SCHOOL OF EDUCATION

CONCEPTUAL FRAMEWORK

Our mission is to prepare teacher candidates to be literate and progressive citizens who value human diversity and exemplify an appreciation for the interdisciplinary nature of knowledge and for learning as a lifelong process. The school seeks to develop teachers with the professional and personal characteristics and dispositions to facilitate the holistic development of all learners in the context of contemporary society

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4.1   Vision and Mission of the Institution

Background:
The State University of New York (SUNY)
The State University of New York (SUNY) is the nation's largest and most comprehensive state university system. SUNY was officially established in February 1948 when New York became the 48th state, of the then 48 states, to create a state university system. SUNY initially represented a consolidation of 29 unaffiliated institutions, including 11 teachers colleges. All of these colleges, with their unique histories and backgrounds, united for a common goal: To serve New York State. Since 1948 SUNY has grown to include 64 individual colleges and universities that were either formerly independent institutions or directly founded by the State University of New York.

Today, the State University of New York's geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers. SUNY's 64 campuses are divided into four categories: university centers, university colleges, community colleges, and technology colleges. These are based on educational mission, types of academic opportunities available and degrees offered. SUNY offers students a wide diversity of educational options including short-term vocational/technical courses, certificate, associate, and baccalaureate degree programs, graduate degrees and post-doctoral studies. SUNY provides access to almost every field of academic or professional study within the system via over 7,000 degree and certificate programs.

The College at Old Westbury
The State University of New York- College at Old Westbury (SUNY-Old Westbury) is the only public regional comprehensive college on Long Island and is located just 20 miles from the center of New York City, on a 604-acre campus of open land. Founded in 1965, SUNY-Old Westbury was originally envisioned as an experimental institution of higher education, innovative in curricula, procedures and academic policies. Later, the institution added to its mission the goal of educating a diverse, multicultural student population through a curriculum that addressed fundamental issues of democracy and social justice in American society. The initial curriculum was entirely interdisciplinary in structure and remains largely so today, although a number of disciplinary and professional studies programs are also offered. In spite of these changes, a strong interdisciplinary focus permeates these disciplinary programs. From the outset, members of the College community recognized that a diverse student body, faculty and staff would be an important part of the environment, and have deliberately pursued maintaining this diversity.

At Old Westbury, the population of over 4,200 students is one of the most ethnically diverse in the SUNY system, with 33% African American, 9% Asian, 34% Caucasian and 18% Hispanic[*]. Old Westbury ranked first in campus ethnic diversity with a .70 diversity index rating of liberal arts colleges across the nation according to U.S. News and World Report (2011). This diversity, enhanced by the interdisciplinary nature of the curriculum, has created a rich environment with a focus on lifelong learning and a learning community approach in which everyone in the community learns from each other and actively participates in the creation of knowledge and practice. These goals have fostered the education of teachers who are prepared to function in a culturally diverse society.

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[*] Headcount of students enrolled Fall 2011

Currently, SUNY-Old Westbury offers over 55 registered degree programs in 13 academic departments. The curriculum includes a rigorous General Education Program that provides students with a broad, interdisciplinary liberal arts education. Key to the College's mission is access to the benefits of education and careers in teaching for the widest possible population of Long Island and New York City.

Originally, the Conceptual Framework and Assessment System described herein were developed after three years of discussion within the teacher education unit and with the wider College community. At the time, we were a department of education focused mainly on elementary and special education. As a result of the pressing need to define our teacher education unit, we are now a School of Education, with departments of Childhood Education, Special Education, and Secondary Education at the undergraduate and graduate levels, each with its own chair. This restructuring has been accompanied by major personnel changes at all levels. Despite this transitional period of significant turmoil, in large part occasioned by the self-study involved in the NCATE process itself, this document is a collaborative work that articulates a strongly held set of principles and beliefs. All School of Education faculty members, with input from Liberal Arts faculty, participated in creating and approved this document. At the present time, all faculty members continue to work toward implementing the assessment system it describes.

Mission and Vision of the College
SUNY-Old Westbury's mission articulates a shared vision that is revisited regularly in the purview of a Mission Review Committee with broad representation from faculty, staff and students. The current mission of SUNY-Old Westbury, developed by this committee and approved by the Faculty Senate in 2010, is stated below:

SUNY College at Old Westbury is a dynamic and diverse public liberal arts college that fosters academic excellence through close interaction among students, faculty and staff. Old Westbury weaves the values of integrity, community engagement, and global citizenship into the fabric of its academic programs and campus life. In an environment that cultivates critical thinking, empathy, creativity and intercultural understanding, we endeavor to stimulate a passion for learning and a commitment to building a more just and sustainable world. The College is a community of students, teachers, staff, and alumni bound together in mutual support, respect, and dedication to the Mission.

The college's current Vision Statement 2010-1015, is stated below:

To become a competitive, comprehensive college offering quality undergraduate and graduate degrees in the arts and sciences and professional areas to 4500 students on an attractive campus conducive to the needs of a growing residential and commuter student body.

SUNY College at Old Westbury's Mission and Vision Statements were developed during a College-wide Strategic Planning process that included faculty, staff, administration, students, alumni and members of the College Council and College Foundation Board of Trustees. The College–wide Strategic Planning process took place between April 2009 and February 2010.

Our commitment to building a more just world is illustrated by Old Westbury's strong science programs, which have enjoyed decades-long funding from Federal and State sources through programs for improving the educational experience in math, science, and technology for underrepresented minorities. These include the Minority Biomedical Research Support Program, the College Science and Technology Entry Program, the Minority Access to Research Careers Program, the Minority Research Infrastructure, and Career Opportunities in Research Programs, among others. Another example of our belief in celebrating diversity is the Hispanic-Latino Cultural Center, founded by the Humanities and Languages department in 2003, which serves the metropolitan New York area by presenting theatrical events, art exhibits, and educational forums that celebrate both cultural and linguistic aspects of the Spanish-speaking world.

Chief among the examples of our immersion in interdisciplinary instruction is the requirement that all Old Westbury graduates complete our General Education Core, which emerged from and is informed by Old Westbury's unique approach to learning. A decade ago, the State University mandated a set of disciplinary General Education requirements for all its units*. Old Westbury faculty responded by creating a General Education program that met the SUNY requirements, but is based on an interdisciplinary liberal arts curriculum that prepares students for career goals, further studies and participation in an increasingly complex and diverse world.

The School of Education
The School of Education (SOE) currently offers undergraduate degree programs leading to initial certification in Childhood Education and Special Education with Childhood Education, both with

extensions for Bilingual Education; Middle Childhood Education for Spanish, Mathematics, Chemistry and Biology; and Adolescence Education for Spanish, Mathematics, Chemistry, Biology and Social Studies.

The SOE created new masters of arts (M.A.T.) and masters of science (M.S.) in Education degree programs which launched in Fall 2009 including secondary education Biology, English, Mathematics, Social Studies, Spanish. The SOE collaborates with surrounding school districts in formal pre-service activities as well as a variety of enrichment programs for elementary, middle and high school students and professional development activities for teachers.

The audience for these degrees will be recent college graduates and/or career changers seeking to enter secondary school teaching for the first time. These programs will bring new, affordable, accessible graduate education options to residents of central and western Long Island and of the New York metropolitan region. They will prepare secondary teachers in disciplines where critical shortages of certified teachers already exist (mathematics and science) and in disciplines where shortages are predicted for the future (English, languages, and social studies).[1] Finally, these programs will advance the college's efforts to provide access and opportunity to specialized graduate degrees for students with the ability, motivation, and aspirations to benefit from them.

Programs Purpose

The degrees are consistent with the college's mission and with the mission of its School of Education (SOE). The college commitment to educational excellence, leadership, diversity, and social justice is echoed in the School of Education's motto—"Leaders Creating a Just World through Interdisciplinary Teaching and Learning".[2] Similarly, the programs incorporate key elements of both college and SOE goals: professionalism, interdisciplinary education, and a commitment to human diversity and social justice. The dual emphasis on pedagogy and subject specialization will provide excellent professional training for program candidates. The interdisciplinary/cross-disciplinary nature of both pedagogy and content area coursework will demonstrate to candidates the importance of this approach to human learning and knowledge. And finally, Old Westbury's position as the most diverse campus within SUNY will enable these degree programs to attract candidates from diverse ethnic, cultural, and economic backgrounds. This will allow these programs to produce graduates experienced with, and with the dispositions to address and improve, the racially and culturally diverse worlds of Long Island and the New York metropolitan area.

The degrees are also essential to the college's central planning goals: to grow enrollment, build an image of quality and achieve financial equilibrium. Long-term the college needs a headcount enrollment of approximately 5,000 students to achieve greater economic security and economies of scale in services. The 2006 Memorandum of Understanding (MOU) signed between the college and SUNY System administration in November identified education programs as areas for growth based on regional demand and linked future enrollment growth to the achievement of NCATE accreditation in 2007 and the initiation of graduate programs in the School of Education in 2008.[3]

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[1] "Committed to Quality-2012: The Board of Regents Statewide Plan for Higher Education: 2004-2012," (Albany: New York State Education Department, 2005), p. 96. (PDF downloaded March 31, 2007 from http://www.highered.nysed.gov/Quality_Assurance/statewideplan/rpt.pdf).

[2] As articulated in the SOE's Conceptual Framework summarized in the "Institutional Self-Study Report for the College at Old Westbury State University of New York (SUNY): submitted to the National Council for Accreditation of Teacher Education (NCATE)," (2006), pp. 5; 9-15. (PDF downloaded from www.oldwestbury.edu/pdfforms/IR_final_report.pdf, March 31, 2007).

[3] Memorandum of Understanding (Old Westbury: State University of New York, College at Old Westbury, 2006),

The M.S. degrees will enable Old Westbury to offer potential graduate students two distinctly different types of graduate programs in Adolescence Education. These programs are suitable for working teachers or college graduates who already hold initial/provisional certification in their content areas and need an advanced degree as partial fulfillment of the requirements for professional certification.

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*SUNY's General Education Requirement,
http://www.sysadm.suny.edu/provost/SUNY%27s%20General%20Education%20Requirem
ent.htm

Vision and Mission of the School of Education
Old Westbury has an historic and unwavering commitment to preparing traditional and non-traditional teacher candidates utilizing an interdisciplinary and multicultural approach to curriculum. Our mission in the School of Education is to prepare teacher candidates to be literate and progressive citizens who value human diversity and exemplify an appreciation for the interdisciplinary nature of knowledge and for learning as a lifelong process. The unit seeks to foster the development of teachers with the appropriate knowledge base, skills and dispositions to facilitate the holistic development of all learners in the context of contemporary society. The SOE faculty strives to model culturally responsive teaching strategies for teacher candidates, who, in turn create equitable and democratic classrooms conducive to learning for all students. To implement its vision and mission, the SOE has adopted the following overarching principles which link its vision and mission to those of the college and the profession of teacher education.

- Δ **A commitment to preparing teachers as professionals**
- Δ **An active engagement in promoting a just world**
- Δ **A belief in the interdisciplinary nature of knowledge and practice**

We have incorporated these principles into a motto that describes the way we envision our candidates

Leaders Creating a Just World through Interdisciplinary Teaching and Learning

The mission and vision of the SOE are evident in the interdisciplinary and multicultural curricula and practice we have implemented. The SOE strives to prepare teacher candidates who understand and appreciate diverse cultures, can relate to such diversity in positive ways, and who have the knowledge, skills and dispositions to promote student achievement among all children regardless of their backgrounds. Furthermore, the SOE strives to prepare its teacher candidates to utilize a learning community approach in their classrooms and to become reflective practitioners. In order to implement this mission and vision, our curriculum includes extensive coursework in the above areas, and two semesters of mandatory field experiences in a variety of diversified settings. The SOE believes that substantial pre-service experiences increase the probability that graduates will become culturally synchronized with their students, while simultaneously improving their long-term potential to remain in the field of teaching.

November, pp. 8-10.

September 7, 2012

4.2   Unit Philosophy, Purposes and Goals

The SOE focuses on the three principles of professionalism, social justice and interdisciplinary instruction to carry out its mission and to ensure coherence across the curriculum including the instructional programs, field experiences, and assessments. These principles are based on a set of beliefs that have evolved over the years through the unit's teaching and assessment activities, research findings of other educators, the specific population served by Old Westbury, and as a result of internal debates and discussions.

We believe that the effective teacher builds competence upon a strong foundation of knowledge acquired through a carefully planned and thoughtfully assessed program of study, skill-building activities, and field experiences. Excellent performance utilizing this knowledge core, skills and dispositions, forms the basis for candidates' professional development, self-confidence and public trust in the profession. This is an expected outcome for all candidates.

The unit's approach to teacher education is based on interdisciplinary, multicultural and constructivist learning theories that are supported through the knowledge, skills and dispositions encompassed in the content and pedagogy of courses offered at SUNY-Old Westbury. These approaches help candidates learn and model for students the principles which constitute our vision

We enumerate below our goals for our teacher candidates as they move through our programs in the context of our philosophy. These goals, structured around the three principles that inform our vision of the educational process, translate into proficiencies that candidates must demonstrate during their undergraduate years. We identify these proficiencies, and their relationship to State and National standards, in Section 4.4.

Δ Teachers as Professionals

We believe that teachers need a solid foundation in content and pedagogy in order to be effective members of the education community, and to provide leadership through teaching and learning. Teachers need this foundation in order to act as agents of change and role models in a variety of educational settings. In addition, teachers must reflect upon and continuously evaluate the decisions and practices they implement as they strive to understand the effect these have on their learners and themselves. Reflective practice is grounded in theory and results in changes in the knowledge, skills and dispositions teachers demonstrate in facilitating learning. Lifelong learning is a key tenet of reflective practice, constructivism and a learning community approach. The unit views its role as promoting and modeling lifelong learning and reflective practice. Furthermore, we believe that learners are active, constructive problem solvers who mediate their own learning and are not simply receivers of information.

Our goals are
- ➢ To equip candidates with the core knowledge and skills to foster a productive learning environment, and the means to update such knowledge
- ➢ To prepare candidates for success in their initial field studies
- ➢ To prepare candidates to conduct thoughtful and professional observation of students in order to develop targeted instructional plans

Δ Teachers as Promoters of Social Justice

We are committed to preparing teachers who understand cultural diversity and implement appropriate curriculum, instruction, assessment and management strategies in their classrooms so that all children are able to achieve. We are currently evaluating our application process to enhance fairness and uniformity by aggregating admission data (see attached copies of the admission form). Candidates should possess the disposition to honor diversity, respect difference, and promote social justice, and develop the knowledge and skills to use appropriate culturally responsive strategies to advocate for a just world.
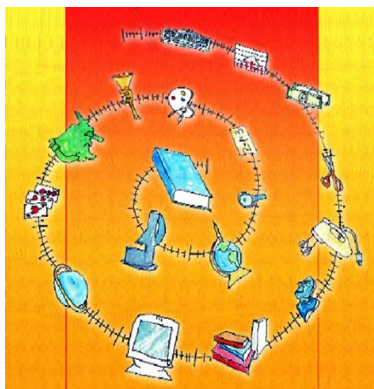
The SOE unit believes that a learning community model of classroom instruction, management and instruction is the most democratic and effective means of preparing teacher candidates for educating children and young adults in our contemporary global society. As described by Putnam and Burke (2004), the learning community nurtures a culture in which individual diversity in thinking, doing and being is valued for the richness it brings to the common goals of increased learning for all.

Our goals are:
- To create leaders who design and successfully implement curriculum in an inclusive and multicultural setting
- To create leaders who apply course content and skills as they engage in activities in response to the diverse needs of the community
- To prepare professionals who demonstrate a commitment to equity and justice through the use of culturally responsive strategies
- To prepare candidates who advocate on the part of children when child abuse, neglect or violence is suspected
- To promote social justice through active involvement in Service Learning experiences

Δ Interdisciplinary Teachers and Learners

We believe that candidates will be most effective as teachers when they undergo a rigorous preparation in interdisciplinary methods of instruction. In our attempts to define *interdisciplinarity* we have adopted a model similar to those espoused by The National Council for the Social Studies (NCSS), The International Reading Association (IRA), The Association for Childhood Education International (ACEI), and The Interstate New Teacher Assessment and Support Consortium (INTASC). In addition, one of our elementary education faculty members has developed a model consistent with those above and used throughout our programs. The figure below is a graphical representation of this model.
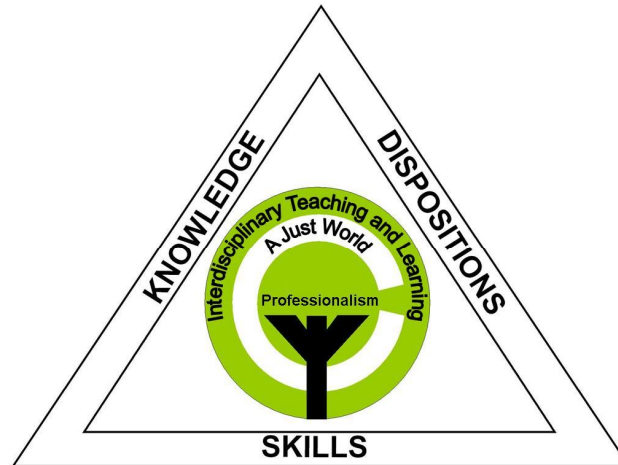
Professor Wood's model of interdisciplinary teaching and learning.

September 7, 2012

It is a thematic approach that is based on comprehensive instructional units of study. Our elementary and secondary programs accomplish this through the emphasis on the concept of the *unit*. Consider the convergence between independent approaches exhibited by the adoption of interdisciplinary units at the elementary level and the use of inquiry as the primary mode of learning interdisciplinary content at the secondary level. Inquiry necessitates the explicit use of units for effective conceptual change and curriculum development (National Research Council, 2000). Interdisciplinary instruction offered "sustained enthusiasm" from the staff, parents, and students, increased attendance rates, and improvement in standardized test scores, "especially from students with the poorest test results" (Bolak, Bialach, & Duhnphy, 2005). In both learning and assessing we highlight the use of units in curriculum design and portfolio structure. The interdisciplinary approach has as its main goal the pursuit of knowledge that integrates and synthesizes the perspectives of several disciplines into a construction that is greater than the sum of its disciplinary parts.

Our goals are:
 - To provide candidates with a broad interdisciplinary knowledge base
 - To provide candidates with the pedagogical skills to design interdisciplinary curricula
 - To integrate technology in teaching and learning

The graphical image below presents the various components of the philosophical underpinnings and goals of the unit's operations.

The graphical representation of the unit's conceptual framework is partially the result of historical antecedents associated with the institution's belief in social justice and its commitment to advocacy for achieving equitable treatment for all. The green image was a symbol on a button worn by students during struggles in the first years of the college's existence.   The middle partial circle of the three concentric circles is the letter 'C' and represents the word 'College', and simultaneously highlights the institution's and unit's commitment to preparing students/candidates who are mindful of creating a *Just World*; the innermost circle is the letter 'O', representing the word 'Old' in 'Old Westbury' and simultaneously highlighting the institution's and unit's commitment to the circle of learning as a lifelong process as we prepare candidates to become *Professionals* in their selected academic field. The letter 'W' that intersects the concentric circles at the bottom represents the word Westbury and simultaneously denotes the inherent commitment of all persons in the preparatory process of students/candidates in the institution and unit, and the outer concentric circle symbolizes the pivotal nature of *Interdisciplinary Teaching and Learning* in students'/candidates' preparation. The banded triangle acknowledges that there are specific bodies of knowledge and skills along with accompanying dispositions that are necessary for the conceptual framework to become meaningful. The stem trailing from the letter "W" represents the fact that the program is rooted in knowledge, skills and dispositions.

The desirability of the goals enumerated above is supported by a large body of research in education, as described in Section 4.3 below. Our students move toward achieving these goals through a combination of course work, practica, examinations and self-assessments. Students are informed about the requirements and are assessed at a series of transition points as they move along the path toward professional competence. These transition points are discussed more fully in Section 4.5.

4.3 Knowledge Bases, Theoretical Background, Research, the Wisdom of Practice, and Education Policies, that inform the Unit's Conceptual Framework

Δ *Teachers committed to professionalism*

Lifelong Learning and reflective practice:
There is much for college faculty to learn from the research on learning conducted in P-12 schools. In the past, staff development for teachers has focused on the development of skills through participation in traditional fifteen-hour in-service courses, superintendents' conference days and summer institutes. Lieberman and Miller (1992) indicate that "in-service is synonymous with remedial education...implying a deficit model of teacher development" (p. 105-6). These approaches view teachers as "passive recipients...rather than sources of knowledge" and teachers return to the classroom "with varying degrees of success...little evidence of use could be found" (Sparks and Hirsh, l997, p. 63).

As educators of teacher candidates; we subscribe to more recent conceptualizations of learning. While traditional, hierarchical learning yields limited growth, professional development that is collaborative, constructivist, and personal, results in meaningful growth (Brooks and Brooks, 1999; Gordon, 2009; Sparks and Hirsh, 1997, Tummons, 2007). We do not dictate knowledge to our teacher candidates; we provide them with opportunities to learn roles and concepts that mirror those that we would have them offer their learners. In our courses candidates study teaching practices by *using* them. In this way we engage in "the reciprocal processes of leadership - reflection, inquiry, dialogue, and action" (Lambert, 1998, p. 82).

Dantonio (1995) points out that "to develop expertise in teaching, Dewey stressed the importance of reflection on practices and integrating observations into emerging theories of teaching and learning" (p. 9). Often what is missing in professional development is a constructivist necessity: to begin our inquiries by evoking our previous experiences, assumptions, values, and beliefs....Doing this makes it more likely that we will be able to pose relevant questions and mediate new learnings" (Lambert, 1998, p. 82).

Professional development is embedded in authentic tasks and is practiced through methods such as action research, and peer review of student work, and case study analysis. It is through continuous meaningful learning experiences that our students develop the knowledge, skills, and dispositions that are required for instructional leadership.

Promoting Leadership
Our goal is to prepare teacher candidates who will fulfill leadership roles in their schools and in the education community-at-large. In the area of professionalism, candidates must model three key behaviors: collaboration, reflection, and assessment. We expect candidates to acquire the skills, knowledge, and dispositions they need to enhance their leadership performance in the classroom, the school, and the profession.

Barth (1988) notes, "Without shared leadership it is not possible for a professional culture to exist. Professionalism and shared leadership are one and the same" (p. 147). According to Johnson, Dupuis, Musial, Hall, and Gollnick (2002), "The new teacher should be aware of the need to

develop a beginning repertoire of leadership qualities to which students may look for guidance during their developmental years"(p. 453). The SOE believes that teachers should demonstrate leadership as models for their learners. We also recognize their need to be leaders in their own learning as well as that of children (Bolman & Deal, 2002). We strive to provide both formal and informal opportunities for growth through a series of structured activities in classes and seminars, supervised activities in classroom environments with children, and elective professional development workshops targeting areas of need.

Future teachers must possess skills for collegial planning and evaluation, the ability to manage change, to respond to conflict, and build consensus (Fredrick, 2008). According to Schor (1996), "Teachers should empower students to become responsible self-regulated learners who are committed to high standards and excellence in learning, thus becoming leaders themselves" (p. 101). An environment of shared responsibility is fostered within our community of learners (Lapan, et al., 2002). Our candidates learn to develop and maintain a culture of cooperation and collaboration with teaching and learning as its central focus. They have multiple opportunities to develop their leadership skills through coursework, practicum, and the various field experiences.

Leadership and Shared Governance
The 1990s reform movement of shared governance continues in this new century. This movement recognizes that teachers need control of and influence over decisions affecting themselves and their students; thus the attention to teacher empowerment and shared decision-making (Lambert, 1998; Towndrow and Tan, 2009). Howard and Parker (2009) view empowerment as a combination of justice, trust, respect, and dignity, noting that it is a democratic value. According to Tate (1991), "teachers should, as concerned citizens, as protectors of the truth, and as participants in the schooling enterprise, be allowed to voice their opinions about educational policy (p. 5). Melenyzer believes that "true empowerment leads to increased professionalism as teachers assume responsibility for and involvement in the decision making process″(1994, p. 16).

School districts interested in teacher leaders go beyond interviews and demonstration lessons to identify those "who view themselves as responsible to the school community and the profession, as well as to the classroom" (Lambert, 1998, p.77). Lambert further suggests that districts use methods such as observing teacher candidates' interactions with each other in a problem-solving activity in order to identify those who have leadership capacity. Strategies such as *role-playing and debate* prepare our candidates for these expectations.

We expect our graduates to participate in the life of the school during their novice years. School governance is seen as a role responsibility from their first day in the school; we do not subscribe to the notion that all attention should be focused on the classroom until tenure is earned. If we see collaboration, reflection, and assessment as valued qualities, there should be no delay in developing and using them. Therefore, in both course and field work we strive to educate teacher candidates to become active participants in the decision-making process.

Δ *Teachers committed to promoting a just world*

Committed, Compassionate, and Caring Professionals
SUNY Old Westbury teacher candidates are expected to become dedicated, compassionate and caring professionals who understand democracy in terms of academic, social/personal responsibilities, and social justice while developing the knowledge, skills and dispositions to

become professionals in education. Danielson (1996) organizes the numerous and complex responsibilities of teachers into domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. According to Danielson, the components of professional responsibility are: reflecting on teaching, communicating with families, contributing to the school and district, growing and developing professionally, and showing professionalism.

Additionally, the unit draws primarily upon the not so subtle distinction in the works of Nel Noddings (1999), to buttress its position on commitment, compassion, and caring:

> I still believe that the basic distinction between "caring for" and "caring about" is right, and at the time my intention was to emphasize the special nature of "caring for." "Caring about" can deteriorate to political self-righteousness and to forms of intervention that do more harm than good. But "caring about" may be the foundation of justice. It is physically impossible to "care for" all of humanity, strangers who have not addressed us directly, or those unknown others at a great distance. Still, when we have acquired the attitude of care, we feel impelled to do something for any people who are suffering. "Caring about" becomes a sense of justice; it is important, and often it is the only form of caring available to us. However, I see it as morally important because it is instrumental in establishing the conditions under which "caring for" can flourish. This insistence on completion in the other is central to care theory, and it suggests a reason for not giving way on the present emphasis on relation. (p. 121).

The unit's efforts to prepare candidates in this sphere are rooted in its approaches to issues of diversity. The teacher education unit works toward finding ways to promote understanding across experiential divides. The unit acknowledges that it can be challenging to appreciate and accurately assess the value of another's contribution, especially where native cultures, languages, and dialects differ from candidate to candidate, candidate to instructor, and faculty member to faculty member. The faculty finds it challenging to prepare candidates to meet the demographic demands of New York State. Moreover, professional assessment instruments are often not sufficiently sensitive to cultural and linguistic differences. These demands can be met without sacrificing either academic rigor or cultural and linguistic pluralism. With that in mind, the unit continues to work to provide the necessary advisement and support to help candidates meet such uniform standards while pursuing the goal of full and all-inclusive diversity.

Faculty members in the SOE strive to apply themselves diligently to issues of diversity and equity, recognizing that access and equity to opportunities to learn are critical to the success of our graduates and to the children and adolescents they teach. Teachers need to modify practice in ways that will give all students a chance to be successful (Bates and Rosaen, 2010; Grant, 2010; Nieto, 2000; & Villegas and Lucas, 2001).

Δ *Teachers committed to interdisciplinary teaching and learning*

Constructivist Principles
The Old Westbury teacher education faculty model *constructivist* principles in their teaching. The constructivist teacher believes that students must construct their own knowledge, personally, by using their different cognitive strengths, through direct experiences whenever possible, and

through opportunities to interact with adults and competent peers (Wood, 2005). Constructivism strongly suggests that students must be active in the learning process. Support for the constructivist viewpoint is evident in the works of Brooks and Brooks (1999), Bruner (1990), Dewey (1916), Gardner (1993b), Gordon (2009), Richardson (1964), Piaget (1969), Sert (2008), and Vygotsky (1986). Therefore, it is important to provide teacher education candidates with opportunities to actively engage in the inquiry process in their courses. This is accomplished through use of a variety of instructional techniques in education courses including discussion, individual and cooperative group projects, and role-play. Concrete experiences in teaching are afforded all candidates through unit practica and student teaching in field-based classrooms. These concrete experiences are designed to afford the teacher education candidates opportunities to incorporate similar approaches in their teaching repertoire. The candidates acquire teaching skills and approaches that have been modeled by the teacher education unit faculty.

Interdisciplinary Instructional Methodology and Planning Strategies
Equally important and consistent with the teacher education unit's constructivist philosophy is the need for candidates to become knowledgeable about interdisciplinary instructional methods. The teacher education unit emphasizes the use of an interdisciplinary approach to instruction in its course offerings and field experiences. Interdisciplinary methodology has considerable support from theorists in the fields of psychology and education, including Dewey (1916), Gardner (1983; 1993a; 1999), Jacobs (1989), Lattuca (2001, 2004), Nikitina (2005, 2006), and Piaget (1969). Teacher education candidates acquire the knowledge and skills to enable them to become proficient users of interdisciplinary approaches. Although adults are capable of integrating related information received about a particular topic over a period of time, it is difficult for children to do so. Gardner (1991) suggests that the mind of a young child - five to seven or even ten years of age - is intuitive, resourceful, highly imaginative and creative, but at the same time, is limited by a "tendency to stereotype and simplify. . . . It contains a swirl of symbols, scripts, theories, and incipient notions and concepts, which can be involved in appropriate ways but which also remain to be sorted out in a more secure manner" (pp. 110-111). In classic theory, Piaget and Inhelder (1975) express their view that the thinking of young children tends to be *centered;* in a young child's mind, isolated concepts and bits of information tend to remain unrelated. Learners who approach the study of a topic from an interdisciplinary perspective may be less likely to isolate or misinterpret related concepts; consequently, they may make better sense of their world and the topics they study.

Support for interdisciplinary methodology is also evident in the growing body of research on the human brain. Although all of the implications from human brain research in regard to teaching and learning are not yet clear, the faculty are looking seriously at that research and a number of authoritative publications on the human brain by Bermudez (2010), Hardiman, (2001), Jensen (1998), Katzir (2006), and Westwater and Wolfe (2000). In a straightforward overview of the brain and its functions, Sylwester (1995) stresses the importance of helping students to make connections and find relationships between the facts they are taught and their own experiences through activities such as "projects, cooperative learning, and portfolio assessments" (p. 132),. These are activities our candidates experience in their courses and field experiences. Eric Jensen (1998) also reminds us that the brain constructs meaning better when it finds patterns. Jensen explains that interdisciplinary methods create much more relevance and context and, more important, help students understand the connections in learning" (p. 96).

An especially strong argument for an interdisciplinary approach evolves from Gardner's theory of *Multiple Intelligences.* Multiple Intelligences Theory suggests that human beings operate in nine—and possibly more—intelligence areas: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalist, and existential. Gardner's theory "gives educators a way of thinking about individual gifts and how to accommodate teaching to them" (Brandt, 1988, p. 34). According to Mokhtar et al. (2008), "An individual is expected to be more receptive to learning if his dominant intelligence is used as a catalyst to encourage more effective learning (p. 199). Thus, if students are developing in any or all of these intelligence areas, it is logical to conclude that they need opportunities to grow in more than one at a time. Opportunities will occur most naturally when educators link the multiple intelligences with a curriculum focused on understanding—a primary focus of interdisciplinary instruction. Candidates in the teacher education unit review multiple intelligences theory in their coursework and examine practical applications of the theory in works such as those by Armstrong (2009) during observations and final student teaching.

Interdisciplinary approaches are even more effective when teachers take into consideration the learning environment and other social factors that will have an impact on teaching and learning, and there is considerable evidence suggesting the importance of social factors in the development of concepts. For example, the importance of verbal instruction, social interaction, and culture in promoting optimal learning is clear in the theory of the *zone of proximal development (ZPD)* (Gupta, 2009; Vygotsky, 1978, 1986) and *scaffolding* (Shabani, Khatib, and Ebadi, 2010; Vygotsky, 1978, 1986). According to Vygotsky (1978, p. 86), the ZPD is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." Scaffolding suggests that teachers need to provide support for students until they have gained sufficient independence to work on their own. Candidates study these social learning concepts and their implications for the teaching-learning processes in teacher education unit courses and apply them in both observations and student teaching.

In *Acts of Meaning,* Bruner (1990) writes about such social factors as the importance of adult interaction and instruction in helping children make "narrative" sense of actions and ideas. Forman, Minick, and Stone (1993) also provide a compelling argument for interdisciplinary studies - what the authors refer to as *theme research projects* in their review of Vygotsky's theory and its implications for classroom practice. Interdisciplinary studies provide natural opportunities for the kind of instruction through teacher/student, and student/student interaction, the kinds of social interaction that contemporary researchers find critical for optimal learning. Candidates in the teacher education unit study the work of Vygotsky and other social learning theorists in the professional course sequence, particularly in the unit's child development course.

Educators have long debated the relative importance of *processes*—ways to learn—and *content*—what is to be learned. Old Westbury teacher education faculty members consider themselves progressivists. They agree with the concepts posited by Dewey (1916) and Gardner (1993b) and supported in recent work by Bell, Urhahne, Schanze, and Ploetzner (2010) regarding the importance of inquiry processes in teaching and learning, and they believe that candidates in the teacher education unit need to be equally concerned with learning *processes, skills,* and the *ways of knowing* that are unique to different disciplines and subjects. Therefore, courses and field

experiences in the teacher education unit emphasize both the development of knowledge and the mastery of the processes of inquiry.

Differing approaches to instruction, including the interdisciplinary approach, are consistent with diverse educational philosophies. Kimpston, Williams, and Stockton (1992) discuss the relationship between specific philosophies of education and teaching methods. Their analysis indicates that the constructivist philosophy and others, such as experimentalism (or progressivism) and reconstructionism—which suggests that education that provides learners with the knowledge, skills, and processes to effect change in their environment (Laughlin & Nganga, 2008; Loyens, Rikers, and Schmidt, 2007; Ozmon and Craver, 2003) are more compatible with interdisciplinary methods than other philosophies of education. This is true mainly because these philosophies emphasize the importance of the processes involved in learning as well as the mastery of content and skills. Teachers who subscribe to these philosophies are, therefore, more likely to feel comfortable with interdisciplinary instruction than those who do not. Candidates in the teacher education unit study these different educational philosophies in their foundations courses.

Learning community model for planning, curriculum, instruction, assessment and management

We strive to make our classrooms, both at the college and in the field, genuine learning communities that provide candidates with the background and ability to continue learning throughout their teaching careers. We utilize the learning community model of teaching and learning as part of the democratic ideals put forth by Dewey (1916) and Schwab (1976). They were proponents of the idea that all knowledge is socially constructed and communal in nature. With this foundation in mind, the SOE utilizes the more recent work of Putnam and Burke (1994), Gideonse (1993), and even more recently, DuFour, Dufour, and Eaker (2010), who operationalized the learning community model into an outcomes based framework for organizing learning, promoting democracy and collaboration in classrooms and cognitive mediation as the key theoretical model for optimal learning. As Vescio et al. (2008) profoundly stated, "well-developed (professional learning communities) PLCs have positive impact on both teaching practice and student achievement" (p. 82).

The learning community concept as shared by the SOE includes shared leadership and relationships based on celebrating the worth of self and others and fosters the empowerment of all members of the community toward the common goal of interdependence and an expectation of high standards for all (DuFour et al., 2010; Norris, Yerkes, Basom and Barnett, 2002; Putnam and Burke, 2004). It takes into consideration planning, curriculum, instruction, assessment and management strategies.

Another characteristic of the learning community model is reflective decision making which relies on a core of subject-matter and pedagogy, critical inquiry and systematic assessment of learning outcomes (Bird and Sultmann, 2010; Senge, 1990). Another aspect of successful learning communities is practice which facilitates the highest levels of development and achievement for all students. Therefore, it requires practice that is inclusive, collaborative, reflective and responsive to the needs and realities of students, teacher candidates and educators in general (Putnam and Burke, 2004; Bird and Sultmann, 2010; Shreeve, 2007). This requires understanding of and commitment to diversity in all educational settings and equal opportunities for learning (Apple and Beane, 1995; Gay, 2000).

Research on the learning community approaches to teacher preparation has encouraged us to establish and sustain such communities grounded in a set of diverse, well-planned and implemented experiences in both courses and field experiences. We consider the learning community model to be both a philosophy and a tool for implementing other aspects of our vision, such as interdisciplinary teaching, democratic or socially just practice, collaborative leadership, and diverse cultural perspectives (Mullen, 2009).

Culturally Responsive Pedagogy
The importance of preparing teachers for diversity in their classrooms and utilizing appropriate teaching practice to be effective has been well documented in the literature since the bilingual/multicultural movement of the 70's (Ladson-Billings, 1994, Nieto, 2000). Initially, most works focused on theoretical aspects of multiculturalism but the more recent publications have presented actual frameworks and strategies for teaching to diversity. We have always viewed our role as understanding and promoting diversity and preparing teacher candidates for diverse classrooms; this is an integral part of the larger Old Westbury vision of social justice and equity. Faculty members recognize that access and equal opportunities to learn are critical to the success of teacher candidates and the children they will teach.

Culturally responsive pedagogy consists of knowledge about diverse cultures, the ability to link students' backgrounds to content and teaching techniques, respect and understanding of cultural diversity, high expectations for all learners, and belief in cultural difference as enrichment. In addition, teachers need a sense of efficacy or ability to teach children from diversified backgrounds (Allen and Hermann-Wilmarth, 2004; Villegas and Lucas, 2002). According to Geneva Gay, culturally responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to students (2000:29). Ladson-Billings suggests that culturally responsive teachers develop intellectual, social, emotional, and political learning by using cultural referents to impart knowledge, skills and attitudes (1992:382). Additionally, Grant and Sleeter (2007) commented that,"fantastic teachers, as we observe them teach, are convinced that their students can learn, expect a lot of their students, and find ways to make whatever students bring to school a learning asset" (p. 133).

There is a critical need for the preparation of teachers who are sensitive and knowledgeable about diverse cultural groups and understand the link between ethnicity, race, class, gender and other sociocultural factors and learning (Ferguson, 2008; Irvine & Armento, 2001; Slee, 2010). These teacher candidates will implement a variety of instructional and assessment strategies which reflect their knowledge of the content and the diverse learners. Based on the research base regarding culturally responsive pedagogy and the Old Westbury/SOE vision of social justice and learning community, faculty will continue their commitment to preparing a cadre of teachers who are culturally responsive in their knowledge, skills and dispositions and who will be leaders in global communication and education (Au, 2010; Banks & Banks, 2004).

4.4 Candidate Proficiencies and Alignment with Professional, State, and Institutional Standards

The unit has designed a curriculum that allows teacher candidates to meet the learning objectives described above. This is accomplished through several components:
(I) At the undergraduate level it is accomplished through several components:

Old Westbury General Education Core   Teacher candidates acquire a broad knowledge of arts and sciences that prepares them to impart the learning standards This set of courses includes courses in Basic Communication, Creative Experience, English Literature, Western Civilization, American History, American Culture, World Cultures, Foreign Language or American Sign Language, Laboratory Science and Mathematics

Content Core   All candidates acquire in-depth knowledge of a specialized subject area. Candidates preparing to teach in the elementary grades, including Special Education, complete an approved concentration related to the elementary curriculum with a minimum of 32 credits. The concentrations, including a minimum of 16 credits at the upper division, may be taken in American Studies, Biological Studies, Chemistry, Comparative Humanities (World Civilizations or World Literature), English - Multicultural Literature, Mathematics, Modern Languages, Politics, Economics, and Society, and Visual Arts

Candidates preparing for certification in middle childhood or adolescence education in mathematics, biology, chemistry, social studies or Spanish complete a major in the relevant discipline.

Pedagogy Core   Teacher candidates acquire the knowledge, skills and dispositions to be effective in their classrooms and schools, through a program of study that includes course work, workshops, examinations, reflection, field experiences, and student teaching.

Through this curriculum, teacher candidates demonstrate a number of specific proficiencies, which are assessed at appropriate stages of their progress. We have identified these proficiencies, and illustrated their alignment with our institution's principles and goals, and state and national professional standards, in Table 4.4.1, and the alignment of our institution's principles and goals with candidates' proficiencies, performances, assessments, and courses in Table 4.4.2. The numbers of the candidate proficiencies correspond to those in the INTASC principles and they are not included in the same numerical order as they appear in the INTASC document since we are aligning them from the perspective of our institution's goals.

Student Teaching   In our capstone course, candidates have the opportunity to demonstrate knowledge, skills, and dispositions during their fieldwork experience and are evaluated by their field supervisors. Courses included in Table 4.4.2 that constitute student teaching vary in number according to programs; these course numbers are 5900, 5940, 5960, and 5980.

(II) At the graduate level we have differentiated our conceptual framework into initial and advanced proficiencies.
The M.A.T. programs focus on the *teacher as learner*, as he or she pursues advanced study in

the subject area, explores the psychological and cognitive development of adolescents, and acquires pedagogical skills required for initial certification. Candidates bring their new pedagogical skills to bear on the subject matter of their content specializations through a culminating experience that explores the interdisciplinary nature of learning and teaching in these fields. Field experiences provide the opportunity for candidates to observe the application of classroom theory in the schools, and to participate in small group instruction. In their final semester, M.A.T. candidates work with a cooperating teacher and university supervisor as student teachers.

In contrast to the M.A.T., the M.S. programs focus on the *teacher as practitioner*. M.S. candidates are working teachers who bring a wealth of experience to the classroom. They, also, will explore the educational research literature in their fields. M.S. candidates have a unique opportunity to build on their experience by designing and implementing action research projects for their classroom as part of their *Methods and Materials of Teaching* and *Literacy, Research and Technology* courses. For example, candidates might explore a new approach to teaching a challenging topic, or implement interventions for a specific group of students based on substantiated findings from the education literature. They may conduct assessments of student learning using these new approaches, and engage in critical thinking as they explore and analyze their findings. In their classes, candidates will acquire skills to analyze and share their research findings with peers and other professionals. These programs culminate in the creation of a Masters thesis; the nature of which will be determined by the candidate's interest and background, in consultation with the advisor.

In our graduate advanced certificates the proficiencies are similar to those in the MAT as these programs are also for initial certification.

Table 4.4.1 Alignment of Institutional Candidate Proficiencies with State and National Standards

<table>
<tr>
<td colspan="3" align="center">

Principle 1: Inculcating Professionalism

The unit believes that candidates need a solid foundation in content and pedagogy in order to be effective members of the education community, and to provide leadership through teaching and learning.
</td>
</tr>
<tr>
<td>SUNY Old Westbury Institution's Goals</td>
<td align="center">SUNY Old Westbury Candidate Proficiencies ⁴</td>
<td align="center">New York State and National Standards</td>
</tr>
<tr>
<td rowspan="3" align="center">Equip Candidates with core knowledge and skills to foster a productive learning environment, and the means to update such knowledge</td>
<td>

INTASC Proficiency 1. Content Pedagogy
The candidate understands the major concepts, processes of inquiry of a discipline, how students' conceptual frameworks and misconceptions influence their learning, and can relate disciplinary knowledge to other disciplines.
</td>
<td>

<div align="center">New York State Teacher Certification Examinations:</div>

FIELD 90:ATS-W #0002 (Elementary)
FIELD 91:ATS-W #0002 (Secondary)
CST (Soc. St.): 1.2, 1.3, 1.6, 1.7, 1.10
<div align="center">National Standards</div>

ACEI 2.1-2.8; *CEC* 1,2,3,8
NSTA 1A, 1B, 1C, 2, 4,5,8,9
(*) NCSS 1.1- 1.10*; NCTM* 2, 9-15
ACTFL 1.a., 2.c.
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INTASC Proficiency 8. Assessment
The candidate understands the characteristics, uses, advantages, and limitations of different types of assessments, knows how to select, construct, and use assessment strategies appropriately, and understands measurement theory and assessment related issues.
</td>
<td>

<div align="center">New York State Teacher Certification Examinations:</div>

FIELD 90:ATS-W #0008, #0009 (Elementary)
FIELD 91:ATS-W #0008, #0009 (Secondary)
<div align="center">National Standards</div>

*ACE*I 3.4, 4, 5.2; *CEC* 7,8,9; Disposition 4.1
NSTA 8a, 8b, 8c
NCSS 1.1-1.10
NCTM 7.5, 8.3; *ACTFL* 5.a., 5.b.
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INTASC Proficiency 9. Reflective Practice: Professional Growth
The candidate understands methods of inquiry, problem-solving strategies, is aware of major areas of research on teaching and of resources available for professional learning, and of a responsibility for engaging in appropriate professional practice.
</td>
<td>

<div align="center">New York State Teacher Certification Examinations:</div>

FIELD 90:ATS-W #0001, #0008, #0011, #0014, #0017 (Elementary)
FIELD 91:ATS-W #0001, #0008, #0011, #0014, #0017 (Secondary)
<div align="center">National Standards</div>

ACEI 1, 5.2, 5.3, 5.4; *CEC* 2, 3, 8, 9,10; Dispositions 3.1, 4.1,4.2,4.3,4.5
NSTA 5e, 10a, 10c, 10d; *NCSS* 1.1-1.10
NCTM 8.3, 8.6; *ACTFL* 3.a., 4.a., 4.c., 6.a.
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[4] SUNY Old Westbury has adopted the INTASC Principles as its candidate proficiencies; (*) NCSS thematic standards 1.1-1.10 appear in every proficiency since all candidates must demonstrate content knowledge, and pedagogical and professional knowledge skills and dispositions for all ten standards.

Prepare Candidates for success in their initial field experiences	**INTASC Proficiency 2. Student Development** The candidate understands how learning occurs, that it is influenced by students' physical, social, emotional, moral, and cognitive development, is aware of expected developmental progressions and ranges of individual variation, and can identify levels of readiness in learning.	**New York State Teacher Certification Examinations:** FIELD 90:ATS-W #0001, #0002, #0003, #0006, #0010 (Elementary) FIELD 91:ATS-W #0001, #0002, #0003, #0006, #0010 (Secondary) **National Standards** *ACEI* 1; *CEC* 2,3 *NSTA* 5e *NCSS* 1.1-1.10 *NCTM* 8.3, 8.6; *ACTFL* 2.b., 3.a., 3.b.
	INTASC Proficiency 5. Motivation and Management The candidate can use knowledge about human motivation and behavior to develop strategies for organizing and supporting individual and group work; knows how to help people work productively and cooperatively, understands the principles of effective classroom management, and can use a range of strategies to promote positive and purposeful learning in the classroom.	**New York State Teacher Certification Examinations:** FIELD 90:ATS-W #0005, #0007, #0013 (Elementary) FIELD 91:ATS-W #0005, #0007, #0013 (Secondary) **National Standards** *ACEI* 2.8, 3.2, 3.4, 3.5, 5.1; *CEC* 2, 3, 4, 5, 6, 9; Dispositions 1.1, 1.3, 1.4,1.5,2.3,2.4,2.5, 3.1, 3.2, 4.1 *NSTA* 5a, 5f, 6b, 7b, 9a, 9b,9c *NCSS* 1.1-1.10 *NCTM* 7.1, 16; *ACTFL* 2.a., 3.a., 6.b.
	INTASC Proficiency 6. Communication and Technology The candidate understands theories of communication, how cultural and gender differences can affect communication in the classroom, recognizes the importance of nonverbal as well as verbal communication, and can use these and media communication techniques effectively.	**New York State Teacher Certification Examinations:** FIELD 90:ATS-W #0004, #0013, #0014, #0015 (Elementary) FIELD 91:ATS-W #0004, #0013, #0014, #0015 (Secondary) **National Standards** *ACEI* 2.8, 3.5; *CEC* 3, 4, 5, 6; Disposition 1.1 *NSTA* 4a, 5a, 5d, 6b, 7b, 9c *NCSS* 1.1-1.10 *NCTM* 3.3, 5.2, 8.8; *ACTFL* 2.a., 3.a., 3.b., 6.b.
Prepare candidates to conduct professional observation of students	**INTASC Proficiency 7. Planning** The candidate understands and knows how to use learning theory, subject matter, curriculum and student development; how to take into account individual interests, needs and aptitudes, as well as community resources in planning instruction, and knows how and when to adjust plans based on various contingencies.	**New York State Teacher Certification Examinations:** FIELD 90:ATS-W #0001, #0008, #0010, #0012, #0018 (Elementary) FIELD 91:ATS-W #0001, #0008, #0010, 30012, #0018 (Secondary) **National Standards** *ACEI* 1,2, 1.3, 2.8, 3.1, 3.4, 3.5, 4, 5.2; *CEC* 2, 3, 4, 5, 6, 8, 9, 10; Disposition 4.1 *NSTA* 3b, 5a, 5e, 6b, 8a, 8b, 8c *NCSS* 1.1-1.10 *NCTM* 8.1, 8.4, 8.7; *ACTFL* 2.a., 2.c., 3.b., 4.a., 5.c.

Table 4.4.1 Alignment of Institutional Candidate Proficiencies with State and National Standards, Cont.

Principle 2: Creating a Just World		
The unit believes that candidates should be committed to honoring diversity, respecting differences, actively promoting social justice and teaching in a culturally responsive manner.		
SUNY Old Westbury Institution's Goals	**SUNY Old Westbury Candidate Proficiency**	**New York State and National Standards**
Create leaders who design and successfully implement curriculum in an inclusive and multi-cultural setting	<u>**INTASC Proficiency 3. Diverse Learners**</u> The candidate understands and can identify differences in approaches to learning and performance; knows about areas of exceptionality in learning, and strategies for teaching English language learners, understands how learning is influenced by individual experiences; uses individual experiences, cultures and community resources in successful implementation of instruction.	**New York State Teacher Certification Examinations:** FIELD 90:ATS-W #0001, #0003, #0005, #0006, #0014, #0016, #0019 (Elementary) FIELD 91:ATS-W #0001, #0003, #0005, #0006, #0014, #0016, #0019 (Secondary) **National Standards** *ACEI* 2.8, 3.1-3.4; *CEC* 2, 3, 4, 5; Dispositions 1.1,1.4, 1.5, 2.4, 2.5, 3.1, 3.2, 3.3 *NSTA* 5b, 5f, 6b, 7b, 9a, 9b, 9c; *NCSS* 1.1-1.10 *NCTM* 7.1, 8.1, 8.7, 16; *ACTFL* 2.a., 3.a., 3.b., 5.a., 6.b.
Create leaders who apply course content and skills as they engage in activities in response to the diverse needs of the community	<u>**INTASC Proficiency 10. School and Community Involvement**</u> The candidate understands schools as organizations within the larger community context, how factors in environments outside of school may influence students' life and learning, can identify and use community resources to foster learning, and implements laws related to students' rights and teacher responsibilities.	**New York State Teacher Certification Examinations:** FIELD 90:ATS-W #0003, #0005, #0016, #0017, #0018, #0019 (Elementary) FIELD 91:ATS-W #0003, #0005, #0016, #0017, #0018, #0019 (Secondary) **National Standards** *ACEI* 5.3,5.4; *CEC* 8,9; Disposition 3.1 *NSTA* 10d ; *NCSS* 1.1-1.10 *NCTM* 3.1, 8.5, 16.1; *ACTFL* 5.c., 6.b.

Table 4.4.1 Alignment of Institutional Candidate Proficiencies with State and National Standards, Cont.

Principle 3: Interdisciplinary Teaching and Learning		
The unit believes that its candidates' best preparation is a rigorous one in methods of interdisciplinary teaching and learning through a learning community approach to curriculum, instruction, assessment and management.		
SUNY Old Westbury Institution's Goals	**SUNY Old Westbury Candidate Proficiency**	**New York State and National Standards**
Prepare candidates with a broad interdisciplinary knowledge base	**Candidates will be able to understand interdisciplinary methods of inquiry and apply them to teaching and learning situations** This proficiency is above and beyond the INTASC Principles and has been specified to address SUNY Old Westbury's mission.	**New York State Teacher Certification Examinations:** FIELD 90:ATS-W #0008, #0011 (Elementary) FIELD 91:ATS-W #0008, #0011, (Secondary) **National Standards** *ACEI* 2.1-2.8; *CEC* 1,2,3,8 *NSTA* 1A, 1B, 1C, 2, 4,5,8,9 *(*) NCSS* 1.1- 1.10*; NCTM* 4.2; *ACTFL* 1.a., 2.c.
Provide candidates with the pedagogical skills to design interdisciplinary curricula	**INTASC Proficiency 4. Multiple Instructional Strategies** The candidate understands the cognitive processes associated with various kinds of learning and how these can be stimulated; understands principles and techniques associated with various instructional strategies, and knows how to enhance learning by developing critical thinking through a wide variety of materials and resources-human and technological.	**New York State Teacher Certification Examinations:** FIELD 90:ATS-W #0008, #0009, #0010, #0011, #0012, #0013, #0014, #0015, #0017 (Elementary) FIELD 91:ATS-W #0008, #0009, #0010, #0011, #0012, #0013, #0014, #0015, #0017 (Secondary) **National Standards** *ACEI* 2.8,3.1-3.4; *CEC* 2, 3, 5, 7, 10; Dispositions 1.1,1.4,3.1,3.2,3.3 *NSTA* 3b, 5a , 6b, 7b; *NCSS* 1.1-1.10 *NCTM*, 2.4, 4.2, 4.3, 7.3, 8.7; *ACTFL* 2.a., 3.b., 4.c.
Prepare candidates who are able to integrate technology into teaching and learning	**INTASC Proficiency 6. Communication and Technology** The candidate understands communication theory, how cultural and gender differences can affect communication in the classroom, recognizes the importance of nonverbal as well as verbal communication, and can use these and media communication techniques effectively.	**New York State Teacher Certification Examinations:** FIELD 90:ATS-W #0004, #0013, #0014, #0015 (Elementary) FIELD 91:ATS-W #0004, #0013, #0014, #0015 (Secondary) **National Standards** *ACEI* 2.8, 3.1-3.5; *CEC* 2, 3,4, 4, 5,6; Dispositions 1.1, 1.3, 1.4, 1.5; *NSTA* 5a, 5c, 6b, 7b; *NCSS* 1.1-1.10 *NCTM 3.1,* 3.3, 7.6, 8.8; *ACTFL* 2.a., 3.a., 3.b., 6.b.

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Interstate New Teacher Assessment and Support Consortium (INTASC) can be found at
http://ccsso.org.red.doceus.com/projects/interstate_new_teacher_assessment_and_support_consortium/, September 2005.

Table 4.4.2 Alignment of Institutional Goals with Candidate Proficiencies, Performances and Assessments, and Courses, practiced and finalized (F)

Principle 1: Inculcating Professionalism			
The unit believes that candidates need a solid foundation in content and pedagogy in order to be effective members of the education community, and to provide leadership through teaching and learning.			
Institution's Goals	**SUNY Old Westbury Candidate Proficiencies** [5]	**Performance: Assessment**	**Program: Course**
Equip Candidates with core knowledge and skills to foster a productive learning environment, and the means to update such knowledge	**INTASC Proficiency 1. Content Pedagogy** The candidate understands the major concepts, processes of inquiry of a discipline, how students' conceptual frameworks and misconceptions influence their learning, and can relate disciplinary knowledge to other disciplines.	**Lesson Plan: Rubric**	**ACEI: 4740, 4200. 4220, 4120, 5940 (F)** **NSTA: 4230, 4085, 6082/7082, 6092/7092, 5900/6900 (F)** **ACTFL: 4230, 408X, 6086/7086, 6096/7096, 5900/6904 (F)** **NCTM: 4230, 408X, 6084/7084, 6094/7094,5900/6902 (F)** **NCSS: 4230, 408X, 6085/7085, 6095/7095,5900/6903 (F)** **CEC: 4300, 4850, 4810, 4890, 5960/5980 (F)**
		Unit Plan: Rubric	**ACEI: 4740 (F)** **NSTA: 4085, 6082/7082, 6092/7092,5900/6900 (F)** **ACTFL: 408X, 6086/7086, 6096/7096,5900/6904 (F)** **NCTM: 408X, 6084/7084, 6094/7094,5900/6902 (F)** **NCSS: AS5000, 408X, 6085/7085, 6095/7095,5900/6903 (F)** **CEC: 4850, 4740 (F)**
	INTASC Proficiency 8. Assessment The candidate understands the characteristics, uses, advantages, and limitations of different types of assessments, knows how to select, construct, and use assessment strategies appropriately, and understands measurement theory and assessment related issues.	**Lesson Plan: Rubric**	**ACEI: 4740, 4200. 4220, 4120, 5940 (F)** **NSTA: 4230, 4085, 6082/7082, 6092/7092, 5900/6900 (F)** **ACTFL: 4230, 408X, 6086/7086, 6096/7096, 5900/6904 (F)** **NCTM: 4230, 408X, 6084/7084, 6094/7094,5900/6902 (F)** **NCSS: 4230, 408X, 6085/7085, 6095/7095,5900/6903 (F)** **CEC: 4300, 4850, 4810, 4890, 5960/5980 (F)**
		Unit Plan: Rubric	**ACEI: 4740 (F)** **NSTA: 4230, 4085, 6082/7082, 6092/7092, 5900/6900 (F)** **ACTFL: 4230, 408X, 6086/7086, 6096/7096, 5900/6904 (F)** **NCTM: 4230, 408X, 6084/7084, 6094/7094,5900/6902 (F)** **NCSS: 4230, 408X, 6085/7085, 6095/7095,5900/6903 (F)** **CEC: 4850, 4740 (F)**

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[5] SUNY Old Westbury has adopted the INTASC Principles as its candidate proficiencies

	INTASC Proficiency 9. Reflective Practice: Professional Growth The candidate understands methods of inquiry, problem-solving strategies, is aware of major areas of research on teaching and of resources available for professional learning.	**Student Teaching: Teacher Candidate Proficiency Evaluation Form**	**ACEI: 5940 (F)** **NSTA: 5900/6900 (F)** **ACTFL: 5900/6904 (F)** **NCTM: 5900/6902 (F)** **NCSS: 5900/6903 (F)** **CEC: 3820, 4300, 5960/5980 (F)**

Prepare Candidates for success in their initial field experiences	**INTASC Proficiency 2. Student Development** The candidate understands how learning occurs, that it is influenced by students' physical, social, emotional, moral, and cognitive development, is aware of expected developmental progressions and ranges of individual variation, and can identify levels of readiness in learning.	**Philosophy Statement: Rubric**	**ACEI: 3900, 5940 (F)** **NSTA: 3900, 5900/6900 (F)** **ACTFL: 3900, 5900/6904 (F)** **NCTM: 3900, 5900/6902 (F)** **NCSS: 3900, 5900/6903 (F)** **CEC: 3900, 5960/5980 (F)**
		Child Study: Rubric	**ACEI: 3700 (F)** **NSTA: 4742 (F)** **ACTFL: 4742 (F)** **NCTM: 4742 (F)** **NCSS: 4742 (F)** **CEC: 3700 (F)**
		Shadowing Experience: Rubric	**ACEI: 3820 (F)** **NSTA: 3820 (F)** **ACTFL: 3820 (F)** **NCTM: 3820 (F)** **NCSS: 3820 (F)** **CEC: 3820 (F)**
	INTASC Proficiency 5. Motivation and Management The candidate can use knowledge about human motivation and behavior to develop strategies for organizing and supporting individual and group work; knows how to help people work productively and cooperatively, understands the principles of effective classroom management, and can use a range of strategies to promote positive and purposeful learning in the classroom.	**Lesson Plan: Rubric**	**ACEI: 4740, 4200. 4220, 4120, 5940 (F)** **NSTA: 4230, 4085, 6082/7082, 6092/7092, 5900/6900 (F)** **ACTFL: 4230, 408X, 6086/7086, 6096/7096, 5900/6904 (F)** **NCTM: 4230, 408X, 6084/7084, 6094/7094,5900/6902 (F)** **NCSS: 4230, 408X, 6085/7085, 6095/7095,5900/6903 (F)** **CEC: 4300, 4850, 4810, 4890, 5960/5980 (F)**
		Student Teaching: Candidate Proficiency Evaluation Form	**ACEI: 5940 (F)** **NSTA: 5900/6900 (F)** **ACTFL: 5900/6904 (F)** **NCTM: 5900/6902 (F)** **NCSS: 5900/6903 (F)** **CEC: 3820, 4300, 5960/5980 (F)**

	INTASC Proficiency 6. Communication The candidate understands theories of communication, how cultural and gender differences can affect communication in the classroom, recognizes the importance of nonverbal as well as verbal communication, and can use these and media communication techniques effectively.	**Student Teaching: Candidate Proficiency Evaluation Form**	**ACEI: 3700, 3820, 4740, 4660, 5940 (F)** **NSTA: 4742, 3820, 3600/3650/4660, 6082/7082, 6092/7092, 5900/6900(F)** **ACTFL: 4742, 3820, 3600/3650/4660, 6086/7086,6096/7096, 5900/6904(F)** **NCTM: 4742, 3820, 3600/3650/4660, 6084/7084, 6094/7094, 5900/6902(F)** **NCSS: 4742, 3820, 3600/3650/4660/AS5000, 6085/7085, 6095/7095, 5900/6903 (F)** **CEC: 5980 (F)**

Prepare candidates to conduct professional observation of students	INTASC Proficiency 7. Planning The candidate understands and knows how to use learning theory, subject matter, curriculum and student development; how to take into account individual interests, needs and aptitudes, as well as community resources in planning instruction, and knows how and when to adjust plans based on various contingencies.	**Lesson Plan: Rubric**	**ACEI: 4740, 4200. 4220, 4120, 5940 (F)** **NSTA: 4230, 4085, 6082/7082, 6092/7092, 5900/6900 (F)** **ACTFL: 4230, 408X, 6086/7086, 6096/7096, 5900/6904 (F)** **NCTM: 4230, 408X, 6084/7084, 6094/7094,5900/6902 (F)** **NCSS: 4230, 408X, 6085/7085, 6095/7095,5900/6903 (F)** **CEC: 4300, 4850, 4810, 4890, 5960/5980 (F)**
		Unit Plan: Rubric	**ACEI: 4740 (F)** **NSTA: 4085, 5900/6900 (F)** **ACTFL: 408X, 5900/6904 (F)** **NCTM: 408X, 5900/6902 (F)** **NCSS: 408X, 5900/6903 (F)** **CEC: 4850, 4740 (F)**

Table 4.4.2 Alignment of Institutional Goals with Candidate Proficiencies, Performances and Assessments, and Courses, practiced and finalized (F), Cont.

Principle 2: Creating a Just World			
The unit believes that candidates should be committed to honoring diversity, respecting differences, actively promoting social justice and teaching in a culturally responsive manner.			
Institution's Goals	**SUNY Old Westbury Candidate Proficiency**	**Performance: Assessment**	**Program: Course**
Create leaders who design and successfully implement curriculum in an inclusive and multi-cultural setting	**INTASC Proficiency 3. Diverse Learners** The candidate understands and can identify differences in approaches to learning and performance; knows about areas of exceptionality in learning, and strategies for teaching English language learners, understands how learning is influenced by individual experiences; uses individual experiences, cultures and community resources in successful implementation of instruction.	**Student Teaching: Candidate Proficiency Evaluation Form**	**ACEI: 5940 (F)** **NSTA: 5900/6900 (F)** **ACTFL: 5900/6904 (F)** **NCTM: 5900/6902 (F)** **NCSS: 5900/6903 (F)** **CEC: 3820, 4300, 5960/5980 (F)**

Create leaders who apply course content and skills as they engage in activities in response to the diverse needs of the community	**INTASC Proficiency 10. School and Community Involvement** The candidate understands schools as organizations within the larger community context, how factors in environments outside of school may influence students' life and learning, can identify and use community resources to foster learning, and implements laws related to students' rights and teacher responsibilities.	**Field Experience, Proficiency Component of Student Teaching Evaluation Form and corresponding rubrics**	**ACEI: 4120, 3820, 5940 (F)** **NSTA: 3820, 5900/6900 (F)** **ACTFL: 3820, 5900/6904 (F)** **NCTM: 3820, 5900/6902 (F)** **NCSS: 3820, 5900/6903 (F)** **CEC: 4120, 3820, 5960/5980(F)**
		Field Experience, Proficiency Component of Student Teaching Evaluation Form and corresponding rubrics	**ACEI: 4120, 3820, 5940 (F)** **NSTA: 3820, 5900/6900 (F)** **ACTFL: 3820, 5900/6904 (F)** **NCTM: 3820, 5900/6902 (F)** **NCSS: 3820, 5900/6903 (F)** **CEC: 4120, 3820, 5960/5980 (F)**
		Field Experience, Proficiency Component of Student Teaching Evaluation Form and corresponding rubrics	**ACEI: 4120, 3820, 5940 (F)** **NSTA: 3820, 5900/6900 (F)** **ACTFL: 3820, 5900/6904 (F)** **NCTM: 3820, 5900/6902 (F)** **NCSS: 3820, 5900/6903 (F)** **CEC: 4120, 3820, 5960/5980 (F)**

Table 4.4.2 Alignment of Institutional Goals with Candidate Proficiencies, Performances and Assessments, and Courses, practiced and finalized (F), Cont.

Principle 3: Interdisciplinary Teaching and Learning			
The unit believes that its candidates are best prepared rigorously in methods of interdisciplinary teaching and learning and through a learning community approach to curriculum, instruction, assessment and management.			
Institution's Goals	**SUNY Old Westbury Candidate Proficiency**	**Performance: Assessment**	**Program: Course**
Prepare candidates with a broad interdisciplinary knowledge base	Candidates will be able to understand interdisciplinary methods of inquiry and apply this to teaching and learning situations[6]	**Interdisciplinary Unit and or Lesson Plan: Rubric**	**ACEI: 4740, 4120, 4200, 4220, 5940 (F)** **NSTA: 4230, 4085, 4740[7],6082/7082,6092/7092** **ACTFL: 4230, 4083, 4740[8], 6086/7086,6096/7096** **NCTM: 4230, 4082, 4740[9], 6084/7084, 6094/7094** **NCSS: 4230, AS5000, 6085/7085, 6095/7095** **CEC: 4740, 4120, 4200, 4220**
		Student Teaching: Candidate Proficiency Evaluation Form	**ACEI: 5940 (F)** **NSTA: 5900/6900 (F)** **ACTFL: 5900/6904 (F)** **NCTM: 5900/6902 (F)** **NCSS: 5900/6903 (F)** **CEC: 5960/5980 (F)**

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[6] This proficiency was developed from the research and publications of the faculty and fundamental theorists upon which the program is based.

[7] Applies to Middle Childhood Teacher Candidates

[8] Applies to Middle Childhood Teacher Candidates

[9] Applies to Middle Childhood Teacher Candidates

Provide candidates with the pedagogical skills to design interdisciplinary curricula	**INTASC Proficiency 4. Multiple Instructional Strategies** The candidate understands the cognitive processes associated with various kinds of learning and how these can be stimulated; understands principles and techniques associated with various instructional strategies, and knows how to enhance learning by developing critical thinking through the use of a wide variety of materials as well as human and technological resources.	**Interdisciplinary Unit and/or Lesson Plan: Rubric** **Student Teaching: Candidate Proficiency Evaluation Form**	**ACEI: 4740, 4120, 4200, 4220,5940 (F)** **NSTA: 4230, 4085, 4740[10], 6082/7082, 6092/7092** **ACTFL: 4230, 4083, 4740[11], 6086/7086, 6096/7096** **NCTM: 4230, 4082, 4740[12], 6084/7084, 6094/7094** **NCSS: 4230, AS5000, 6085/7085, 6095/7095** **CEC: 4740, 4120, 4200, 4220** **ACEI: 5940 (F)** **NSTA: 5900/6900 (F)** **ACTFL: 5900/6904 (F)** **NCTM: 5900/6902 (F)** **NCSS: 5900/6903 (F)** **CEC: 5960/5980 (F)**

Prepare candidates who are able to integrate technology in teaching and learning	**INTASC Proficiency 6. Communication and Technology** The candidate understands communication theory, how cultural and gender differences can affect communication in the classroom, recognizes the importance of nonverbal as well as verbal communication, and can use these and media communication techniques and other technology effectively.	**MST PowerPoint Presentation: Rubric** **Student Teaching: Candidate Proficiency Evaluation Form**	**ACEI: 4120** **ACEI: 5940 (F)** **NSTA: 5900/6900 (F)** **ACTFL: 5900/6904 (F)** **NCTM: 5900/6902 (F)** **NCSS: 5900/6903 (F)** **CEC: 5960/5980 (F)**

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Interstate New Teacher Assessment and Support Consortium (INTASC) can be found at

http://ccsso.org.red.doceus.com/projects/interstate_new_teacher_assessment_and_support_consortium/ , September 2005

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[10] Applies to Middle Childhood Teacher Candidates
[11] Applies to Middle Childhood Teacher Candidates
[12] Applies to Middle Childhood Teacher Candidates

Candidates demonstrate these proficiencies in Table 4.4.2, the context of courses, field experiences, extracurricular activities, and portfolio presentations. Many of the requirements and artifacts candidates produce are uniform across the programs, including the construction of a teaching philosophy statement, a shadowing experience in an inclusive classroom, and the structure of candidates' portfolios. Other requirements and artifacts are program-specific, such as the requirement that Childhood Education candidates conduct a "Child Study" that seeks to understand the needs of a particular learner and create a targeted instructional plan, or the requirement that Science Education candidates produce a Safety Notebook that demonstrates their knowledge of and commitment to safe and ethical laboratory practice. In Table 4.4.3, which follows, we identify a selection of these requirements, which form a subset of the SPA assessments for our programs.

Table 4.4.3 Examples of SPA assessments related to National Standards and the three principles of Old Westbury's School of Education

Principle	National SPA Standard	Assessment
Professionalism	ACTFL Standard 6.b. Knowing the Value of Foreign Language Learning. Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.	**Spanish** SPA Assessment 8 – Statement of Philosophy – Candidates must complete a reflective piece that addresses their plans to engage in professional development, including an identification of conferences they have attended or would like to attend, a discussion of the value of foreign language education, and their role in promoting foreign language instruction in the education system
	NSTA Standard 10. The program prepares candidates to participate in the professional community, improving practice through their personal actions, … ethical behavior consistent with the best interests of students and the community	**Science** SPA Assessment 4 – Safety and Ethics Notebook. Candidates create a Notebook with the evidence of completion of six specific tasks designed to assess their knowledge of issues related to a safe learning environment. This demonstrates that they are prepared to take responsibility for following safe and ethical practices in the classroom
	ACEI Standard 5.2. Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; Candidates foster relationships with school colleagues and agencies in the larger community. CEC Standard 9. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices	**Childhood Education** SPA Assessment 6 and **Special Education** SPA Assessment 6 – Professional Portfolio – Candidates are required to include artifacts and reflections on teaching practice that demonstrate that they have implemented a professional development plan that draws on resources and contacts with the larger community

Principle	National SPA Standard	Assessment
A Just World	CEC Standard 3 - Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. CEC Standard 5 - Special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. ACEI Standard 3.2 -Adaptation to diverse students - Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	**Special Education** SPA Assessment 5 Student Change Project - candidates must assess needs of a disabled student, consult with parents and teachers, and create an instructional plan that addresses specific needs; candidates must have an understanding of student diversity to successfully complete this project. **Childhood Education** SPA Assessment 7- Shadowing Experience – Candidates evaluate their observation experience in a special education classroom, including the accommodations to address learning characteristics of students with disabilities, use of assistive and instructional technology, and research into community resources available to families of students with disabilities.
	NCSS 1.1 Culture and Cultural Diversity, Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity. 1.9 Global Connections - Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections.	**Social Studies** SPA Assessment 3 – Pedagogical and Professional Knowledge Lesson as planned - Lesson Plan - Candidates develop lessons in compliance with NCSS Teacher evaluation instrument that requires an understanding of diverse cultures and groups

Principle	National SPA Standard	Assessment
	NCSS 1.1 Culture and Cultural Diversity, Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity. 1.9 Global Connections, Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections.	**Social Studies** SPA Assessment 7 – Research Project – Candidates will demonstrate understanding of a research topic in part by examining how different groups and cultures responded to an historical event
	ACTFL Standard 2. Cultures, Literatures, Cross-Disciplinary Concepts. Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time	**Spanish SPA** Assessment 3 - Capstone Research Project – Candidates demonstrate the ability to present a convincing thesis and develop well-reasoned arguments on a research topic of their choice. The candidate must demonstrate, in part, understanding of the historical and cultural context of the subject under study
Interdisciplinary Teaching and Learning	ACTFL Standard 2.c. Candidates will integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.	**Spanish SPA -** Assessment 4 - Lesson Plan – Candidates are required to write several lesson plans within a unit plan. One of these incorporates a cross-disciplinary approach, requiring a connection between Spanish and another subject.
	All NCSS content standards (1.1 – 1.10) are interdisciplinary in nature – they are organized as *themes*, rather than as a collection of facts.	**Social Studies** SPA Assessment 4 –Pedagogical and Professional Skills - Lesson as taught – Candidates are required to create a lesson or activity plan for introducing an interdisciplinary unit of instruction.

Principle	National SPA Standard	Assessment
	All ACEI Content Standards, and especially 2.8 - Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students; and 3.1 -Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter,…	**Childhood Education** SPA Assessment 3 – Interdisciplinary Lesson Plan – candidates must create a complete lesson or activity plan for introducing an interdisciplinary unit, and has been designed as a capstone experience to assess candidates' development of knowledge, skills and dispositions.

4.5 System by which Candidate Performance is Periodically Assessed

Assessment of candidate performance is the shared responsibility of faculty, advisors, and cooperating teachers. Entering teacher education candidates are assigned a faculty advisor, with whom they meet at least once each semester prior to registering for the following semester. Candidates pursuing adolescence or middle childhood education must also meet the requirements of their major in Biology, Chemistry?, Mathematics, Social Studies, and Spanish. Therefore, these candidates have two advisors, one in their subject area and one in the School of Education. During advisement meetings, candidates and their advisors review progress in course work, and plan an appropriate program of study.

Fieldwork is a major component for assessing the integration and synthesis of theory with practice. Numerous specific assessments and evaluations are embedded in both levels of fieldwork - Observation and Practica, and Student Teaching. Candidates are assigned to diverse settings, including (i) high-needs school districts; (ii) students with disabilities or special needs; (iii) English language learners.

Through ongoing and comprehensive review of their teaching practices, peer collaboration, reflection, feedback from course instructors, college supervisors and field based cooperating teachers, teacher candidates achieve the professional goals of the SOE. Faculty members have designed evaluation tools for monitoring the performance of the teacher candidates and of the SOE program for improvement. A sample of the multiple assessments and feedback measures used at various transition points during the candidate's progression through the program include

- ➢ Intake data forms and interviews
- ➢ Philosophical statements
- ➢ Outcomes based assignments (e.g. lesson plans, unit plans, diversity strategies)
- ➢ Student teaching observation protocols
- ➢ Candidate Portfolios
- ➢ Structured writing samples
- ➢ Measures of proficiency in basic skills
- ➢ Acquisition of knowledge, skills and dispositions for entrance into the teaching profession

All programs within the SOE share a set of core expectations for the continuous assessment of teacher candidates. The expectations for undergraduate candidates, and their specified transition points, are shown in Table 4.5.3. Table 4.5.4 and 4.5.5 show the transition point system for MAT candidates and MS candidates, respectively. They represent our minimal expectations for progress in the teacher education programs at Old Westbury. While individual program criteria for benchmark assessments may vary, the purpose and operation of the benchmarks are uniform across programs. Individual's reflections, paper-pencil measures, simulations, field and clinical experiences, student learning and faculty feedback lend multiple perspectives to the progress and development and also note areas in need of improvement or continued focus. The aggregated data from candidates in each of the programs also provide feedback for program improvement in the delivery of services for future candidates.

The School of Education uses a variety of methods to assist candidates who fail to meet the requirements at Transition Points. With fewer than thirty advisees per faculty member, individual mentoring and guidance is the principal means for addressing deficiencies.

Academic Probation and "Counseling Out" Process:

Every semester, the Assistant Dean of Data Management and Assessment reviews the transition point progress of all candidates and flags those candidates whose academic performance is falling below that which is required by the School of Education. At the end of each academic year, the Assessment Committee reviews all candidates who are flagged. With the exception of extraordinary circumstances, the candidates are put on probation and notified of their probation with a letter.

Any candidates on probation are offered a meeting with their advisor and the Dean of the School of Education to plan discuss strategies for improving the candidate's performance. At the end of the next academic year, the files of all candidates on probation are reviewed. Candidates will have had to bring their academic performance up to the level required by the SOE by this time. As is the case with students put on probation before they reach student teaching, if not allowed to continue, the candidate will be advised about alternative options by their faculty advisor and/or Dean of the School of Education. A "Transition of Student" Form is filed by the advisor.

In Student Teaching field supervisors are in constant communication with both candidates and cooperating teachers in order to provide immediate remediation for problems observed in the field.
As part of the process an interim report is produced in the middle of the semester to evaluate the candidate's progress. The candidate receives a written report upon completion of the evaluation. Based upon that, remediation is applied. During weekly seminar sessions with field supervisors candidates have opportunities to discuss their field experiences, the artifacts that will comprise their portfolio, and to receive feedback.

As is the case with students put on probation before they reach student teaching, if not allowed to continue, the candidate will be advised about alternative options by their faculty advisor and/or Dean of the School of Education. A "Transition of Student" Form is filed by the advisor.

Table 4.5.3

CTAS for Undergraduate (Initial) Candidates

Transition Point	Requirements
#1 ADMISSION TO THE SOE Application Required	• Completion of 48 credits • GPA ≥ 2.7 Middle Childhood and Adolescence Ed • GPA ≥ 3.0 Childhood and Exceptional Ed • ***C or better in MA1020 or equivalent*** • C or better in EL1000, EL22XX • Completed Disposition Survey • Score of acceptable (20/30) on Focused Writing Sample
#2 ADMISSION TO OBSERVATION AND FIELD EXPERIENCE Application Required	• Overall GPA ≥ 3.0 (Childhood and Exceptional Ed) • Overall and Major GPA ≥ 2.7 (Secondary Education) • Complete a set of foundation education courses with average grade of B or better • Completed benchmark assessments in foundation courses
#3 ADMISSION TO STUDENT TEACHING Application Required	• ***Overall and Major GPA each ≥ 3.0 (Secondary Education)*** • ***Overall GPA ≥ 3.0 (Childhood and Exceptional Ed)*** • ED GPA ≥ 3.0 (All majors) • Completion of all course work • Completed Disposition Survey • Completion of benchmark assessments in Methods courses • Completion of ED5901 with a grade of B or better • Grade of B or better in ED4083 (Methods of Teaching)
#4 PROGRAM COMPLETION	• Completion of all required coursework with GPA ≥ 3.0 • ***Content Major GPA ≥ 3.0 (Secondary Education)*** • GPA in education coursework ≥ 3.0 • Grade of B in Student Teaching • Completed Disposition Survey • Successful completion of all program-specific SPA assessments • Exit Survey

Transition Point	Requirements
#5 STATE CERTIFICATION Application Required	• Liberal Arts and Sciences Test • Assessment of Teaching Skills – Written • Content Specialty Test • Child Abuse and Neglect Workshop • School Violence Prevention and Intervention Workshop • Fingerprinting

Table 4.5.4

. CTAS for MAT (Initial) Candidates

Transition Point	Requirements
#1 **PROGRAM ENTRY**	• B.A./B.S. degree in major or a B.A./B.S. degree with at least 30 credits of content courses. • A cumulative undergraduate GPA of 3.0 and a major GPA of 3.0 (on a scale of 4.0) . • Two letters of recommendation, one from an academic source. • An admissions essay. • An undergraduate General Education program
#2 **PRIOR TO STUDENT TEACHING**	• Knowledge of and skills in applying state standards specific to the discipline in Lesson and Unit Planning • Assessment of discipline-specific literature / technology project • Candidate Dispositions • Professional Readings • Content-specific Technology Portfolio
#3 **PROGRAM COMPLETION**	• 3.0 GPA overall • 3.0 GPA in masters content courses • Student Teaching Evaluation • Culminating experience • Candidate Dispositions • Exit survey
#4 **STATE CERTIFICATION** **Application Required**	• NYSTCE standardized exams – scores on LAST, ATS-W and CST • Child Abuse and Neglect Workshop • School Violence Prevention and Intervention Workshop • Fingerprinting

Table 4.5.5

CTAS for MS (Advanced) Candidates

Transition Point	Requirements
#1 PROGRAM ENTRY	• B.A./B.S. degree in major or a B.A./B.S. degree with at least 30 credits of content courses. • A cumulative undergraduate GPA of 3.0 and a major GPA of 3.0 (on a scale of 4.0) . • Two letters of recommendation, one from an academic source. • NYSTCE standardized exams – scores on LAST, ATS-W and CST • An admissions essay. • An undergraduate General Education program
#2 PRIOR TO THESIS WORK	• Knowledge of and skills in applying state standards specific to the discipline in Lesson and Unit Planning • Assessment of discipline-specific literature / technology project • Candidate Dispositions • Annotated Bibliography • Content-specific Technology Portfolio
#3 PROGRAM COMPLETION	• 3.0 GPA overall • 3.0 GPA in masters content courses • Student Teaching Evaluation • Assessment of Thesis • B in Thesis course • Candidate Dispositions • Exit survey
#4 STATE CERTIFICATION Application Required	• Child Abuse and Neglect Workshop • School Violence Prevention and Intervention Workshop • Fingerprinting

Validity

For the purpose of establishing validity, we plan to examine certain correlations. First we use the New York State Teacher Certification Exams (NYSTCE). These tests are criterion-referenced and objective-based. The explicit purpose of these tests is to help identify for certification those candidates who have demonstrated the appropriate level of knowledge and skills that are important for performing the responsibilities of a teacher in New York State schools (from the NYSTCE test booklet). The tests we use are: Liberal Arts and Sciences Test (LAST), Assessment of Teaching Skills-Written (ATS-W), and Content Specialty Test (CST). We conduct correlations among the three tests and examine the relationship between the candidates' GPA's and Student Teaching grade. The studies are conducted every semester.

Reliability

We use the Pearson Correlation Significance Test (2-tailed) to determine correlations among our students' test scores, GPA's, and unit data. We also conduct intra and inter correlations between raters.
The instruments we have in place and that we are developing for assessing our students are consistent and constitute a trustworthy approach to data collection. The strategies employed to assure measures of validity and reliability included:

- **Data triangulation**- For our evaluation we will use a variety of data sources in order to validate and confirm our findings during the different phases of the process.
- **Evaluator triangulation**- Throughout the evaluation a series of highly qualified evaluators will actively participate in researching, reflecting, and debriefing to adequately complete the process.
- **Evaluator reflexivity**- All evaluators will make every effort to examine their assumptions, beliefs, values, and biases regarding the evaluative process to achieve a high level of objectivity.
- **Evaluator checks**- Evaluators will review and confirm the accuracy and inaccuracies of all data collected periodically.
- **Collaborative efforts**- The involvement of multiple evaluators in designing and implementing the evaluation plan and concurring on the conclusions, will ensure that the analysis of data and interpretations of findings are not idiosyncratic and in turn reduce the possibility of bias.

All strategies listed above were chosen for their relevance to our unit and because they are considered to be standards commonly used to establish both validity and reliability in educational research and program evaluations. We intend to examine inter-correlations among assessment measures for each of our claims. All results are sorted and coded in a systematic and meaningful way.

The tables below illustrate the alignment of the transition points with the data collected. Table 4.5.6 illustrates the alignment for the undergraduates, and Table 4.5.7 and Table 4.5.8 illustrated the MAT and MS programs, respectively. The data collected are used by the unit for analysis and decision-making regarding program improvement including determining the reliability and validity of each requirement for each transition point, which is illustrated by Figure 4.5.1.

Table 4.5.6
TRANSITION POINT DATA COLLECTED FOR UNIT/PROGRAM ANALYSIS AND IMPROVEMENT – UNDERGRADUATE (Initial)

TRANSITION POINT	DATA COLLECTED
#1 Admission Requirements	➢ Aggregated application data: o # of applicants accepted, rejected, remediated o # of re-applicants. (By ethnicity, gender, major, program, etc.)
#2 Admission to Observation and Field Experience	➢ Aggregated application data: o # of applicants accepted, rejected, remediated o # of re-applicants. (By ethnicity, gender, major, program, etc.) ➢ Course grades ➢ Rubric scores (SOE Database)
#3 Admission to Student Teaching	➢ Aggregated application data: o # of applicants accepted, rejected, remediated o # of re-applicants. (By ethnicity, gender, major, program, etc.) ➢ Course grades ➢ Rubric scores (SOE Database)
#4 Program Completion	➢ Aggregated application data: o # of applicants accepted, rejected, remediated o # of re-applicants. (By ethnicity, gender, major, program, etc.) ➢ Course grades ➢ Rubric scores (SOE Database)
#5 Certification	➢ SUNY data ➢ Workshop and Seminar Completion Certificates

Table 4.5.7
**TRANSITION POINT DATA COLLECTED FOR UNIT/PROGRAM ANALYSIS AND IMPROVEMENT – MAT (Initial)**
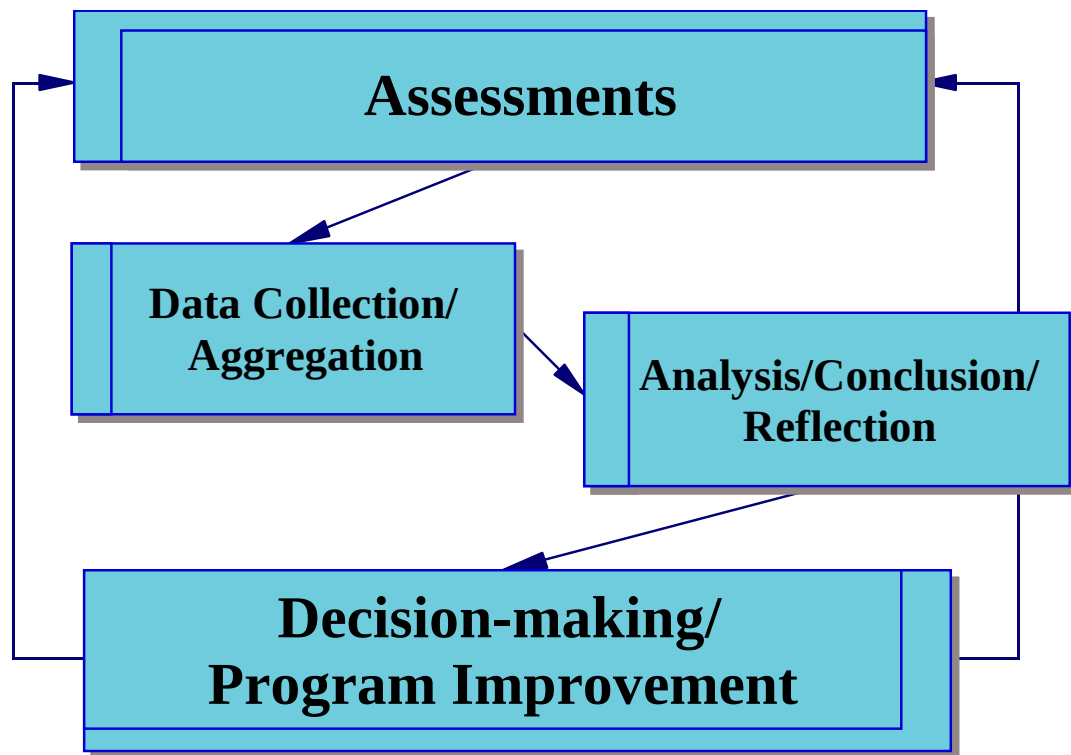
TRANSITION POINT	DATA COLLECTED
#1 **PROGRAM ENTRY**	➢ Aggregated application data: o # of applicants accepted, rejected, remediated o # of re-applicants. (By ethnicity, gender, major, program, etc.)
#2	➢ Aggregated application data:

PRIOR TO STUDENT TEACHING	o # of applicants accepted, rejected, remediated o # of re-applicants. (By ethnicity, gender, major, program, etc.) ➤ Course grades ➤ Rubric scores (SOE Database)
#3 **PROGRAM COMPLETION**	➤ Aggregated application data: o # of applicants accepted, rejected, remediated o # of re-applicants. (By ethnicity, gender, major, program, etc.) ➤ Course grades ➤ Rubric scores (SOE Database)
#4 **STATE CERTIFICATION** **Application Required**	➤ Aggregated application data: o # of applicants accepted, rejected, remediated o # of re-applicants. (By ethnicity, gender, major, program, etc.) ➤ Course grades ➤ Rubric scores (SOE Database)

Table 4.5.8
TRANSITION POINT DATA COLLECTED FOR UNIT/PROGRAM ANALYSIS AND
IMPROVEMENT – MS (Advanced)

TRANSITION POINT	DATA COLLECTED
#1 **PROGRAM ENTRY**	➤ Aggregated application data: o # of applicants accepted, rejected, remediated o # of re-applicants. (By ethnicity, gender, major, program, etc.)
#2 **PRIOR TO THESIS WORK**	➤ Aggregated application data: o # of applicants accepted, rejected, remediated o # of re-applicants. (By ethnicity, gender, major, program, etc.) ➤ Course grades ➤ Rubric scores (SOE Database)
#3 **PROGRAM** **COMPLETION**	➤ Aggregated application data: o # of applicants accepted, rejected, remediated o # of re-applicants. (By ethnicity, gender, major, program, etc.) ➤ Course grades ➤ Rubric scores (SOE Database)

Figure 4.5.1 Illustration of the Role of Transition Point Data Collection in the Unit Assessment System

Summary Comments

In accordance with NCATE's structure for the conceptual framework of a unit, the following is a summary of our unit's efforts to address key issues:

Shared Vision

The unit has involved and continues to involve all the constituencies that are associated with the preparation of its candidates in the development of its conceptual framework. The collaboration between the unit and the other academic areas on its campus has established a collegial relationship primarily influenced by the institution's commitment to interdisciplinary academic engagement.

Coherence

The institution has imbued the responsibility for teacher preparation in the Dean of the School of Education. The organization structure of the SOE, including departments of Childhood Education, Exceptional Education and Secondary Education, along with the collaborative development of a Unit Assessment Plan ensures the coherence of curriculum, instruction, field and clinical experiences, and assessment within the unit.

Professional Commitments and Dispositions

We have demonstrated that the unit's curriculum, instruction, field and clinical experiences, and assessment are in accordance with the research, practice and standards in teacher education. All candidates are expected to complete a General Education Core that ensures candidates acquire a broad knowledge of arts and sciences that prepares them to impart the learning standards; a Content Core in which they acquire in-depth knowledge of a specialized subject area; and a Pedagogy Core in which they acquire the knowledge, skills and dispositions to be effective in their classrooms and schools.

Commitment to Diversity

Old Westbury has developed and maintained a reputation in leading the SUNY system in the enrollment of students who come from traditionally underrepresented groups. The SOE is especially responsible for graduating pre-service teachers who come from underrepresented populations. Data show that Old Westbury produces only 3% of SUNY's Teacher Education graduates, but over 12% of SUNY's Teacher Education graduates from underrepresented groups[13]. Implicit in the philosophy of the institution and the unit is the deliberate preparation of candidates who are sensitive to community and cultural norms, demonstrate an ability to work with diverse populations, respect all students as individuals, and ensure equity and access of quality schooling for all children through advocacy. This commitment is formally embodied in the Old Westbury General Education diversity requirement that each student complete a course that includes study of the impact of race, cultural / ethnic background, gender, social class, sexual orientation , age or disability.

Commitment to Technology

Technology is central to implementing our vision to facilitate the development of all learners in the context of contemporary society. All Old Westbury candidates demonstrate competence in the use of technology as part of our General Education core requirements. All candidates

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[13] Diversity data from 1998-2003 SUNY Bachelors' institutions, excluding Brockport and Potsdam.

demonstrate their ability to integrate technology during their classroom practica. *Powerpoint* presentations are widely used in capstone research projects. In addition, all candidates now use the *Angel* electronic portfolio system for submitting assignments, conducting self-assessments and creating electronic versions of their professional portfolios.

We are confident that our philosophy and programs are responsible for the considerable success of our candidates in the profession. The latest Middle States visit resulted in only one recommendation: the need to formalize and implement a systematic, defined assessment plan for the non-academic areas of the college (2011 Final Middle States Team Report, Section IV, page 21).

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