

RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DEVELOPING
REFLECTIVE
PRACTITIONERS

A CONCEPTUAL FRAMEWORK

Revised Spring 2006

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I. MISSION STATEMENT OF FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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.

II. INTRODUCTION

This document articulates the principles that 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 Beginning Teacher Standards (RIBTS) 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 faculty believes that becoming a Reflective Practitioner is an ongoing process. Candidates develop into Reflective Practitioners as they progress through our professional programs, and continue to grow as Reflective Practitioners throughout their careers. Accordingly, programs forge a foundation not only of professional knowledge and skills but also of the values and dispositions on which future professional growth depends.

There are two motifs -- PAR and the Four Themes -- which organize the Conceptual Framework and which are depicted in our Graphic Model of Reflective Practice (page 3). The first motif, **PAR**, an acronym for Planning, Acting, and Reflecting, represents the recursive **process** involved in reflective educational practice, be it leadership, counseling, or teaching. Although PAR connotes a sequence, in actual practice education is not a linear process; planning, acting, and reflecting recur as educators make on-the-spot judgments and adjustments. However, discriminating among these three phases of reflective practice

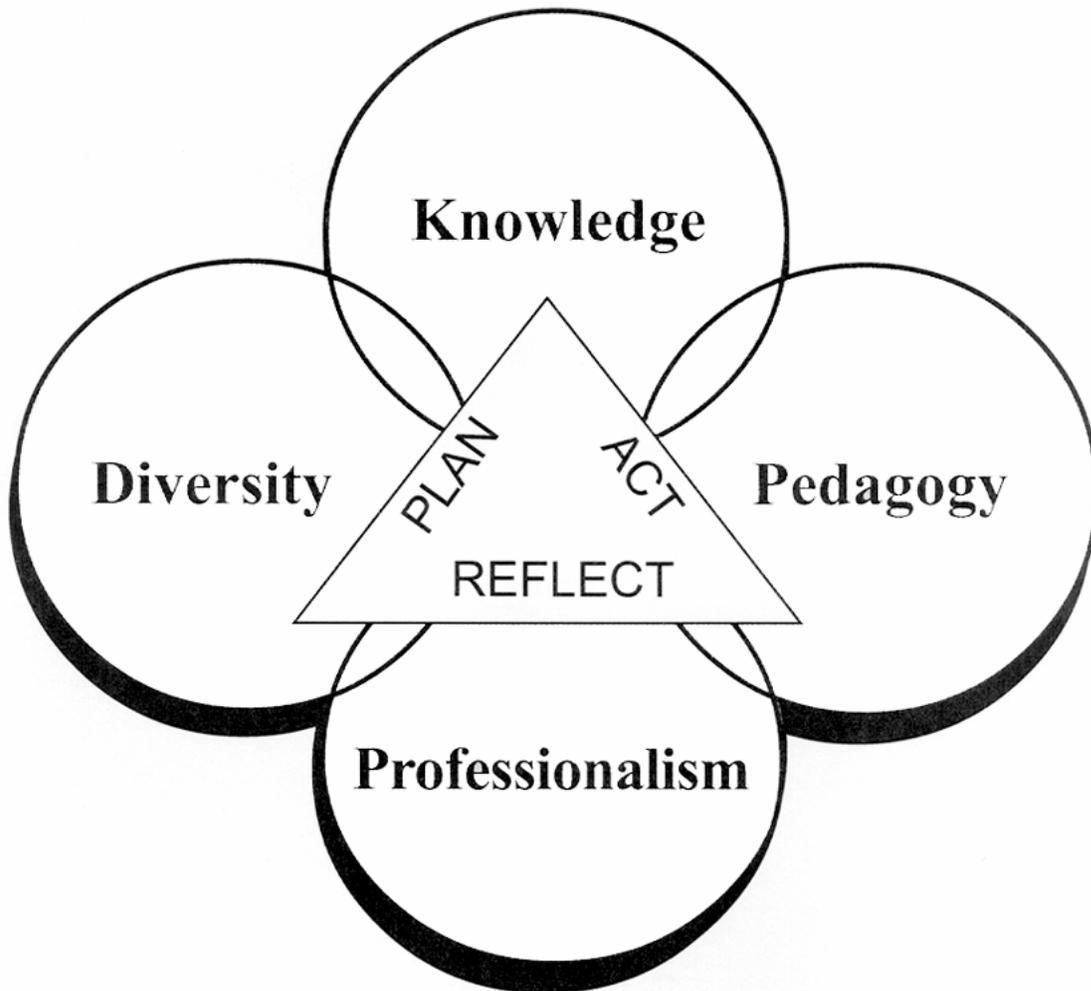
serves as an aid for analysis and communication.

The other motif of the Conceptual Framework is the **Four Themes** -- Knowledge, Pedagogy, Diversity, and Professionalism -- which constitute the shared **knowledge base** of reflective practice. Whereas PAR 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, 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 Beginning Teacher Standards.

The remainder of this document explains how this Conceptual Framework evolved, offers a detailed description of and rationale for the PAR process and the Four Themes, and describes how we implement the Reflective Practitioner, PAR acronym, and Four Themes in our programs and courses.

Reflective Practitioner Model



III. BACKGROUND

The development of this document has been an ongoing process with focused attention first being devoted in 1991 as the college prepared for a fall 1993 National Council for Accreditation of Teacher Education (NCATE) visit. After a review in 1991, the faculty decided that the existing document no longer represented current best practice or what was actually occurring in programs. Accordingly, in 1992 a committee composed

of faculty and student representatives was convened by the Director of the Center for Evaluation and Research at Rhode Island College (CERRIC) to draft a new document.

In the spring of 1993, after consultation with the faculty of Rhode Island College and the Feinstein School of Education and Human Development, as well as a study of the professional literature, the committee produced a revised document that was approved by the faculty. This "knowledge base" document introduced the concept of the Reflective Practitioner, which supports all initial and advanced professional programs. The Conceptual Framework described the pedagogical knowledge and skills the School believed to be essential for prospective and practicing educators. It included a detailed analysis of the teaching process using six categories of "pedagogical content knowledge": comprehension, transformation, instruction, evaluation, analysis, and new (revised) comprehension. In order to facilitate dissemination of this analysis and the implementation of the six categories into our programs, the faculty adopted the PAR acronym and accompanying graphic. The resulting model grouped the six categories, two each, into the three headings: Planning, Acting, and Reflecting.

During the late spring and summer of 1993, faculty in each department revised program objectives and course syllabi to advance the concept of the Reflective Practitioner. In the fall of 1993, the visiting team of NCATE found the document adequate. However, it was the team's judgment that the integration of the concept into the fabric of the programs needed to be improved.

For the next two years, 1993-1994, program goals and objectives, course syllabi, and candidate experiences were revised to integrate more fully the concept of the Reflective Practitioner into our programs. At the same time, a faculty committee representing the College community began revising the document. This task was completed in 1995, when the second edition of the document was published. During 1995-1996, course objectives, syllabi, and candidate experiences were again revised in accordance with the second edition.

A fresh examination of the 1995 document, however, indicated a disproportionate emphasis on pedagogy at the expense of other concerns, such as multiculturalism, global perspectives, content knowledge, instructional technology, contexts of schooling, inclusion, and professionalism. The new 1996-97 Committee conducted an open-ended survey of College faculty and administration to determine what they thought ought to be

included in a revised "Conceptual Framework." Examination of the responses confirmed that, while content knowledge and pedagogy are central to the preparation of professional educators, additional knowledge, skills, values, and attitudes ought to be included as well. The Committee experimented by organizing the responses into a variety of different possible frameworks, eventually settling on the Four Themes: Knowledge, Pedagogy, Diversity, and Professionalism.

In August 1997 the faculty of the School met in a day-long workshop to review the Committee's recommendations and to offer recommendations of its own. After a presentation of the proposed model and themes, the faculty broke into discussion groups, each comprised of members from every department and the Henry Barnard School, a publicly funded preK-6 laboratory school on the college campus. The small groups gave reports of their responses and suggestions to the faculty. The overall reaction to the Committee's recommended framework and themes was one of support.

After taking those recommendations under consideration, the Committee produced its first working draft of the revised Conceptual Framework, which it disseminated to the faculty in November 1997. In another School-wide meeting, faculty were again organized into break-out groups, where they examined the document's theoretical cogency, discussed its practical implications, and offered suggestions to the Committee.

In February 1998, recognizing the need to clarify the relationship between the evolving document and the School's programs, courses, and syllabi, the Committee disseminated an open-ended survey, asking faculty to describe places in their programs and courses where they attended to each of the Four Themes (and the accompanying sub-themes) utilizing the concept of the Reflective Practitioner. The survey yielded many examples, which the Committee then undertook to incorporate into the next draft, along with changes resulting from its own ongoing research and the November 1997 school-wide meeting.

Continuing its work through the spring and summer of 1998, the Conceptual Framework Committee produced its second draft, which became the focus of a third workshop for the School's faculty in August 1998. At that workshop, faculty provided the Committee with more feedback, additional examples, and references for incorporation into the final revision before the NCATE examiners' November visits. With the understanding that the Conceptual Framework document remains a work-in-progress, responsive to

developing performance-based standards and new research findings, the faculty voted to adopt it in October of 1998.

From 1998-2003, with the growing emphasis on performance-based standards and candidate outcomes, the Conceptual Framework Committee re-examined the document to assure the integration of these standards within the Conceptual Framework. Feedback on performance-based outcome assessments currently used by the FSEHD faculty was elicited. This resulted in the infusion of relevant performance-based examples. Additionally, the committee reaffirmed that the Conceptual Framework was aligned with the Rhode Island Department of Education's Beginning Teacher Standards (Appendix A).

In fall 2004, satisfied that the Reflective Practice framework had significantly shaped initial programs, FSEHD leaders recognized that the next developmental step in the ongoing refinement of the Conceptual Framework would be attention to articulating specific and distinct expectations for advanced program candidates related to the Conceptual Framework. This need was also recognized by the NCATE Board of Examiners team during their fall 2004 visit to Rhode Island College. An advanced program assessment work group was formed in early 2005 and this group drafted a set of advanced candidate proficiencies, aligned with the Conceptual Framework, and began to explore a related performance monitoring system. The advanced competencies were formally adopted in September 2005 and the advanced program unit assessment system, based on the competencies, was adopted in spring 2006.

This history demonstrates that the Conceptual Framework itself is a product of ongoing planning, action, and reflection, and is continuously evaluated and refined, even as it forms the basis for coherence across courses and programs. Finally, it must be noted that the table in Appendix A, representing the Conceptual Framework and RIBTS alignment, necessarily simplifies the PAR process and Four Themes, and the standards, for the purpose of orderly representation. In reality the Reflective Practitioner, knowledge base, RIBTS and content standards represent an integrated, "big picture" of professional practice. In practice, the PAR process, knowledge base, and standards are entwined and can never be disentangled as they are for the purpose of clear communication in the document.

IV. THE REFLECTIVE PRACTITIONER AND PAR ACRONYM

A widely accepted model for responsible professional practice, consistent with the RIBTS 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 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.

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 RIBTS, 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 effected 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 RIBTS and content standards, and drawing upon the knowledge base, FSEHD 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.

V. 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.

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 necessarily 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 every program, and to some degree in every course. This expectation is manifested in the Conceptual Framework Committee's checklist for course syllabi

(Appendix C) 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 interaction in mind, the Four Themes are presented. In the following pages when the Four Themes and their components are described, the notes in the sidebar to the right of the page provide samples of how FSEHD courses address the specific theme. These examples include course experiences that provide opportunities to learn, apply, and evaluate content and practice related to the Conceptual Framework themes and the RIBTS. Where appropriate, the pertinent Rhode Island Beginning Teacher Standard is also noted. Appendix A aligns the Conceptual Framework with the RIBTS.

A. 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.

1. General Education

All educators need a broad base of knowledge in the liberal arts, including mastery of oral and written English communication, mathematical and

Knowledge: General Education

In FNEED 346: Schooling in a Democratic Society, aspects of broad-based general education are traced through U.S. history from the ratification of the Constitution to the role of the United States

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 by taking 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. Experiences and assignments from these courses contribute to FSEHD teacher candidates' construction of a performance-based content portfolio that is evaluated prior to student teaching.

2. Human Learning and Development

Essential to the preparation of all education professionals is a solid grounding in educational

in contemporary global relations, using assigned readings, outside research, and a sharing of critical perspectives.

*Candidates in **FNED 546: Contexts of Schooling in a Democratic Society** read and collect articles from newspapers and educational journals, keeping themselves apprised of current events at the local, state, national, and global levels. They then write position papers on an issue of their choosing.*

*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.*

RIBTS: 1.1, 1.2, 2.6, 2.7, 5.2, 8.1, 8.2

Knowledge: 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*

psychology, the branch of psychology that specializes in understanding teaching and learning in educational settings (Santrock, 2004). All educators must know the four pillars of educational psychology: human development and learner differences, theories of learning and cognition, classroom management and motivation, and assessment. FSEHD teacher 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.

Over 10% of all children in the United States receive special education or related services (U.S. Department of Education, 2005) and 21% receive these services in Rhode Island (Rhode Island KIDS COUNT, 2006). Therefore, 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 via an understanding of learner-centered psychological principles.

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 with developmentally appropriate pedagogy.

It is in all of these ways that prospective teachers, future leaders, and future school psychologists receive their grounding in research-

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) students explore theories of human development and learner differences, cognitive and learning processes, student motivation and learning environment and assessment. Then, candidates are required to apply this knowledge through a variety of activities including case applications and an interview with an experienced teacher with whom they will explore these newly learned concepts.*

*Graduate students in the Masters of Arts in Teaching programs are required to take **CEP 552: Psychological Perspectives on Teaching and Learning**. Utilizing a variety of learning modalities, candidates examine theories of learning, exceptionalities, sociocultural diversity, and behavior management, and they inquire into the efficacy of instructional models.*

*In **CEP 605: Practicum in School Psychology**, graduate school psychology students critically evaluate intervention efficacy in educational settings based on empirically-based formative and summative evaluations designing psychoeducational group interventions, based on student centered principles of learning and teaching, candidates identify and apply effective problem-solving strategies to create positive academic and behavioral change for schoolchildren.*

*In **EDP 620: Issues and Problems***

based educational psychology which will be applied, and refined in pre-practicum, practicum, internship, and student teaching experiences.

3. 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

in Human Development, Curriculum, Learning, and Teaching, doctoral students review research about human development by preparing successive drafts of a document that situates an enacted curriculum of their choosing within four historically recognized developmental frames.

RIBTS: 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 8.2, 9.1

Knowledge: 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.

Candidates in HED 501: Curriculum Design in Health Education, candidates identify social, political, legal, and professional influences on the content health curricula and the development of health curricula in the United States. Examples are shared with class.

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 Technology Education, are conducted at the School's laboratory school on campus.

RIBTS: 2.2, 4.3, 6.2, 7.4, 9.1, 11.2, 11.3

program, including methods, practica, internships, and student teaching.

4. 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. Ethical educational leaders must have an understanding of how to integrate curriculum, finance, politics, law, and related areas to lead learning and develop a collaborative school culture. 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.

Knowledge: 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 **ECED 502: Curriculum, Developmental Play, and Programs**

In the Elementary Education practicum courses conducted at the School's campus laboratory school and in the many partnership schools, candidates utilize the content standards of national curriculum organizations, such as the NCTM, to develop and implement lesson plans.

Knowledge: Metacognitive Knowledge, Domain Specific Knowledge

Practice: Technology Use

Professionalism:

RIBTS: 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7

B. 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 RIBTS. 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, we believe that distinguishing among them in theory facilitates the understanding of prospective and practicing educators alike.

1. 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,

Pedagogy: 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.

Candidates in ELED 435: Teaching Language Arts in the Elementary School explore the theoretical underpinnings of comprehensive literacy and then develop lessons and implement them

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, 1997). And Socratic "questioning" and discussion promote enlarged and critical understanding of context, meaning, and purpose (Gardner, 1991; Daniels & Zemelman, 2004; Kohn, 2004).

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

based on these.

*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 personal philosophy of education.*

***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.*

***SED 405: Dimensions of Secondary Education** uses microteaching as a forum for students to write and deliver lessons that require multiple teaching strategies. Focus is on engaging students, providing effective direct instruction, and setting up classroom environments conducive to meaningful student discussion and collaborative learning.*

*Candidates in **MLED 330/530 Application of Middle School Instructional Models** develop reading and writing strategies to help students understand and engage with their discipline.*

RIBTS: 2.2, 2.5, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 6.4, 6.6, 6.7, 8.4

philosophical or political commitments (Gardner, 1983). Each approach may play a role in developing students' critical thinking, problem-solving and performance skills.

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 RIBTS 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.

2. 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

Pedagogy: Instructional Uses of Technology

*All FSEHD teacher 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***

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. By 1993 computer use had become widespread in almost all K-12 schools. The average public school had 136 computers used for instruction with 93% of those connected to the internet (National Center for Educational Statistics, 2004). 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

requirement, prior to program admission.

*In **ELED 439: Student Teaching in the Elementary School**, candidates are expected to demonstrate the multiple uses of technology to enhance classroom learning.*

Many 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 **ELED 518: Science in the Elementary Schools** use digital photography to collect data during an investigation of trees on the College campus. They upload images to a computer, edit the images, and insert into a PowerPoint slide.*

*Candidates in **SPED 310: Principles and Procedures for Behavior Management for Children and Youth with Disabilities** and **SPED 311: Language Development and Communication Problems of Children** participate in class instruction in the campus computer laboratories. Candidates demonstrate the instructional uses of technology to support the many responsibilities of contemporary educators.*

*Candidates in **ELED 438: Teaching Elementary School Mathematics** demonstrate their understanding of current instructional approaches and strategies using the internet to examine and evaluate various classroom technologies, curricula, and standards 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 data, to determine the impact of statewide standards and assessments on students with and without disabilities.*

*In **ELED 300: Concepts of Teaching**. Candidates search websites for secondary and primary sources, on a selected*

discourse with students in the next community, state, or nation; and to experience many worlds heretofore unavailable (Roschelle et al., 2000)

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 facilitator of learning, 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

educational topic to present to analyze and present to the class.

*An Electronic journal is one way in which technology is utilized in **MLED 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 **SED 405: Dimensions of Secondary Education** utilize technology in the design and delivery of instruction. This includes creating web pages and Power Points, using the Web as a resource, and addressing copyright issues.*

*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.*

*In **CEP 551: Behavioral Assessment and Intervention**, graduate degree candidates utilize a state of the art, web-based data storage system that allows them to analyze and assess the behavioral functioning needs of K-12 students who have a variety of behavioral, academic and emotional needs. By allowing for the design and evaluation of a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP), this technological tool also facilitates the tracking and analysis of student response to interventions and collaboration with team members who may be revising student support plans.*

RIBTS: 2.4, 8.3, 9.2, 9.4, 10.3

opportunities called for in the RIBTS. Candidates are not admitted to their programs until they have met the school's Technology Competency requirement which involves performance assessment of their technology skills and understandings.

3. Assessment as an Aid to Practice

For the reflective practitioner, educational assessment is more than the measuring of student performance or a means for holding teachers and schools accountable. As important as these purposes are, we believe that assessment is primarily a means for determining the relative success of teaching and counseling interventions for the purpose of improving them in the future. In other words, it is a tool for reflection and subsequent planning (RIBTS #9).

Standardized, norm-referenced tests will always have a place, but they have become part of a more comprehensive assessment strategy that includes authentic and performance-based assessments. Exhibitions of mastery, real-world performances, and portfolios all demonstrate students' ability to function in authentic situations creatively and collaboratively (Sizer, 1997). Current assessment practices also demand that students take increased responsibility for deciding the direction of their own learning, raising their self-esteem and motivation (Linn, 1993).

In the area of assessment there is an increased sensitivity to the relevance of diversity in finding

Pedagogy: 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.

In ELED 504: Mathematics in the Elementary School, candidates examine children's work for strengths and weaknesses, analyze mathematical errors, and consider implications for classroom instruction. Using clinical interview techniques, each candidate conducts an individual interview with a child and listens as the child completes a mathematical task, asking questions to probe the child's thinking. This process results in paper analyzing the child's understanding of mathematics concepts.

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.

appropriate and meaningful ways of assessing student performance. Historically, cultural-bias, language-bias, and gender-bias have caused educators and others to hold low expectations for certain students. In addition, by valuing particular kinds of knowledge, skills and talents and not others, educators have overlooked the strengths of countless students. Less biased tests and alternative forms of assessment and less bias-clouded interpretations of results can reveal students' true abilities and accomplishments.

The interpretation and use of assessment results has become increasingly complex and collaborative. Professional educators are challenged with analyzing alternative meanings of assessment outcomes, deciding appropriate interventions, and collaborating with colleagues, families, and students in preparing students for tests, explaining the results, and making follow-up decisions. These demands put a premium on the reflective capacities of educators and their ability to foster collaborative relationships.

The complex issues that surround and permeate educational assessment are an integral part of every FSEHD program. They are addressed at every level and in virtually every course. The topic is introduced in the Counseling and Educational Psychology courses, where candidates become acquainted with basic statistical concepts; alternative assessment techniques; test and measurement issues; the ethical interpretation, communication, and use of assessment results. In

*In **ELED 300: Concepts of Teaching**, three-way conferencing sessions, involving Clinical Professors, families, and students, are utilized to review students' work 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 **SPED 526: Assessment, Curriculum, Methods for Children with Multiple Disabilities**.*

*Candidates in **SED 405: Dimensions of Secondary Education** write self and peer evaluations of microteaching experiences and write reflections on tutoring experiences.*

*Candidates in **MLED 330/530: Application of Middle School Instructional Models** create and assess low-stakes and high-stakes writing prompts and invitations.*

***LEAD 505** candidates evaluate their own assessment literacy against standards in the field and reflect on growth areas for themselves and their schools with an emphasis on improving assessment programs.*

RIBTS: 5.3, 9.2, 9.3, 9.4, 9.5, 10.1

the Foundations courses, candidates reflect on the contextual dimensions of assessment, including such issues as state and national standards, calls for national achievement testing, teacher and school accountability, and cultural bias. In methods, practica, and student teaching, assessment continues to be a central concern as candidates develop knowledge of specialized formative and summative assessment techniques and demonstrate their growing knowledge by using and refining some of these techniques in field placements.

C. 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 were classified as what heretofore has been referred to as “minority” (Valsiner, 2000). 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, and to ensure that educators develop strategies for combating prejudice and advancing educational equity, inclusion, and intercultural understanding (Banks, 1996; Nieto, 2004; 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.

1. 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; Kozol, 2006; Nieto, 2004; 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; Kozol, 2005). Yet racial segregation and its attending financial inequities is worsening nationwide with each passing year. To compound

Diversity: 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.

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. In addition, the School is working successfully to hire more faculty members from minority 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) 346: Schooling in a Democratic Society or FNED 546: Contexts of Schooling. In these courses candidates participate in the Diversity Field Experience Program, in which they serve for a minimum of fifteen hours as volunteers in urban educational settings. This program works in partnership with Volunteers in Providence Schools and approximately forty urban school and literacy centers. The ideal of responsiveness to human diversity continues as an

*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.*

*Candidates in **MLED 330/530: Application of Middle School Models** create opportunities for students to connect their non-school literacy practices with those of schools in meaningful and authentic ways.*

*In **FNED 346: Schooling in a Democratic Society**, candidates interrogate the social and institutional arrangements that systematically limit the access members of historically oppressed groups have to the “culture of power,” and they begin to formulate original approaches both to increase that access and to make mainstream culture more representative of all Americans.*

*Candidates in **ELED 528: Social Studies in the Elementary School**, are required to collaboratively design a social studies unit employing a multiple perspectives approach emphasizing diversity in terms of age, ethnicity, socio economic class etc., and to do so by having children employ an historical inquiry approach.*

RIBTS: 1.1, 2.6, 2.7, 3.2, 4.2, 4.4, 5.2, 6.5, 9.1, 9.2, 9.5

integral part of every program and receives some attention in every course.

2. Special Needs and Inclusion

The field of special education has evolved significantly over the last thirty 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. Moreover, teachers are also increasingly recognizing the need for Universal Design for Learning as they meet the needs of all students in their classrooms (Council for Exceptional Children, 2005; Rose & Meyer, 2002). However, more than six million students enrolled in elementary and secondary schools throughout the country today receive special education services, representing approximately 12% of the total school population. Of these, roughly 92% receive services in inclusive schools (in resource rooms, self-contained special education classes, and inclusive classrooms), with 75% being served in the general education classroom. Over 90% of children with significant developmental disabilities receive educational services alongside their peers without disabilities (U.S. Department of Education, 2000).

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

Diversity: 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 **PEP 409: Adapted Physical Education** identify specific disabilities and design equipment to help students with limitations participate in physical activities.*

*In **FNED 346: Schooling in a Democratic Society**, students study the ethical and practical consequences of such legislation as PL 94-142 and IDEA. Many elementary education practicum candidates demonstrate inclusive educational practices in their experiences in full-inclusion 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.*

*Candidates in **MLED 330/530: Application of Middle School Models** differentiate curriculum so that all*

children and youth with a range of disabilities. They understand the effect that disability has on family functioning, and they can work effectively with families 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. 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.

students are challenged and supported.

RIBTS: 4.1, 4.3, 9.1, 9.2, 9.5

D. PROFESSIONALISM

The past 25 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 RIBTS 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 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.

1. Professional Ethics

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

Professionalism: Professional Ethics

In FNE 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 440: Collaboration: Home, School, and Community, candidates examine the Council of Exceptional Children Code of Ethics through class discussion and collaboration with their supervisors and cooperating teachers as part of their student teaching. They are evaluated using a Professional Rubric and Reflective essay on their experience.

Candidates in FNE 346: Schooling in a Democratic Society and FNE 546: Contexts of Schooling 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.

In CEP 615: Organization, Operation, and Administration of Counseling Services in Schools, a course in consultation which specifically addresses interprofessional collaboration, consultation is presented as a professional service with codes of professional and

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.

2. 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 equity, access, and social responsibility in their own communities and beyond.

ethical responsibilities.

*Candidates in **PED 140: Introduction to Movement Science and HED 202: Principles of Health Education and HED 500: Introduction to Health Education and Promotion** 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.

RIBTS: 11.1, 11.2, 11.3, 11.4, 11.5

Professionalism: Collaboration and Advocacy

*Candidates in **FNED 346: Schooling in a Democratic Society** collect and analyze school, district, and state statistical data with particular attention to the relationship between student performance and equality of educational opportunity. From this data they reflect upon the role of the teacher as an advocate for underprivileged and cultural minority students and their families.*

*In **ELED 300: Concepts of Teaching**, candidates are required to*

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); educators must draw on the expertise of others, and contribute their own voices and experience to the educational dialogue, to be true professionals. The positive effects of active **family** participation in the educational process have been increasingly documented (Comer, 1985; Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L., 2002; 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 others such as political leaders, business people, social-service agencies, and community stakeholders, 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 advocate on behalf of all students and clients. As professionals, they understand the relationship between social context and individual development. Active participation in the workplace,

develop a family literacy celebration and meet and talk with families at their practicum site.

*Candidates in **HED 303:***

***Community Health** 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.*

*Candidates in **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 440: Collaboration:***

***Home, School, and Community**, undergraduates focus on collaboration among professionals, parents/guardians, and community directed toward teaching students with disabilities.*

*In **SPED 534: Involvement of Parents and Families Who Have Children with Disabilities**,*

graduate students utilize the PAR acronym as the basis for planning, conducting, reporting, and reflecting on parent/guardian interviews.

*In **CEP 541: Clinical Internship in School Counseling**, graduate*

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.

3. 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

interns facilitate family counseling meetings with the purpose of developing student support plans around adjustment and career-related issues. Interns also design and develop a presentation based on the needs of stakeholder families that might take the form of a workshop or back-to-school night.

RIBTS: 7.1, 7.2, 7.3, 7.4, 9.4. 10.1, 11.4

Professionalism: 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

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 (Chiseri-Strater & Sunstein, 2006; Cochran-Smith & Lytle, 1992; Coelho, 2001; Fullan, 1993; Hubbard & Power, 1999; Murphy & Smith, 2001; Verriour, 2001).

Committed professionals actively participate in a wide variety of educational opportunities. 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

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 Conference, 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.

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 events.

*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 are required to attend the New England Association of Technology Teachers Fall Conference.

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.

*Candidates in **MLED 330/530: Application of Middle School Models** develop teacher inquiry projects that gather and analyze data to answer questions and resolve classroom concerns*

*Candidates in **HED 202: Principles***

and growth. The FSEHD supports the professional growth of candidates and faculty at each stage in its programs.

of Health Education and HED 500: Introduction to Health Education and Health Promotion become members of a National Professional Health Education Organization. Candidates then receive a scholarly journal and communications regarding the needs, concerns, and resources of the profession.

SED 551: Inquiry Into Classroom Practice candidates develop skills that enable them to examine their own teaching practices, individually and collaboratively, within the context of their classrooms.

RIBTS: 1.3, 9.5, 10.2, 10.3, 10.4, 11.1

VI. THE CANDIDATE ASSESSMENT SYSTEM

Recognizing that no single measure can represent candidates' grasp and application of the Reflective Practitioner concept and the Four Themes, the FSEHD employs multiple measures for evaluating candidate outcomes and readiness to progress in a program and, finally, to graduate. The initial and advanced candidate assessment systems involve a series of performance-based demonstrations of outcomes that link the Reflective Practitioner model and Four Themes, the RIBTS, content standards, and FSEHD's Advanced Candidate Competencies (see Appendix D). Measures of these outcomes range from course-based formative evaluations of early field performance, to unit gate-keeping evaluations including holistically scored written essays, rubrics evaluating performance in field placements, and summative assessments such as standardized tests and Exit Portfolios. The FSEHD faculty believes that assessment is central to effective practice, not only in PK-12 classrooms, but also at the college level. Candidate success in meeting identified outcomes, as evidenced by performance on each assessment system measure, reflects not only content and professional learning and preparation for licensure, but also the quality and effectiveness of FSEHD programs in developing knowledgeable, skilled, and Reflective Practitioners. As such, the candidate assessment system, which is complemented by informal and formal external feedback about our programs, is an instrument of our own reflection, revealing what is working and what improvements need to be made. At the same time, the system is a tool for monitoring candidate growth and performance and readiness for licensure and/or an advanced degree in the state of Rhode Island. For individual faculty members, assessment

system measures and rubrics are also a model for the array of course-specific assessments they may design which are consistent with the Conceptual Framework.

The FSEHD faculty does not engage in candidate assessment alone; our PK-12 practitioner partners are also involved in the design and implementation of candidate assessments. Program advisory groups, practitioner consortia, and other regular events that bring practitioners to the College campus provide avenues for their input into course content, assessment requirements, and rubrics. Candidates' work in the field and that related to field experiences (e.g. lesson planning and implementation) is evaluated by College faculty members in partnership with the practitioners who provide field sites. For example, in initial teacher education programs, cooperating teachers collaborate with college supervisors in assessing student teacher performance in terms of the Rhode Island Beginning Teacher Standards and the School's Conceptual Framework as part of the unit exit gate. Similarly, intern supervisors in advanced programs play a central role in candidate assessment at program exit.

A. TEACHER EDUCATION CANDIDATE ASSESSMENT SYSTEM

The FSEHD Teacher Education Candidate Assessment System is performance-based and includes four gates after admission to the College—admission to the FSEHD, program retention, preparing to teach, and exit. The school also conducts a follow-up survey of graduates as the final component of candidate and program assessment. Assessments at each gate reflect the unit's Conceptual Framework themes through alignment of these themes with the Rhode Island Beginning Teacher Standards (the foundation for common expectations of beginning teachers). At each gate, required performances are designed to demonstrate the development of candidate competencies based on the Rhode Island Beginning Teacher Standards and the unit's professional dispositions (see Appendix E).

As noted earlier, none of these standards or expectations are discrete; in practice they form a tightly woven fabric that represents reflective, informed, skillful and committed professional behavior. Likewise FSEHD's assessment measures call for complex professional thinking and action. These measures represent candidate performance of tasks representative of real-world practice in education (e.g. planning, teaching and reflecting on lessons) in multiple contexts at various times, as well as standardized measures of

knowledge and skill. Since the FSEHD is concerned with ongoing candidate development from program entry, through the candidate's teacher preparation program, and into employment, the School's assessment system incorporates a focus on overall development and increasing complexity over time. Criteria for evaluation which describe the expected performance are outlined in detailed descriptive rubrics developed by each program. All teacher preparation programs, however, use common assessment rubrics representing unit-wide elements to be assessed, although certain programs have additional required components.

The Conceptual Framework provides a consistent foundation for reliable, fair and accurate evaluation of candidates and, with the RIBTS, is the overarching umbrella for program and unit evaluation. The Assessment system ensures that candidates master the knowledge, skills and professional dispositions the School highlights in the Conceptual Framework and establish the lifelong habit of reflective practice—a cornerstone of the assessments at each gate. Moreover, the system, closely linked as it is to state and disciplinary standards, ensures that graduates of the FSEHD are ready for teacher licensure in the state of Rhode Island.

1. PROGRAM ADMISSION

Admission Portfolios reveal candidates' general and content knowledge and their readiness to develop professional dispositions related to diversity, professionalism, and reflective practice. These achievements and qualities are evidenced in measures such as Praxis I standardized test scores and the college writing and math competencies (basic skills knowledge); cumulative grade point average (GPA) in all content area and General Education courses (general and content knowledge); a career commitment essay (basic communication skills and dispositional readiness); and Foundations of Education 346: Schooling in a Democratic Society course grade and disposition reference forms from the field-site practitioner and the College instructor, indicating readiness to teach and dispositional readiness. At the admission gate, the focus is on general and content knowledge and readiness to develop professional dispositions. However, two measures also address the foundation for effective pedagogy- the FNED 346 grade, as noted above, and the Technology Competency requirement which

demonstrates unit recognition that technology use is basic to effective pedagogy and that competency in using technology precedes teachers' effective instructional use of technology. In order to ensure reliability in scoring the career commitment essay for candidates across the unit's many initial programs, College faculty and PK-12 practitioners join together each semester to train with anchor papers and to score essays.

2. PROGRAM RETENTION

At the program retention gate, the focus of required assessments shifts to content or subject matter knowledge and knowledge of pedagogy. Measures at the retention gate include a grade of B- or higher in CEP 315: Educational Psychology, in which students develop a foundation for effective pedagogy through an understanding of human development, learning and motivation. Introductory teaching methods courses and prerequisite content courses must also be completed at this gate, and students must maintain overall and content GPAs at 2.5 or higher. Required content and methods courses are aligned with appropriate standards and provide the basis for the Praxis II licensure test that candidates must take before moving past the retention gate. For master's degree (M.A.T.) candidates in initial teacher education programs, the admission and retention processes vary slightly since these candidates enter with the requisite content knowledge which is assessed at admission. Rhode Island College's primary mission is teaching and this commitment is manifested in the small size of classes (most capped at 20-25 students). This context allows for more individualized attention to candidates' application of the PAR process, the knowledge base, and the RIBTS.

In informal discussions faculty and candidates frequently comment that the notion of reflective practice and the commitment to the RIBTS provides not only direction for course work but also an ambience to the school as a whole. According to faculty, it has become common for candidates themselves to discern and initiate the idea of reflective practice and to connect their work to the RIBTS without prompting from their instructors or field supervisors. Such observations are an informal way to assess the FSEHD's infusion of the Conceptual Framework and RIBTS into all courses and field experiences.

3. READINESS TO STUDENT TEACH

At the readiness to student teach gate, candidate knowledge, pedagogical skills and professional dispositions come together and assessments focus on demonstration of content knowledge, teaching competence (including the use of technology in instruction and assessment), and professional reflection.

Assessments at this gate include course grades (overall GPA, and completion of all courses in the program's professional sequence with a grade of B- or higher), performance-based assessments, and standardized assessments (passing scores on the Praxis II licensure test). A Preparing to Teach Portfolio that encompasses evidence of pedagogical development, professional dispositions and reflection on all four themes of the Conceptual Framework: content knowledge, practice, diversity, and professionalism, with special attention to areas where a candidate needs to grow in order to meet expectations for program exit, is required. This portfolio consists of an implemented lesson plan, a teacher preparation reflection essay, a candidate dispositional self-evaluation form and a faculty dispositional evaluation form. Program faculty members partner with practitioners to evaluate candidates' portfolios. Program-specific content assessments are also included at this gate (e.g. many programs require content portfolios evaluated by faculty in the candidate's major content area according to content area standards). Before student teaching, candidates must also document at least 25 hours of community service.

Overall, before readiness to student teach is determined, each candidate must demonstrate the ability to plan and execute lessons in response to individual students' development and their diverse needs and backgrounds, to assess student work and plan accordingly, to use evolving instructional technologies, and to behave as an ethical professional- all foci of the Conceptual Framework. Successful documentation of meeting these requirements results in a recommendation to student teach to the Director of School Partnerships and Field Placements who matches each candidate to an appropriate student teaching placement.

4. PROGRAM EXIT

At the point of program exit, capstone assessments demonstrate candidates' readiness to graduate and to be recommended for licensure, based on the evaluation of the cooperating teacher and the College supervisor. At this gate, candidates should be prepared to take on a professional position as a beginning teacher and it is expected that their daily practice will integrate planning, action, and reflection, and the Four Themes, as well as all of the RIBTS with which the themes are aligned. Such integration—the hallmark of a reflective practitioner as defined in this Conceptual Framework-- should be evidenced at least at the level of competence in the Exit Portfolio, in the final student teaching evaluation by the cooperating teacher and College supervisor (aligned with the RIBTS/Conceptual Framework and unit dispositions), and in the student teaching seminar (candidates must earn a B- or better in the seminar). Before graduation a candidate's portfolio must document successful completion of artifacts representing knowledge of individual children's strengths and needs and related planning, teaching and assessment strategies and skills (a unit plan), awareness of their student teaching school's context, community and resources (a school analysis), and professional self-reflection as the precursor to an individual professional development plan. Coherence among these artifacts and the depth of reflection on the portfolio as a whole are important aspects of this integration. A candidate's professional development over the course of the program, and achievement of the School's expectations for knowledge, skills, and professional dispositions, should be evidenced in the Exit Portfolio and final student teaching evaluation.

B. ADVANCED PROGRAMS CANDIDATE ASSESSMENT SYSTEM

The FSEHD Advanced Program Candidate Assessment System is performance-based and includes three gates after admission to the FSEHD: formative (program midpoint), summative (program exit), and post (follow up on graduates' licensure test pass rates, certification and employment status and professional success as measured by surveys). Assessments at each gate are aligned with the unit's Candidate Advanced Competencies which are organized around the Conceptual Framework themes (see Appendix D). Advanced assessments are also aligned with the relevant content standards

of the specialized professional associations. The unit assessment system 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, school leaders and other school personnel. At each gate, required performances are designed to demonstrate the development of advanced competencies in the Knowledge, Practice, Diversity and Professionalism components of the Conceptual Framework.

Focused on evaluating complex professional thinking, action, reflection and commitment to ethical practice and professional growth, the unit's Advanced Competencies, while separated for ease of measurement and data collection, are integrated in advanced practice. Advanced program candidates are expected to be able to mesh content mastery, practical skills, understanding and embracing diversity, and professional behavior and ongoing learning as they work in Rhode Island's schools, organizations and communities. Criteria for advanced candidate evaluation are clarified in detailed descriptive rubrics developed by each program, but all advanced programs use common assessment rubrics representing unit-wide elements to be assessed. Certain programs have additional required components which are described in program handbooks and other paper and electronic materials.

The Conceptual Framework provides a consistent foundation for reliable, fair and accurate evaluation of candidates and is the overarching umbrella for program and unit evaluation. The assessment system is a tool to monitor that candidates master the knowledge, skills and professional dispositions the School highlights in the Conceptual Framework for advanced programs and establish the lifelong habit of reflective practice—a cornerstone of the assessments at each checkpoint. Moreover, the system is closely linked to discipline-specific professional standards and ensures that graduates of the FSEHD's advanced programs are ready for licensure/certification and advanced practice in their respective fields.

1. PROGRAM ADMISSION

Admission to an advanced program in the FSEHD includes measures that focus on a prospective candidates' preparation for advanced knowledge, skills, and dispositions in their chosen field of study as well as the candidate's capacity for reflective practice. At this gate, an evaluation is made of background knowledge

and skills at a level necessary for graduate level study (undergraduate GPA and performance on a standardized test) and of dispositional readiness to assume advanced practice or a leadership role within the chosen profession (professional goals essay, candidate reference forms, and copy of performance-based evaluation). The goal of the admission application is to look across a prospective candidate's academic and professional work and make a judgment about the applicant's propensity for reflective practice characterized by the advanced competencies.

2. FORMATIVE: PROGRAM MIDPOINT

The formative assessment gate is intended to serve as a systematic check on a candidate's development toward the advanced competencies articulated in the Conceptual Framework, midway through the program. All programs share common formative measures and each program uses these measures in ways that are most sensible for the respective program type and structure. In order to ensure the development of metacognitive, domain-specific and technology knowledge, the candidate must demonstrate that s/he has earned a minimum grade of B in all program courses, each of which is closely linked to certain specialized professional association standards. Using an individual work sample from a key course or practicum experience, taken prior to or at the midpoint of the program, each program evaluates candidates' developing proficiency with respect to communication, problem-solving, professional practice, and technology use. A common assessment measure for this work sample (e.g. a teacher work sample, portfolio, internship evaluation, etc...), reflecting the abovementioned dimensions of practice is used across programs with each program designing its own descriptive rubric based on the common assessment rubric.

Reflections on a candidate's progress are used to monitor acquisition of the following important dimensions of diversity and professionalism: a systems view of human development, individual differences and cultural diversity, family-centeredness and engagement, professional ethics, collaboration, leadership, and professional development. These reflections are facilitated by a dispositional rating form completed by the candidate (self-reflection) and the candidate's adviser or a program faculty member (faculty reflection on candidate progress).

3. SUMMATIVE: PROGRAM EXIT

At exit, assessments are designed to evaluate whether a candidate has satisfactorily developed the advanced competencies of a Reflective Practitioner and is mindful of the need for continuing professional development. The exit GPA is used as the common measure to assess acquisition of advanced knowledge in one's respective professional field because each program has aligned its program of study, as demonstrated by its program curriculum map, to the respective specialized professional association standards. A common assessment measure which evaluates the acquisition of advanced practice skills in a capstone experience is used regardless of the form of assessment used (e.g., comprehensive examination, internship portfolio, thesis, etc.) for that capstone experience across all programs. Also part of the assessment at this gate are reflections on the candidate's achievement of the following important dimensions of diversity and professionalism: a systems view of human development, individual differences and cultural diversity, family-centeredness and engagement, professional ethics, collaboration, leadership, and professional development. These reflections are facilitated by a dispositional rating form completed by the candidate (self-reflection) and the candidate's adviser or a program faculty member (faculty reflection on candidate achievement).

C. POST-GRADUATION ASSESSMENT: TEACHER EDUCATION AND ADVANCED PROGRAMS

Follow-up surveys and focus group interviews of graduates and their employers help the School to determine whether candidates begin to use Reflective Practice independently (teacher education) or demonstrate the advanced competencies of a Reflective Practitioner (advanced programs) and suggest program improvements that may be needed. These measures of program success address outcomes including: achievement of licensure and employment; teaching or practicing according to respective professional standards; ability to meet employer expectations; and candidate evaluation of the preparation program and satisfaction with the program and its results. Title II Reports showing program completers' pass rates on the Praxis II tests for Rhode Island licensure are also performance indicators of FSEHD graduates' readiness to teach after graduation, as are pass rates on other professional licensure tests required by the state or by the specialized

professional associations themselves. Analyses of these data provide information for program improvement.

Furthermore, practitioner feedback is solicited about the quality of the FSEHD's professional preparation programs. Individual clinical instructors as well as formal external advisory committees for each program and for the unit contribute valuable suggestions for program improvement. This feedback is also useful in the FSEHD's ongoing review and development of its mission and Conceptual Framework.

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APPENDIX A

Colored boxes indicate primary RI Beginning Teacher Standards and indicators that align with each Conceptual Framework theme.

KNOWLEDGE		RIBTS INDICATORS										
		1	2	3	4	5	6	7	8	9	10	11
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 as well as a global perspective that emphasizes people’s interdependence with one another and with nature.	1.1 1.2	2.6 2.7			5.2			8.1 8.2			
Human Learning and Development	All education professionals need a solid understanding of teaching and learning in educational settings, exceptionalities to the normal course of development as well as developmentally appropriate practice for typical children, and the impact of diversity on development and learning.			3.1 3.2 3.3	4.1 4.2 4.3	5.1 5.2	6.1		8.2	9.1		
Contexts of Schooling	Educators need to develop a critical understanding of the contexts of schooling: social, political, economic, historical, philosophical, legal, professional, global, and cultural.		2.2		4.3		6.2	7.4		9.1		11.2 11.3
Area of Specialization	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	1.3	2.1 2.2 2.3 2.5 2.6 2.7									
PEDAGOGY		RIBTS INDICATORS										
		1	2	3	4	5	6	7	8	9	10	11
Theory and Practice of Teaching and Learning	Educators must be introduced- through formal and experience-based study – to a variety of models of teaching and learning. Best practice entails a balance between pedagogical approaches.		2.2 2.5	3.1 3.2 3.3	4.1 4.2	5.1 5.2 5.3 5.4 5.5	6.3 6.4 6.6 6.7		8.4			
Instructional Uses of Technology	Educators must be able to integrate technology into curricula, instruction, and assessment of students to create high quality learning experiences and instructional opportunities.		2.4						8.3	9.2 9.4	10.3	
Assessment as an Aid to Practice	Assessment is primarily a means for determining the relative success of teaching and counseling interventions for the purpose of improving them in the future.					5.3				9.2 9.3 9.4 9.5	10.1	

DIVERSITY		RIBTS INDICATORS										
		1	2	3	4	5	6	7	8	9	10	11
Cultural Diversity and Multicultural Education Special Needs and Inclusion	<p>American students, clients, and families differ markedly in race, ethnicity, language, social class, religion, gender, sexual orientation, special needs, and exceptionality. 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.</p>	1.1	2.6 2.7	3.2	4.1 4.2 4.3 4.4	5.2	6.5			9.1 9.2 9.5		
PROFESSIONALISM		RIBTS INDICATORS										
		1	2	3	4	5	6	7	8	9	10	11
Professional Ethics	<p>Ethics are principles of conduct used to guide an individual's behavior. 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. Reflective practitioners accept the professional, social, ethical, and moral responsibilities and reap the personal rewards of being a teacher in a democratic, pluralistic society.</p>											11.1 11.2 11.3 11.4 11.5
Collaboration and Advocacy	<p>Reflective practitioners recognize that schools, families and communities must work together, and educators must collaborate within schools, to support student and client learning and growth, and to promote democratic values in their own communities and beyond.</p>							7.1 7.2 7.3 7.4		9.4	10.1	11.4
Professional Development	<p>Reflective practitioners consciously plan, implement, and reflect upon their own professional growth, as well as that of the profession. Committed professionals actively participate in a wide variety of educational opportunities.</p>	1.3								9.5	10.2 10.3 10.4	11.1

APPENDIX B

RHODE ISLAND BEGINNING TEACHER STANDARDS

STANDARDS	INDICATORS
STANDARD 1: Teachers create learning experience using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live	1.1 Teachers reflect a variety of academic, social and cultural experiences in their teaching.
	1.2 use a broad knowledge base to create interdisciplinary learning experiences.
	1.3 exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students.
STANDARD 2: Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach.	2.1 know their discipline and understand how knowledge in their discipline is created, organized, and linked to other disciplines.
	2.2 design instruction that addresses the core skills, concepts, and ideas of the disciplines to help students meet the goals of the Rhode Island Common Core of Learning.
	2.3 select instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
	2.4 incorporate appropriate technological resources to support student exploration of the disciplines.
	2.5 use a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations that help students develop conceptual understanding.
	2.6 represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts.
	2.7 generate multiple paths to knowledge and encourage students to see, question, and interpret concepts from a variety of perspectives.
STANDARD 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.	3.1 understand how students learn - how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning.
	3.2 design instruction that meets the current cognitive, social, and personal needs of their students.
	3.3 create lessons and activities that meet the variety of developmental levels of students within a class.
STANDARD 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.	4.1 Teachers design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning.
	4.2 use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences.
	4.3 seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students.

	4.4 make appropriate accommodations (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have identified learning differences or needs in an Individual Educational Plan (IEP).
STANDARD 5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.	5.1 design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills.
	5.2 post questions that encourage students to view, analyze, and interpret ideas from multiple perspectives
	5.3 make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem.
	5.4 engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence.
	5.5 use tasks that engage students in exploration, discovery, and hands-on activities.
STANDARD 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation	6.1 use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained.
	6.2 establish a safe and secure learning environment.
	6.3 organize and allocate the resources of materials and physical space to support active engagement of students.
	6.4 provide and structure the time necessary to explore important concepts and ideas.
	6.5 help students establish a classroom environment characterized by mutual respect and intellectual risk-taking.
	6.6 create learning groups in which students learn to work collaboratively and independently.
	6.7 communicate clear expectations for achievement that allow students to take responsibility for their own learning.
STANDARD 7: Teachers foster collaborative relationships with colleagues and families to support students' learning.	7.1 Teachers work collaboratively with their colleagues (e.g., other grade-level, content, special education, ESL teachers) to create a learning community that benefits all students.
	7.2 develop relationship with parents/guardians to support student learning.
	7.3 understand the role of community agencies in supporting schools.
	7.4 understand state, district and school initiatives (e.g. School Accountability for Learning and Teaching (SALT), Statewide Student Performance Assessments) to effect educational improvement.
STANDARD 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.	8.1 use a variety of communication strategies (e.g., restating ideas, questioning, offering counter examples) to engage students in learning.
	8.2 use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning.
	8.3 use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom.
	8.4 emphasize oral and written communication through the instructional use of discussion, listening and

	responding to the ideas of others, and group interaction.
STANDARD 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.	9.1 gather information about their students (e.g., experiences, interests, learning styles, and prior knowledge) from parents/guardians, colleagues and the students themselves.
	9.2 use a variety of assessment strategies and instruments, (e.g., observation, portfolio, teacher made tests, self-assessments) that are aligned with instructional content and methodology.
	9.3 encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning.
	9.4 maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues.
	9.5 use information from their assessment of students to reflect on their own teaching and to modify their instruction.
STANDARD 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.	10.1 solicit feedback from students, families, and colleagues to evaluate their own teaching.
	10.2 read ideas presented in professional publications and discuss current issues in education
	10.3 explore new instructional approaches and strategies, including technological, in the classroom
	10.4 take responsibility for their own professional growth by participating in workshops, courses, or other educational activities that support their plans for continued development as teachers.
STANDARD 11: Teachers maintain professional standards guided by legal and ethical principles	11.1 Teachers maintain standards that require them to act in the best interests and needs of students
	11.2 follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families.
	11.3 follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students' and teachers' rights and students' and teachers' responsibilities.
	11.4 interact with students, colleagues, parents, and others in a professional manner that is fair and equitable.
	11.5 are guided by codes of professional conduct adopted by their professional organizations.

APPENDIX C

Rhode Island College
Feinstein School of Education and Human Development
Checklist for Course Syllabi

Begin Syllabus with the following information:

<input type="checkbox"/> College	<input type="checkbox"/> School	<input type="checkbox"/> Department
<input type="checkbox"/> Semester	<input type="checkbox"/> Year	
<input type="checkbox"/> Course Acronym	<input type="checkbox"/> Course Number	<input type="checkbox"/> Section
<input type="checkbox"/> Course Title		
<input type="checkbox"/> Instructor	<input type="checkbox"/> Phone	<input type="checkbox"/> E-mail
<input type="checkbox"/> Office Location	<input type="checkbox"/> Office Hours	
<input type="checkbox"/> Class Location	<input type="checkbox"/> Class Meeting Time(s)	

Use the following headings to organize your syllabus:

1. COURSE INFORMATION

Current Catalog Course Description
 Relationship to Professional Program

2. COURSE TEXTS AND MATERIALS

Required Texts and/or Materials

3. COURSE SCHEDULE, TOPICS, AND ASSIGNMENTS

Schedule Topics Assignments

4. COURSE OUTCOMES

Aligned with Conceptual Framework
 Aligned with Appropriate Standards (RIBTS and/or SPA)

5. COURSE REQUIREMENTS

Brief description of each performance assessment

Aligned with Conceptual Framework
 Aligned with Appropriate Standards (RIBTS and/or SPA)
 Aligned with Course Outcomes

Requirements /Expectations (e.g., attendance, participation, dispositions)

6. COURSE EVALUATION

Assignment weight How grades are determined (grading scale)

7. REFERENCES (e.g. suggested reading, internet sites, multi-media resources)

References

Rev. 12/05

APPENDIX D

CANDIDATE ADVANCED COMPETENCIES AND PERFORMANCE MONITORING SYSTEM**

“Graduate education at the Feinstein School of Education and Human Development is committed to the advanced preparation of reflective professionals who work in diverse schools, organizations, and communities in Rhode Island and in the region. This advanced preparation is conducted in an environment that emphasizes content mastery, ethical practice, systematic inquiry, and professional collaboration.”

(Mission Statement, FSEHD Graduate Programs and Assessment)

Knowledge

- **Metacognitive Knowledge:** candidate formulates meaningful questions, conducts knowledge searches pertaining to questions posed, and accurately interprets and transfers knowledge gathered.
- **Domain-Specific Knowledge:** candidate demonstrates conceptual mastery of one’s chosen field of professional practice through understanding of subject matter, literature, theory, and methods.
- **Technology Knowledge:** candidate demonstrates understanding of the features of a variety of hardware, software, and other technology devices and their capacity to facilitate knowledge acquisition and transfer.

Practice

- **Communication and Expression:** candidate interprets, organizes, and communicates knowledge effectively and articulately both orally and in writing.
- **Reflective Problem-Solving:** candidate defines a problem clearly, identifies alternative solutions, determines a course of action that leads to effective problem resolution, and reflects on the efficacy of chosen course of action.
- **Professional Practice:** candidate is a critical consumer of research and demonstrates an understanding of the essential role of assessment in reflective evidence-based practice. Candidate uses or applies knowledge within chosen field to advance the well-being of children, family systems, school systems, or communities.
- **Technology Use:** candidate uses information technology to transfer existing knowledge effectively, to develop new applications of knowledge within chosen field, or to create new knowledge.

Diversity

- **Systems View of Human Development:** candidate uses a systems-based approach (e.g., biological, psychological, social, or cultural) to understand cognition, learning, and behavior.
- **Individual Differences and Cultural Diversity:** candidate reflects on own personal and professional attitudes/beliefs and their influence on one’s practice. Furthermore, candidate demonstrates responsiveness to factors that comprise child and family diversity.
- **Family Centeredness and Engagement:** candidate demonstrates strategies to facilitate family engagement in educational decision-making for their children. These strategies include various styles of family decision-making and functioning.

Professionalism

- Professional Ethics: candidate behaves according to the standards of one's chosen profession (e.g., respect, confidentiality, caring).
- Collaboration: candidate works cooperatively, respectfully, and productively with other professionals and stakeholders, and engages others in reflective conversation and problem-solving.
- Leadership: candidate communicates a professional vision, influences others' behaviors/beliefs toward shared goals in a way that respects individual rights, and leads by example.
- Professional Development: candidate reflects on own emerging, developing or acquired professional knowledge, skills, and dispositions that will result in competent practice and creates plan to further one's own professional growth.

** Gathered from candidate self-report and faculty Likert-type rating scales at the Candidacy stage (mid-point), Exit stage (program completion), and Post-graduation stage (1-3 years after program completion). Formative evaluation will be conducted during the application for degree candidacy. Recommendations for additional academic and/or clinical experiences will be identified and discussed at this time. Similarly, summative evaluation will be reviewed and discussed with the candidate at the conclusion of the graduate program.

APPENDIX E

PROFESSIONAL DISPOSITIONS AND RELATED BEHAVIORS

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth and development (NCATE).

Feinstein School of Education and Human Development has adopted the following six categories of dispositions and related behaviors that describe a Reflective Practitioner for the 21st Century.

Self-Reflection

Exhibits healthy self-awareness and self-confidence, seeks feedback from multiple Perspectives and makes appropriate adjustments, has goal clarity, self-monitors progress, demonstrates sound judgment, is insightful.

Lifelong Learning

Is intellectually curious and/or creative, is enthusiastic about learning, upgrades knowledge and skills regularly, takes initiative and is self-motivated, is imaginative and resourceful, manifests pride in one's work.

Advocacy for Children and Youth

Promotes practices that facilitate the healthy development of children and youth, holds high and achievable expectations for students, advocates for the well-being of students in schools, demonstrates ability to communicate effectively with children and youth, manifests respect toward students, listens and is responsive to students.

Respect for Diversity

Displays commitment to teach all students, welcomes diverse viewpoints and is open-minded, manifests sensitivity to the needs and values of diverse learners, establishes rapport and communicates well with diverse audiences, is adaptable to change, seeks to understand cultures of students and their families.

Collaboration

Works well with others, is trusting and trustworthy, exhibits highly developed interpersonal skills, uses feedback constructively, is socially tactful, and demonstrates strong communication skills.

Professional Work Characteristics

Demonstrates good organization skills, completes quality work in timely manner, is reliable and dependable, works hard and is thorough, behaves in an ethical manner, presents self professionally.

Adopted 9/2004