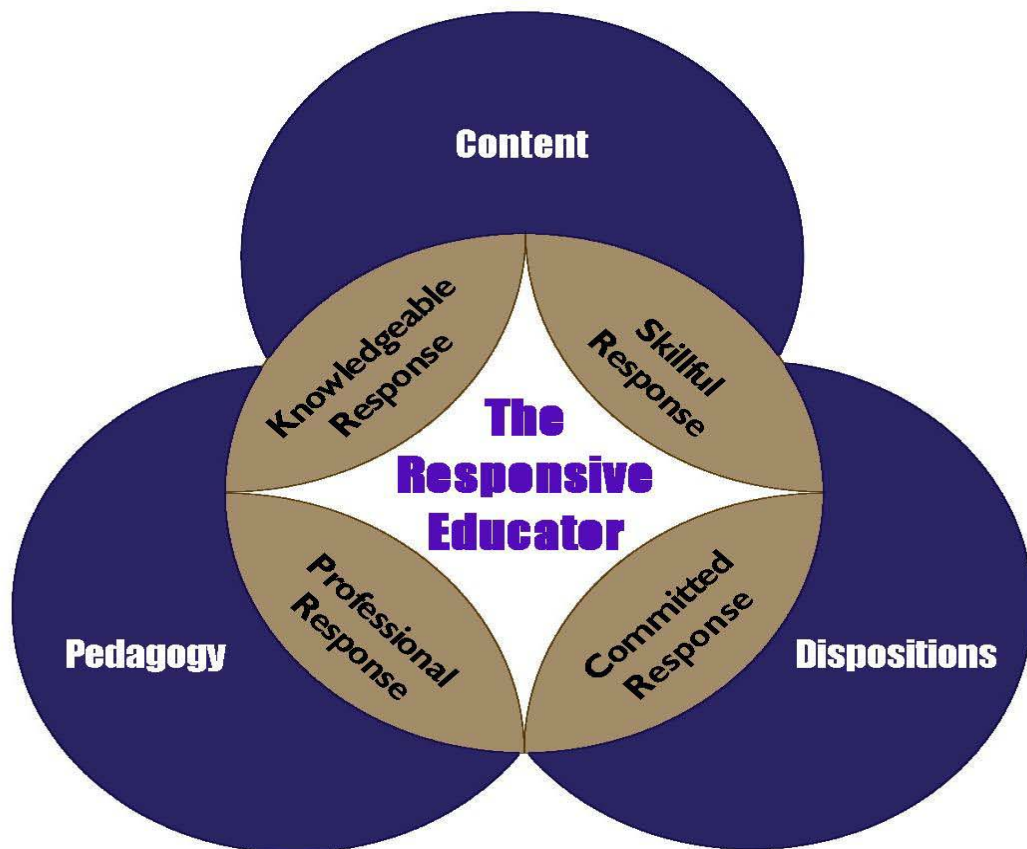




COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

RESPONSIVE EDUCATORS



Knowledge, Skills, and Dispositions Proficiencies And Key Indicators For The Responsive Educator

K1- Knowledge of self (metacognition) and as a practitioner (reflection)

Utilize a metacognitive, self-monitoring and self-regulating approach

Indicators:

The candidate knows how to combine external feedback with a continual monitoring and examination of his/her internal cognitive processes relative to teaching/learning experiences.

The candidate understands the value of critical thinking and self-directed learning as habits of mind, and knows how to use classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice.

K2- Knowledge of learners (developmental)

Apply understanding of human development and exceptionalities to optimize the achievement of all students

Knowledge

Indicators:

The candidate understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

The candidate knows about areas of exceptionality in learning-- including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

K3- Knowledge of subject matter and associated teaching strategies (pedagogical)

Demonstrate broad and deep content and pedagogical content knowledge in general education and in areas of specialization that supports an equity pedagogy

Indicators:

The candidate understands the central concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to his or her discipline; and can create learning experiences that make these aspects of the subject matter meaningful for students.

The candidate understands the cognitive processes associated with various kinds of learning, knows how these processes can be stimulated, understands principles and techniques (along with advantages and limitations) associated with various instructional strategies, and knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.

Taking contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account, the candidate understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

Knowledge

The candidate understands communication theory, language development, the role of language in learning, how cultural and gender differences can affect communication in the classroom, and understands how to use effective verbal, nonverbal, and media communication techniques.

The candidate understands and knows how to adapt to the ways in which students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

The candidate understands the principles of effective classroom management, and combines this with knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

The candidate knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

K4- Knowledge of professional competencies (professional)

Evidence understanding of professional standards, broadly accepted principles and practices of education, related legal policies, and local education legislation applicable to and supportive of all students

Indicators:

The candidate is knowledgeable of the regulatory environment of education, its established practices and principles, and how these mesh with discipline standards as they are enacted in an accountability-driven educational context.

The candidate is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, and professional development activities).

The candidate understands laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse) and further understands how factors in the students' environment outside of school may influence students' life and learning.

K5- Knowledge of learning implementation context (contextual)

Demonstrate an integrated understanding of the uses of technology, the role of assessment practices, the function of collaboration, the importance of diversity and cross-cultural understandings for the effective implementation of learning environments conducive to the success of all students.

Indicators:

The candidate understands measurement theory and assessment related issues; understands the characteristics, uses, advantages, and limitations of different types of assessments, and knows how to select, construct, and use appropriate assessment strategies and instruments.

The candidate understands schools as organizations within the larger community context, sees collegial activities as designed to make the entire school a productive learning environment, and understands how to make links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

The candidate is knowledgeable of community and cultural norms, understands how social groups function, understands students' families, cultures, and communities, and knows how to use this information as a basis for connecting instruction to students' experiences.

The candidate has knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural), can approach subject matter from multiple perspectives, and can draw explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures.

The candidate understands the cultural dimensions of communication, knows how to respond appropriately, and to foster culturally sensitive communication by and among all students in the class.

Skills

S1- Reflective/Metacognitive

Demonstrate ability to conduct effective self-monitoring and self evaluation that informs a reflective practice that enhances understanding of an educator's own incipient philosophy, assumptions, presuppositions, biases, educational approach, and pragmatic disposition as they relate to and affect praxis and the success of students.

Indicators:

The candidate habitually uses critical thinking and self-directed learning as habits of mind, and employs classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice.

The candidate combines external feedback with a continual monitoring and examination of his/her internal cognitive processes relative to teaching/learning experiences.

S2- Developmental

Demonstrate ability to utilize knowledge of learning and human development to create and support learning opportunities that are cognitively engaging and developmentally appropriate for all learners, including the exceptional learners.

Indicators:

The candidate assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

The candidate accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

S3- Pedagogical

Demonstrate ability to employ a firm grasp of general and specialized subject matter conceived in a holistic cognitive map and a curricular vision that supports the implementation of pedagogically appropriate practices that can be shown to effectively enhance the actualization of learning goals for all students.

Indicators:

The candidate references his or her understanding of learning theory, subject matter, curriculum development, and student development in the effective effort to use this knowledge in planning instruction to meet curriculum goals.

The candidate effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior

Skills

understandings.

The candidate engages students in generating knowledge and creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

The candidate models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received), communicates in ways that demonstrate a sensitivity to cultural and gender differences, and supports and expands learner expression in speaking, writing, and other media.

As a thoughtful and responsive listener, the candidate understands the power of language for fostering self-expression, identity development, and learning, and thus seeks to foster culturally sensitive communication in the learning environment.

The candidate effectively adapts instructional protocols and practices to flexibly account for the ways in which students' conceptual frameworks and their misconceptions for an area of knowledge influence their learning.

The candidate applies the principles of effective classroom management, along with knowledge about human motivation and behavior to deploy effective strategies that promote positive relationships, cooperation, and purposeful learning in the classroom.

The candidate demonstrates the ability to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

S4- Professional

Demonstrate ability to apply a deep understanding of the social purposes of education in the enactment of a vision for educational practice that reflects commitment to prepare all students for ethical and equitable participation in a highly diverse democracy.

Indicators:

The candidate's instructional conduct evidences an understanding of the serious nature of teaching, its larger purposes, and an understanding of the regulatory environment of education, its established practices and principles, and how these mesh with discipline standards as they are enacted in an accountability-driven educational context.

The candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues and is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

The candidate reliably implements laws related to students' rights and teacher responsibilities, and seeks ways to accommodate and adapt to factors in the students' environment outside of school that may influence the students' life and learning.

S5- Contextual

Demonstrate ability to integrate practices of collaboration, assessment, and technology infusion into a culturally responsive pedagogy that bridges home and school, and embraces diversity as it appears in ethnic, economic, and linguistic manifestations, along with the learning challenges associated with exceptionalities.

Indicators:

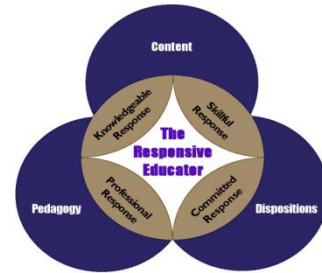
The candidate enriches learning opportunities with the use a variety of media communication tools, including audio-visual aids and computers.

The candidate effectively employs an understanding of assessment related issues to select, construct, and use appropriate assessment strategies and instruments related to learning outcomes being evaluated and for other diagnostic purposes.

The candidate participates in collegial activities designed to make the entire school a productive learning environment, and makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

The candidate uses information relative to community and cultural norms, to students' families, cultures, and communities as a basis for connecting instruction to students' experiences.

The candidate effectively approaches subject matter from multiple perspectives, and draws explicit connections between subject matter and community matters, making assignments that are related to students' experiences and cultures.



Diversity Proficiencies in the JSU COEHD Conceptual Framework

The JSU COEHD diversity proficiencies are established in accordance with its “Responsive Educator” Conceptual Framework and the expectations of NCATE unit standards.

NCATE Unit Expectations

As based upon the Conceptual Framework, the unit designs, implements, and evaluates curriculum and provides field/clinical experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. (Equity Pedagogy)

Candidate proficiencies at both the initial and advanced¹ levels, as related to diversity, are assessed and the data are used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn.

NCATE Candidate expectations

As relates to knowledge

Candidates

- Understand the importance of diversity in teaching and learning
- Understand diversity and equity in the teaching and learning process
- Learn about exceptionalities and inclusion, English language learners and language acquisition, ethnic/racial cultural and linguistic differences, and gender differences and their impact on learning
- Understand the potential impact of discrimination based on race, class, gender, disability, sexual orientation and language on students and their learning.

As relates to skills

Other school personnel support these, but teacher candidates are directly expected to

- Develop skills for incorporating diversity into their teaching
- Establish a classroom and school climate that values diversity
- Incorporate multiple perspectives into (contextualize) their teaching and service by

¹ **Note:** Teachers in advanced programs are expected to complete field experiences in educational settings with diverse populations.

- Connecting lessons, instruction, or services to students' experiences and cultures
- Developing lessons or services for students with different learning styles
- Challenging students toward cognitive complexity and engaging all students, including English language learners and students with exceptionalities, through instructional conversation
- Accommodating linguistically and culturally diverse students and students with exceptionalities
- Communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences

As relates to dispositions

Candidates demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn.

Diversity Proficiency Expectation Summary

Based on the Conceptual Framework, the unit plans learning opportunities and assesses candidate diversity-related proficiencies related to the implementation of equity pedagogy based on acquired knowledge, skills, and professional dispositions that are conducive to helping students from diverse populations learn.

Candidates are expected

- To understand the nature, importance, and instructional/professional implications of diversity and equity in the teaching and learning process
- To learn about exceptionalities and inclusion and understand the potential impact of discrimination based on identified sources
- To develop skills for incorporating diversity into their teaching, support a classroom and school climate that values diversity, linguistically accommodate, and communicate effectively with diverse populations
- To demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn

Diversity Proficiencies in the JSU COEHD Conceptual Framework

The Conceptual Framework proficiency chart ("Knowledge, Skills, and Dispositions Proficiencies and Key Indicators for The Responsive Educator"), delineates candidate proficiencies and key indicators with reference to knowledge, skills, and dispositions. Among them, 12 of the 15 proficiencies (K2-5, S2-5, and D2-5), along with their key indicators in 4 of the 5 domains of professional competency, are directly related to and supportive of the goal of ensuring that all students learn. The JSU COEHD has identified six (6) diversity proficiencies that represent the essential content of the 12 aforementioned proficiencies (KSD 2-5) and their indicators as they are presented in the Domains of Professional Competency.

Diversity Proficiencies

1. Candidate understands the importance of diversity, and demonstrates deep content and pedagogical knowledge, that is combined with an understanding of human development and exceptionalities to foster an equity pedagogy marked by professional commitment and cross-cultural understanding.

2. Candidate understands how factors in the students' environment outside of school may influence students' life and learning and is committed to use this information as a basis for connecting instruction to students' experiences, approaching subject matter from multiple perspectives, and making (or supporting) assignments that can be related to all students' experiences and cultures.

3. Candidate understands the cultural dimensions of communication, knows how to respond appropriately, and is committed to foster culturally sensitive communication by and among all students.

4. Candidate demonstrates the ability to effectively enhance the actualization of learning goals for all students and shows commitment to a culturally responsive pedagogical approach that bridges home and school, and embraces diversity as it appears in ethnic, economic, and linguistic manifestations, along with the learning challenges associated with exceptionalities.

5. Candidate demonstrates the ability to utilize knowledge of learning and human development to create and support a diversity-friendly environment in the classroom, school, and professional settings, along with learning opportunities for students that are cognitively engaging and developmentally appropriate for all learners, including the exceptional learners.

6. Candidate demonstrates the ability to apply a deep understanding of the social purposes of education and is committed to and reflects a sustained life-long commitment to prepare all students for ethical and equitable participation in a highly diverse democracy.