, and by reading and writing for professional journals, they participate in the ongoing dialogue of educational improvement. Soliciting feedback from colleagues, students and families also provides opportunities for professional reflection and growth. The FSEHD supports the professional growth of candidates and faculty at each stage in its programs.

FSEHD ADVANCED PROGRAMS: Advanced Competencies

The four themes that guide FSEHD undergraduate teacher preparation programs are modified slightly for the advanced programs (see Appendix B). The unit framework for advanced programs is flexible enough to honor each program's focus, yet captures similarities in goals across these wide ranging programs for experienced teachers, human service providers, school leaders and other school personnel. Advanced Competencies expected of candidates in FSEHD advanced programs are Knowledge, Practice (replacing Pedagogy), Diversity and Professionalism.

Fundamental agreements among the unit's advanced programs incorporate complex professional thinking, action, and reflection. With a commitment to ethical practice and professional growth, the unit's Advanced Competencies, are integrated in advanced practice. The themes are organized as: Knowledge influenced by Diversity and Professionalism, and Practice informed by Diversity and Professionalism. Advanced program candidates are expected to be able to mesh content mastery and practical skills; understand and embrace diversity; and display professional behavior in their ongoing learning as they work in Rhode Island's schools, organizations and communities. Unit level Advanced Competencies are closely linked to discipline-specific professional standards and ensure that graduates of the FSEHD's advanced programs are ready for licensure/certification and advanced practice in their respective fields.

Candidate Proficiencies Aligned with Professional, State, and Institutional Standards

In order to develop professionals who are Reflective Practitioners, the FSEHD utilizes the RIC Conceptual Framework, the Rhode Island Professional Teaching Standards (RIPTS), and specialized professional association standards as a guide to develop quality program coursework. By utilizing this framework and these standards, coherence between FSEHD coursework is ensured. Appendix A provides examples from selected courses to demonstrate how undergraduate coursework is aligned to the RIPTS and the RIC Conceptual Framework. Appendix B outlines the competencies expected from RIC students who are seeking advanced, graduate degrees.

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Prepared by the Conceptual Framework/Reflective Practice Committee:

2010-2011	Susan Clark, Christine Kunkel, Paul LaCava, Michelle Nonis, Leslie Sevey, Eileen Sullivan
2005-2006	Janet Johnson, Marie Lynch, Madeline Nixon, Betty Rauhe, Mary Ellen Tillotson, (Chair) Julie Wollman-Bonilla
2004-2005	David Brell, Susan Dell (Co-Chair), Diane Kern, Betty Rauhe (Co-cHair), Martha Roberts, Mary Ellen Tillotson, Julie Wollman-Bonilla
2003-2004	David Brell, Krista Cournoyer (Chair), Susan Dell, Madeline Nixon, Betty Rauhe, Martha Roberts, Julie Wollman-Bonilla

APPENDIX A

Colored boxes indicate primary Rhode Island Professional Teaching Standards and indicators that align with each Conceptual Framework theme.
*Sample courses where proficiencies are met.

KNOWLEDGE		RIPTS INDICATORS										
		1	2	3	4	5	6	7	8	9	10	11
General Education	In **FNED 340: Foundations of Education**, *aspects of a broad-based general education are traced through history from Ancient Greece to contemporary global perspectives, using assigned readings, outside research, and a sharing of critical perspectives.* *Candidates in* **FNED 345: Diversity and the Public School** *read and collect articles from newspapers and journals, keeping themselves informed on current events at the local, state, national, and global levels.* In **ELED 422: Teaching Developmental Reading**, *children's literature representing a wealth of disciplinary perspectives is examined, as well as strategies for teaching appreciation and comprehension.* *Candidates in* **HED 307: Dynamics and Determinants of Disease** *investigate a disease of global proportion, sharing their research and teaching strategies with their peers.*	1	2			5			8			
Human Learning and Development	In **PED 243: Foundations of Movement**, *the effects of growth and developmental factors on learning motor skills are explored through lecture, class discussions, and participation in motor learning experiments.* *Candidates in* **SED 410: Practicum in Secondary Education** *study the acquisition of a second language in adolescents and young adults with an eye towards implementing relevant classroom activities and fostering a classroom culture that is supportive and developmentally appropriate.* In **ELED 435: Teaching Language Arts in the Elementary School**, *readings and class activities focus on understanding stages and conditions of oral and written language development and how this understanding informs instruction.* In **CEP 315: Educational Psychology**, *(a required course for all undergraduate FSEHD candidates) theories of human development, learning and cognition, assessment, and classroom management are learned. Then, candidates are required to apply this knowledge through a variety of activities including an interview with an experienced teacher with whom they will explore these newly learned concepts.*			3	4	5	6		8	9		

		1	2	3	4	5	6	7	8	9	10	11
Contexts of Schooling	In **SED 422: Student Teaching Seminar in Secondary Education,** candidates explore the ways in which social class, language, and cultural diversity enter into parents' relations with schools, as well as comparing and contrasting the available resources of various schools and districts. Candidates in **PED 412: Organization and Administration of Physical Education Programs: K-12** study legal issues related to physical education programming through discussion, case studies, and written assignments. In all the Elementary Education methods courses (Language Arts, Reading, Social Studies, Science, and Mathematics) issues of law, privacy, students' rights and teachers' ethical responsibilities are addressed through discussion of issues arising in practicum experiences. Many of these courses, as well as many of those in Art, Music, Physical Education, and Industrial Technology, are conducted at the School's laboratory school on campus.		2		4		6	7		9		11
Area of Specialization	Candidates in **PED 411: Kinesiology** and **PED 420: Physiological Aspects of Exercise,** through laboratory experiences, develop an understanding of principles of the physics of human movement and how the human body responds to exercise training. In **SED 410: Practicum in Secondary Education** candidates are challenged to critique the teaching of social studies through reading the text _Lies My Teacher Told Me_, comparing it to existing social studies texts, and developing lessons that address the issues raised. Candidates in **SPED 412: Assessment, Curriculum, and Methodology for Children with Mild/Moderate Disabilities at the Elementary and Middle School Levels** review the general education curriculum, then design and try out appropriate adaptive strategies for teaching it to individual students. In the Elementary Education practicum courses conducted at the School's campus laboratory school, candidates utilize the content standards of national curriculum organizations, such as the NCTM, to develop and implement lesson plans.	1	2									

PEDAGOGY	**RIPTS INDICATORS**										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Theory and Practice of Teaching and Learning — In **ELED 422: Teaching Developmental Reading,** candidates teach numerous lessons at a selected grade level in reading, addressing content, comprehension, interpretation, and inquiry.		2	3	4	5	6		8			

	Candidates in **ELED 435: Teaching Language Arts in the Elementary School** contrast whole language theory and practice with systematic direct instruction, as well as other theories. Candidates in **FNED 546: Contexts of Schooling** and **FNED 541: Comparative Philosophies of Education** compare transmission, progressive, and critical approaches to curriculum and instruction, developing their own voice and philosophy while being respectful of those of others. **ELED 300: Concepts of Teaching,** introduces candidates to inductive, deductive, and didactic models of instruction which candidates then identify through observation in classrooms; subsequent coursework requires candidates to demonstrate these models in their own teaching.												
Instructional Uses of Technology	All FSEHD candidates must demonstrate competence in the use of technological advances in communication, including electronic means of collecting and sharing information, by successful completion of a **technology competency requirement**, prior to student teaching or internship. In **ELED 439: Student Teaching in the Elementary School,** candidates demonstrate the use of technology in the classroom through Project TIES. In this program, candidates work collaboratively with teachers who have advanced capabilities and practice in technology applications to education. Courses in Feinstein School of Education utilize WebCT to create individual course websites. Through WebCT, candidates use enhanced means of communication as the vehicle that enables them to access their grades, take exams, obtain special course reading material, and "chat" with classmates and professors on course-related materials. Candidates in **SPED 311: Language Development** and **Communication Problems of Children** and **SPED 310: Principles and Procedures of Behavior Management for Children and Youth with Disabilities** receive direct class instruction in the campus computer laboratories. Candidates demonstrate the instructional uses of technology to support the many roles of educators. Candidates in **ELED 438: Teaching Elementary School Mathematics** demonstrate their understanding of new instructional approaches and strategies through their use the world-wide web to examine and evaluate various classroom technologies to support learning. Candidates in **SPED 312: Assessment Procedures for Children and Youth with Disabilities** demonstrate their ability to access the Rhode Island State Department of Education web site, and use available	2							8	9	10	

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Diversity		RIPTS Indicators									
	data, to determine the impact of statewide standards and assessments on students with and without disabilities. In **ELED 422: Teaching Developmental Reading,** candidates create a website bibliography that includes a trade book for children, an adult reference book, and a web site on a selected topic, then e-mail the list to the instructor for distribution to all candidates in preparing lesson units. An Electronic journal is one way in which technology is utilized in **CURR 520: Middle School Curriculum.** Candidates develop a reflective electronic journal, addressing reactions to middle level issues, concepts and policies experienced throughout the semester. Candidates in **TESL 449: Current Issues in Teaching English as a Second Language,** demonstrate the use of many websites where they can pursue professional development, including databases, news-services, and professional chat rooms.										
Assessment as an Aid to Practice	In **PED 410: Evaluation and Measurement in Physical Education,** candidates administer physical fitness tests, summarize and discuss results, and select activities to improve test scores. Candidates in **ELED 422: Teaching Developmental Reading** engage in miscue analysis to assess readers' strategy-use and plan appropriate lessons and interventions. Each day in **ELED 629: Remedial Reading Clinic**, reading tutors use the PAR acronym to highlight the experiences which have occurred during tutoring, and turn in written evaluations of and reflections on their lessons. Candidates in **TESL 546: Teaching English as a Second Language** reflect upon the extent to which the needs of the students they tutor have been accurately assessed and addressed. In the Elementary Education methods courses conducted at the School's laboratory school on campus, three-way conferencing sessions, involving Clinical Professors, parents, and students, are utilized to review student portfolios for a variety of assessment purposes. Commitment to appropriate assessment of students with severe disabilities is the basis for analysis and development of Alternate Assessment evaluation plans in **SPED526: Assessment, Curriculum, Methods for Children with Multiple Disabilities.**			5			9	10			

		1	2	3	4	5	6	7	8	9	10	11
Cultural Diversity and Multicultural Education	In **SED 410: Practicum in Secondary Education**, as well as in the Physical Education practicum sequence, all candidates are placed in culturally diverse sites with teachers who model good multicultural teaching, both in terms of working with culturally diverse populations and teaching about diversity. Candidates in **ELED 508: Language Arts in the Elementary School** and **ELED 435: Teaching Language Arts in the Elementary School** read about and discuss sociocultural differences in language use and interaction styles, as well as reading children's literature representing different nations and cultures and using this literature in practicum lessons. Candidates in **SED 405: Dimension of Secondary Education** work as tutors and mentors in culturally diverse, urban settings, helping high school students with their school work, study habits, and plans for the future. In **ELED 437: Teaching Elementary School Science,** candidates draw :a scientist working," examine stereotypes that emerge, then conduct the same exercise with children in elementary schools.. Candidates in **ARTE 405: Practicum in Art Education II** research and infuse multicultural art content, including that created by women and people of color, into their art lessons.	1	2	3	4	5	6			9		
Special Needs and Inclusion	All candidates in elementary and secondary education programs demonstrate their understanding of the diverse needs of individual with disabilities by completing **SPED 433: Adaptation of Instruction for Inclusive Education** or **SPED 531: Instructional Approaches to Children with Special Needs in Regular Class.** Candidates analyze the role of educators in an inclusive environment, develop strategies for adapting instruction and intervention, reflect on the role of collaboration in planning and implementing instruction. Candidates in **PED 409: Adapted Physical Education** identify the signs and symptoms of specific diseases or conditions, and design equipment to help students with limitations participate in physical activities. In **FNED 340: Foundations of Education,** compare and contrast the politics and policies related to such legislation as PL 94-142 and IDEA. Many elementary education practicum candidates demonstrate inclusive educational practices in their experiences in full-inclusion											

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	classrooms with mild/moderate to severe/profound special needs students. *Candidates in **SPED 526: Assessment, Curriculum, Methods for Children with Multiple Disabilities** analyze how students with the most significant disabilities learn and they develop lessons to accommodate students within the context of general education.*									

PROFESSIONALISM		RIPTS INDICATORS										
		1	2	3	4	5	6	7	8	9	10	11
Professional Ethics	In *FNED 340: Foundations of Education*, candidates analyze the National Education Association code of ethics and examine case studies that require them to identify and apply ethical principles. In **SPED 312: Assessment Procedures for Children and Youth with Disabilities**, candidates examine the Council of Exceptional Children Code of Ethics. Candidates in **FNED 546: Contexts of Schooling**, and **FNED 541: Comparative Philosophies of Education** reflect on the meaning of democracy, compare alternative visions of equity, and make decisions about their own personal commitment to upholding democratic values as professionals. Candidates in **PED 140: Introduction to Movement Science** and **HED 233: Social Perspectives of Health** read about the professional and ethical behavior of teachers and discuss ethical decisions they may face in teaching physical and health education. In **ELED 508: Language Arts in the Elementary School** candidates critique readings and analyze research on teachers' role in handling personal intimacy in students' writing. In graduate programs, such as the School Psychology Program in the Counseling and Educational Psychology Department, candidates are required to learn ethical codes and demonstrate ethical conduct in practice-based courses that include counseling, cognitive, social-emotional, and behavioral assessment, and consultation. Candidates are required to demonstrate such conduct on a daily basis during their programs' culmination with a one-year internship. Progress is monitored through daily and weekly supervision sessions with school-and-college-based professionals.											11
Collaboration and Advocacy	Candidates in **FNED 340: Foundations of Education** devote two weeks of study to professional responsibilities, concentrating on the role of the teacher as a decision-maker and potential member of a school-based management team. In **ELED 436: Teaching Elementary School Social Studies**, candidates are required to develop a family newsletter and meet and talk with parents in their practicum school. Candidates in **HED 303: Community Health and HED 404: Organization and Administration of School Health**							7		9	10	11

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	Education Programs listen to guest speakers on community-school partnerships and design community health programs in cooperation with community agencies and organizations. In **ELED 435: Teaching Language Arts in the Elementary School** candidates write a letter to a publication expressing their opinion on a professional issue of their interest. Candidates in **SED 405: Dimensions of Secondary Education** develop skills of collaboration as they work with peers in both discipline-based groups and cross-disciplinary micro-teaching groups. **TESL 546: Teaching English as a Second Language and BLBC 415: Bilingual Education Issues** invite parents as guest speakers to discuss obstacles to and strategies for language minority parent involvement in schools. In **SPED 534: Involvement of Parents and Families Who Have Children with Disabilities**, the PAR acronym is used as the basis for planning, conducting, reporting, and reflecting on parent interviews.											
Professional Development	In **SED 410: Practicum in Secondary Education,** a panel of practicing teachers addresses the class regarding their advice on how to succeed as teachers, discussing their own intellectual growth and professional development as key factors in their own success. Candidates in the Elementary Education methods courses are introduced to local and national professional organizations, provided with the opportunity to attend the annual conference of the State Council of the International Reading Association, the National Council of Teachers of Mathematics, and offered reduced-rate memberships and professional journal subscriptions. Art Education candidates are encouraged to become student members of the national Art Education and the Rhode Island Art Education Associations, and to attend conferences and events sponsored by these organizations. Elementary Education candidates and faculty were actively involved in the recent National Association of Laboratory Schools Conference conducted at the Henry Barnard School. Candidates in the Feinstein School of Education and Human Development are encouraged to join the Rhode Island College chapter of Kappa Delta Pi and to attend professional development events on campus that foster greater awareness of diversity issues, such as Rhode Island College's Dialogue on Diversity annual and semi-annual events.	1							9	10	11

	English Education candidates in **SED 410: Practicum in Secondary Education** are required to join the National Council of Teachers of English and the New England Association of Teachers of English, as well as to attend the Fall NEATE Conference. All undergraduate Technology Education candidates were required to attend the New England Association of Technology Teachers Fall Conference held in Newport. The Department of Health, Physical Education, and Recreation co-sponsored two "Spirit: It's Elementary" Conferences, which Physical Education candidates helped to plan, run, and evaluate.											

APPENDIX B

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT CANDIDATE ADVANCED COMPETENCIES

This information is provided to applicants to illustrate anticipated candidate competencies at completion of a FSEHD advanced degree.

Knowledge influenced by diversity and professionalism	Practice informed by diversity and professionalism
FSEHD advanced candidates demonstrate the requisite knowledge of content and practice to prepare them to be experts of the diverse fields of their disciplines.	*FSEHD advanced candidates incorporate their domain-specific knowledge into performance with attention to diversity and the standards of their profession.*
Knowledge 1.) Domain-Specific Knowledge: candidate demonstrates conceptual mastery of subject matter, literature, theory, and methods in one's chosen field of professional practice.	Practice 1.) Evidence-based Decision Making: candidate defines a problem clearly; collects/analyzes data; uses data to inform decision-making; addresses target population dynamics; and incorporates considerations of other professionals and/or stakeholders while determining a plan of action that: a) contributes to school improvement and/or renewal; and/or b) promotes the well-being of children, family systems, school systems, or communities.
Knowledge 2.) Information Literacy: candidate recognizes when information is needed and has the ability to locate, interpret, and evaluate relevant information.	Practice 2.) Technology Use: candidate selects and uses technology effectively in: a) presentation of information, b) collaborative work environments, c) information collection analysis and management, and d) research based activities
Knowledge 3.) Contextual Perspective: candidate demonstrates a comprehensive understanding of diversity as it relates to field specific content.	Practice 3.) Diversity of Practice: candidate uses knowledge of diversity about self and others to design effective practice.
Knowledge 4.) Professional Awareness: candidate exhibits an understanding of the standards of one's chosen profession, (e.g., confidentiality, ethics)	Practice 4.) Professional Identity Development: candidate examines own emerging, developing or acquired professional knowledge, skills, communication, and dispositions that will result in competent practice, and creates plan to further one's own professional growth.

FSEHD advanced competencies – final draft for 2007/08 last revised 4/24/08