Goucher College Programs in Education Standards

Knowledge, Skills and Dispositions Fostered in Students
The faculty of the Graduate Programs in Education foster in the students enrolled in the programs the knowledge, skills, and dispositions presented below. These professional commitments and dispositions form Goucher's professional standards, and are adapted and applied to every program within the Graduate Programs in Education. Additionally, they are reflected in courses within the programs.

Knowledge: We believe teachers and other professionals we prepare in each of the programs included within the Graduate Programs in Education should
1. Apply knowledge of psychological and educational theory, research, and/or philosophy related to the area of specialization or certification.
2. Demonstrate understanding and use of the types of assessments appropriate to the area of specialization or certification.
3. Identify the purpose of education in society, and be able to analyze why things happen in the educational community and/or in the political community that surrounds education.
4. Demonstrate knowledge of concepts related to diversity, and the interaction between concepts related to diversity and the area of specialization or certification.

Specific Knowledge Standards for the Different Specializations
Demonstrate mastery of content and pedagogy contained within professional standards defined for the area of specialization or certification, including local (Goucher), state and national standards.

Skills: We believe teachers and other professionals we prepare in each of the programs included within the Graduate Programs in Education should
5. Demonstrate the ability to incorporate theory and research into practice related to the area of specialization.
6. Demonstrate the ability to gather appropriate data and use data in problem analysis and decision-making related to the area of specialization.
7. Use problem solving/critical thinking strategies appropriate to the area of specialization.
8. Use reflective practice within the area of specialization.
9. Demonstrate effective communication and presentation skills related to the area of specialization.
10. Use a variety of technologies appropriate for working in the area of specialization.

Specific Skill Standards for the Different Specializations
Demonstrate mastery of specific specialization skill standards

Dispositions: We believe teachers and other professionals we prepare in each of the programs included within the Graduate Programs in Education should
11. Demonstrate service to the community.
12. Demonstrate positive dispositions toward diversity and equity.

13. Demonstrate professionalism in one's demeanor, behavior, conduct, decision-making, and interactions with colleagues.

Master of Education, Specialization Standards
At-Risk and Diverse Learners

1. Evaluate differing perspectives of identifying at-risk and diverse children/youth. (knowledge)
2. Explain the extent and manner in which biological, psychological, social, and environmental forces affect at-risk and diverse children/youth during developmental periods.   (knowledge)
3. Explain how to develop environments that prevent children/youth from becoming at risk and help them develop resilience. (knowledge)
4. Recognize the psychological and social characteristics of resilient children and youth. (knowledge)
5. Correlate the differing perspectives of causality to prevention and intervention programs/strategies for at-risk and diverse students. (knowledge)
6. Relate the role of defense mechanisms and coping strategies in controlling student and youth stress. (knowledge)
7. Analyze the psychological and social dynamics related to specific at risk student problems. (skills)
8. Analyze psychological and social intervention strategies/programs that may help in the development of student resilience.   (skills)
9. Implement a social skills intervention strategy that can assist in the development of student resilience. (skills)
10. Demonstrate techniques/strategies to restructure the classroom environment to meet the needs of at-risk and diverse students   (skills)

Master of Education, Specialization Standards
Athletic Program Leadership and Administration

1. Philosophy: Program leaders, administrators of athletic programs, or other professionals we prepare are educational leaders who have knowledge and understanding of the role of philosophy and ethics in the management of athletics. (knowledge)

   Indicators:
   a) ethics of program management
   b) principles, practices and strategies of coaching

2. Contemporary Issues: Program leaders, administrators of athletic programs, or other professionals we prepare are educational leaders who understand the impact of contemporary issues in athletics on program development and implementation. (knowledge)

   Indicators:
   a) historical and philosophical issues in development of athletic programs
   b) societal and legal forces that shape athletic programs
   c) contemporary issues in management, leadership and coaching

3. Management: Program leaders, administrators of athletic programs, or other professionals we prepare are educational leaders who are able to facilitate the management of athletic programs. (skill)

   Indicators:
   a) personnel management
   b) program management
   c) legal issues
   d) fiscal and budgetary controls
   e) rules compliance
   f) marketing and public relations

4. Competition: Program leaders, administrators of athletic programs, or other professionals we prepare are educational leaders who apply the implications of competition to the athletic programs they deliver. (skill)

   Indicators:
   a) relationship between personality development, self-esteem and development of student athlete
   b) relationship between personality development, aggression and athletic performance
   c) applying group processes to the athletic team
   d) attitudes and motivation

Master of Education, Specialization Standards
Literacy Strategies for Content Learning

Standard 1. Literacy and Learning Content

Candidates apply the literacy demands of the content they teach, including the unique academic language and the oral and written discourse structures that underlie the content, in instructional planning, delivery and assessment.

Standard 2. Foundational Knowledge about Literacy

Candidates use major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, writing, and reading–writing connections, to plan effective literacy instruction in content learning..

Standard 3. Instructional Strategies, Materials and Effective Practices

Candidates design and implement appropriate classroom structures that demonstrate effective literacy strategies, materials and practices using collaborative and cooperative approaches to learning, effective grouping options, and best uses of time to facilitate deep understanding of content. Candidates demonstrate a wide variety of reading, writing, listening and speaking strategies to maximize subject-matter understanding through student engagement in discussion and in reading and writing a variety of diverse content-specific text, including print, nonprint, digital and technological media.

Standard 4. Assessment and Evaluation

Candidates use a variety of assessment tools and practices to better understand the literacy competencies of students (reading, writing, listening and speaking) and to evaluate the literacy demands of content-specific text.

Standard 5: Diversity

Candidates use knowledge of the abilities, interests, and cultural backgrounds of students in the classroom to plan literacy learning opportunities that address the needs of diverse student groups.

Master of Education, Specialization Standards
Reading Instruction

Standards for the Preparation of Literacy Professionals 2017

Standard Title	Overarching Standard
1: Foundational Knowledge	Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.
2: Curriculum and Instruction	Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.
3: Assessment and Evaluation	Candidates understand, select, and use valid, reliable, fair and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning and experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.
4: Diversity and Equity	Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
5: Learners and the Literacy Environment	Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
6: Professional Learning and Leadership	Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.
7: Practicum/Clinical Experiences (for specialized literacy professionals only)	Candidates apply theory and best practice in multiple supervised practicum/clinical experiences

Master of Education Specialization Standards
Reducing Student, Classroom and School Disruption:
Prevention and Intervention

Candidates will

    A. Apply knowledge of student basic needs, developmental stages, interests, learning preferences, and unique characteristics to create a safe and productive classroom environment.

    B. Establish rules, routines, and procedures that prepare students to make positive choices and contributions to the learning environment.

    C. Apply concepts of profitable communication to encourage student cooperation and self-discipline

    D. Analyze students' unique needs and their impact on their behavior, behavior of others and the classroom community as a whole

    E. Understand the positive impact of developing relationships with students and their parents

    F. Understand the relationship between instruction, engagement and student behavior

    G. Determine when to implement whole class/school, group, or individual management/shaping strategies

    H. Determine the function of student behavior before attempting to change it

Master of Education, Specialization Standards
School Improvement Leadership: PSEL Standards

PSEL Standard 1.0: Mission, Vision, and Core Values.

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being

PSEL Standard 2.0: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

PSEL Standard 3.0: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

PSEL Standard 4.0: Curriculum, Instructional and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

PSEL Standard 5.0: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

PSEL Standard 6.0: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

PSEL Standard 7.0: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

PSEL Standard 8.0: Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

PSEL Standard 9.0: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

PSEL: Standard 10.0: School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Master of Education Specialization Standards
Special Education for Certified Teachers

1. Learner Development and Individual Learning Differences: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

2. Learning Environments: Beginning special education professional create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

3. Curricular Content Knowledge: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

4. **Assessment**: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

5. Instructional Planning and Strategies: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

6. Professional Learning and Ethical Practice: Beginning special educational professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

7. Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Master of Education Specialization Standards
Teaching English for Speakers of Other Languages (ESOL)

Domain 1. Language, Candidates will

- Understand and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs)

- Be able to develop language and literacy and achieve in the content areas.

- Demonstrate that issues of language structure and language acquisition development are interrelated.

Domain 2. Culture, Candidates will

- Understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environment for ELLs.

Domain 3. Planning, Implementing, and Managing Instruction, Candidates will

- Know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.

- Know and can use program models and skills in teaching strategies for developing and integrating language skills.

- Integrate technology as well as choose and adapt classroom resources for ELLs.

Domain 4: Assessment, Candidates will

- Demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

Domain 5. Professionalism, Candidates will

- Keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues.

- Demonstrate knowledge of the history of ESL teaching and use such information to reflect on and improve their instruction and assessment practices.

- Work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Master of Education Specialization Standards
Teacher as Leader in Technology
ISTE Standards for Education Leaders

1. Equity and Citizenship Advocate
Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:

a. Ensure all students have skilled teachers who actively use technology to meet student learning needs.

b. Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.

c. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.

d. Cultivate responsible online behavior, including the safe, ethical and legal use of technology.

2. Visionary Planner
Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology. Education leaders:

a. Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.

b. Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.

c. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.

d. Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.

e. Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.

3. Empowering Leader
Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:

a. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.

b. Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice.

c. Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.

d. Support educators in using technology to advance learning that meets the diverse learning, cultural, and social-emotional needs of individual students.

e. Develop learning assessments that provide a personalized, actionable view of student progress in real time.

4. Systems Designer

Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning.

Education leaders:

a. Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.

b. Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.

c. Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.

d. Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.

5. Connected Learner

Leaders model and promote continuous professional learning for themselves and others.

Education leaders:

     a. Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.

     b. Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.

     c. Use technology to regularly engage in reflective practices that support personal and professional growth.

     d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.