MARIST
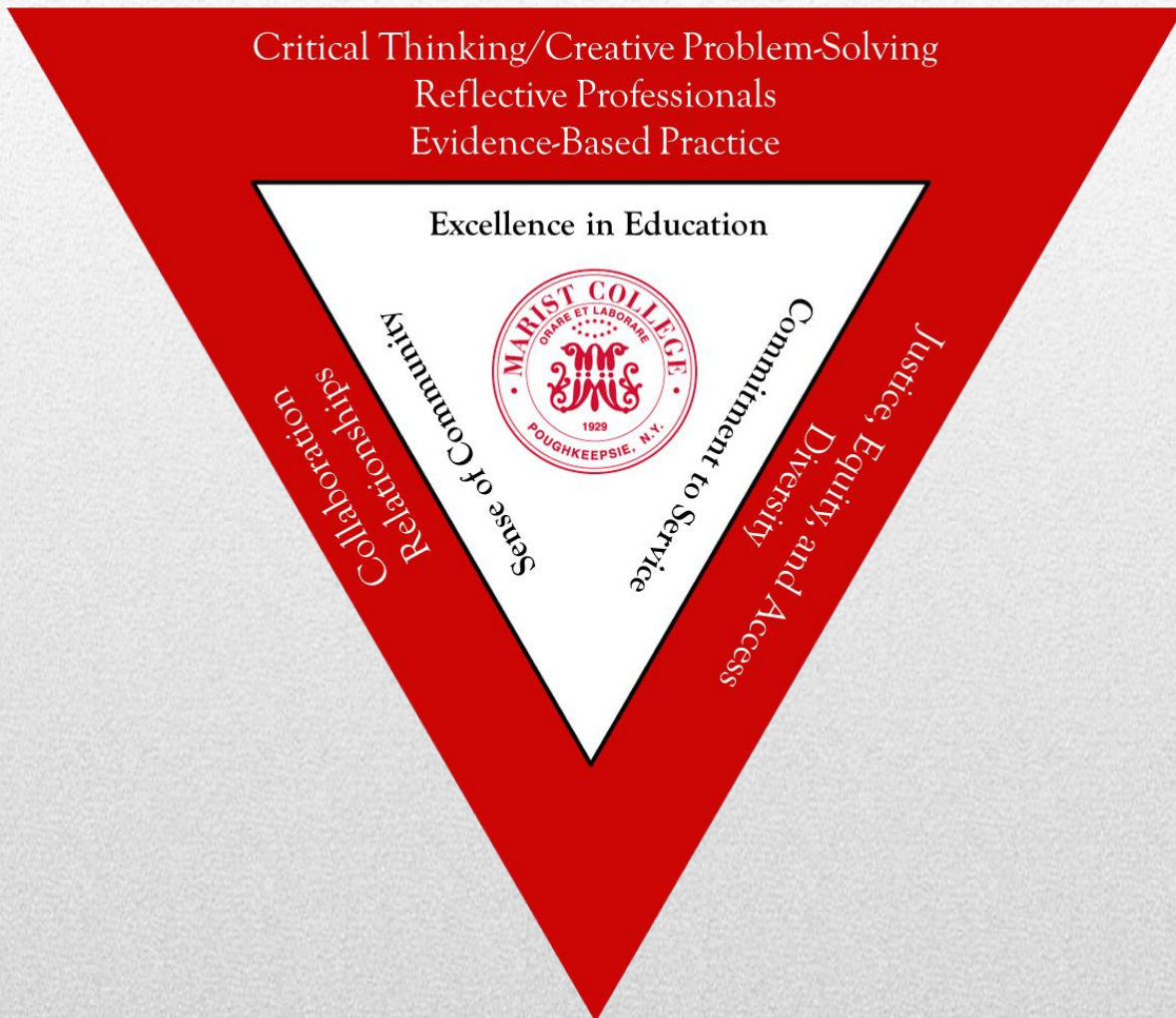
Preparing reflective professionals who think critically and work collaboratively to help all students learn

Critical Thinking/Creative Problem-Solving
Reflective Professionals
Evidence-Based Practice

Excellence in Education

MARIST COLLEGE
ORARE ET LABORARE
1929
POUGHKEEPSIE, N.Y.

Collaboration

Relationships

Sense of Community

Commitment to Service

Justice, Equity, Diversity, and Access

Marist College Conceptual Framework for Preparation of School Professionals: Mission, Vision, Goals, and Proficiencies

The **_mission of the professional education unit_** is **_to prepare capable and caring educators and school psychologists to serve the diverse needs of all K-12 students._**

This is derived from the unit's **_vision_** that, **_guided by professionals who demonstrate a sense of community and a commitment to service, students will reach high academic standards and develop socially and emotionally._**

Thus, the unit's **_conceptual framework_**, **_preparing reflective professionals who think critically and work collaboratively to help all students learn_**, is consistent with Marist's three ideals, and is further defined in the unit's philosophy contained in the unit's seven core values/beliefs:

Excellence in Education
In keeping with Marist's commitment to excellence in education, the unit strives to prepare school professionals who:
1. *Use critical thinking and creative problem-solving in their professional practice.*
2. *Are reflective professionals who examine their practice and seek to improve it in a process of continual professional development.*
3. *Use evidence-based practices, adapted to the demands of the specific professional contexts.*

Sense of Community
In keeping with Marist's commitment to a sense of community, the unit strives to prepare school professionals who:
4. *Are active members of collaborative teams, and work across disciplines.*
5. *Build relationships that support student learning and well-being.*

Commitment to Service
In keeping with Marist's commitment to service and promoting the dignity and value of every human being, the unit strives to prepare school professionals who:
6. *Promote justice, equity, and access for all students while working to improve schools.*
7. *Base their practice on an understanding of the diversity in human development and cognitive functioning as it impacts learning.*

The professional education unit is guided by comprehensive professional practice standards as we put our philosophy and core values/beliefs into practice. The **_goals_** (organizational standards) of the professional education unit at Marist College are:

1. *To prepare candidates to use critical thinking and creative problem-solving in their professional practice by:*
   o *creating multiple paths to student learning.*
   o *adapting instruction to meet individual needs and to solve educational problems.*
   o *helping students to develop critical thinking, problem-solving, and performance skills.*

2. *To prepare reflective professionals to examine their practice and seek to improve it in a process of continual professional development by:*
    o *continually assessing their practice and learning from their experiences.*
    o *seeking out opportunities for learning and professional growth.*
    o *behaving ethically within the standards of their practice.*

3. *To prepare professionals to use evidence-based practices, adapted to the demands of the specific professional contexts, by:*
    o *using educational research and literature to inform their practice.*
    o *utilizing varied assessment strategies to enhance student learning.*
    o *collecting and analyzing data to promote student achievement as well as social, emotional, and intellectual growth.*

4. *To prepare professionals to be active members of collaborative teams and to work across disciplines by:*
    o *working collaboratively with school colleagues to plan and implement policies, curriculum, programs, and services that support student learning and well-being.*
    o *working collaboratively with school colleagues to implement interventions and instructional strategies to solve educational problems.*
    o *working collaboratively with educational partners in the community to support student learning and well-being.*

5. *To prepare professionals to build relationships that support student learning and well-being by:*
    o *establishing effective relationships with families to support student learning.*
    o *modeling effective communication and creating caring relationships with students.*
    o *participating in learning communities with other professionals.*

6. *To prepare professionals to promote justice, equity, and access for all students while working to improve schools by:*
    o *understanding the effects of context and culture on education and on the behavior and learning of individuals.*
    o *treating all students equitably.*
    o *striving continually to improve education through their own practice and through their work in schools, communities, and professional organizations.*

7. *To prepare professionals to base their practice on an understanding of the diversity in human development and cognitive functioning as it impacts learning by:*
    o *recognizing the impact of individual differences in race, culture, language, development, temperament, learning style, abilities, and disabilities on learning.*
    o *fostering students' self-regulatory skills and developing their respect for individual and cultural differences.*
    o *using their understanding of individual and group motivation to promote positive learning environments in classrooms and schools.*

8. *To recruit, hire, and retain a diverse faculty who are known for outstanding teaching and service.*

9. ***To continually assess, analyze and improve our curriculum to ensure that candidates are meeting our goals and proficiencies.***

The *proficiencies* for undergraduate and graduate programs leading to initial certification are identified as the "Marist Initial Teaching Standards," which are based on the INTASC standards and NY State requirements (among other sources), but which closely represent our conceptual framework. We adopted *proficiencies* for graduate programs for teachers who already have initial certificates from the National Professional Board standards, and *proficiencies* for the graduate program in School Psychology from the standards developed by NASP, because they are so highly correlated with our conceptual framework.

Candidate Proficiencies

Initial Teaching Standards/Candidate Proficiencies (Undergraduate and M.Ed. Programs)

Standard 1: The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.
The candidate
- knows the discipline applicable to the certification area(s); *(Knowledge)*
- presents the subject matter in multiple ways; *(Skill)*
- uses students' prior knowledge *(Skill)*
- engages students in the methods of inquiry used in the discipline; *(Skill)*
- creates interdisciplinary learning. *(Skill)*

Standard 2: The candidate understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.
The candidate
- knows and identifies child/adolescent development; *(Knowledge)*
- strengthens prior knowledge with new ideas; *(Skill)*
- encourages student responsibility; *(Skill)*
- knows theories of learning. *(Knowledge)*

Standard 3: The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
The candidate
- identifies prior experience, learning styles, strengths, and needs; *(Skill)*
- designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs; *(Skill)*
- knows when and how to access specialized services to meet students' needs; *(Skill)*
- connects instruction to students' prior experiences and family, culture, and community. *(Skill)*

Standard 4: The candidate recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

The candidate
- selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired); *(Skill)*
- creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance; *(Skill)*
- evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning. *(Skill)*

Standard 5: The candidate uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
The candidate
- selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs. *(Skill)*
- engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities. *(Skill)*

Standard 6: The candidate has awareness of the different aspects of literacy development and related teaching procedures for both Native English speakers and students who are English language learners.
The candidate
- knows theories of literacy development and language acquisition appropriate to learners at various developmental levels. *(Knowledge)*
- recognizes how differences among learners influence their literacy development and understands, respects and values cultural, linguistic, and ethnic diversity. *(Disposition)*
- knows the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading, language, and learning difficulties. *(Knowledge)*
- employs effective techniques and strategies for the ongoing development of literacy and language acquisition. *(Skill)*

Standard 7: The candidate understands and can apply disciplinary knowledge from the humanities and social sciences to interpreting, and bringing normative and critical perspectives to bear on, the meanings of education and schooling in diverse cultural contexts.
The candidate can
- examine and explain the practice, leadership, and governance of education in different societies in light of its origins, major influences, and consequences, utilizing critical understanding of educational thought and practice and of the decisions and events, which have shaped them. *(Knowledge)*
- recognize the inevitable presence of normative influences in educational thought and practice; appraise conceptions of truth, justice, caring, and rights as they are applied in educational practice; and can assist the

examination and development of democratic values that are based on critical study and reflection. *(Disposition)*

- Utilize theories and critiques of the overarching purposes of schooling as well as considerations of the intent, meaning, and effects of educational institutions; identify and appraise educational assumptions and arrangements in a way that can lead to changes in conceptions and values; apply critical judgment to question educational assumptions and arrangements and to identify contradictions and inconsistencies among social and educational values, policies, and practices. *(Skill)*

Standard 8: The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
The candidate

- knows motivation theories and behavior management strategies and techniques; *(Knowledge)*
- manages time, space, transitions, and activities effectively; *(Skill)*
- engages students in decision making. *(Skill)*

Standard 9: The candidate models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
The candidate

- models effective verbal/non-verbal communication skills; *(Skill)*
- demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications; *(Disposition)*
- supports and expands learner expression in speaking, writing, listening, and other media; *(Skill)*
- uses a variety of media communication tools. *(Skill)*

Standard 10: The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

The candidate

- employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies; *(Skill)*
- uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning; *(Skill)*
- evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work; *(Skill)*
- maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues. *(Skill)*

Standard 11: The candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.
The candidate

- applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them; *(Disposition)*
- uses resources available for professional development. *(Skill)*
- practices professional ethical standards. *(Disposition)*

Standard 12: The candidate fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.
The candidate

- participates in collegial activities designed to make the entire school a productive learning environment; *(Disposition)*
- talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems; *(Skill)*
- seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being; *(Skill)*
- identifies and uses the appropriate school personnel and community resources to help students reach their full potential. *(Skill)*

Advanced Teaching Standards/Candidate Proficiencies: What Teachers Should Know and Be Able to Do, National Board for Professional Teaching Standards® Policy Position (Five Core Propositions) (MA Educational Psychology Programs)

1. Teachers are committed to students and their learning.
Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships. *(Disposition)*
Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences. *(Knowledge) (Skill)*

2. Teachers know the subjects they teach and how to teach those subjects to students.
Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students. *(Knowledge)*

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems. *(Knowledge) (Skill)*

3. Teachers are responsible for managing and monitoring student learning.
Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice. *(Skill)*
They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure. *(Skill)*
Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents. *(Skill)*

4. Teachers think systematically about their practice and learn from experience.
Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students -- curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences -- and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation. *(Disposition)*
Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students. *(Disposition)*
Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories. *(Disposition)*

5. Teachers are members of learning communities.
Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed. *(Disposition) (Knowledge)*
Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school. *(Skill)*

School Psychology Standards/Candidate Proficiencies: Standards for Graduate Preparation of School Psychologists, 2010 (MA School Psychology Program)

2.1 Data-Based Decision Making and Accountability
• School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. *(Knowledge)*
• As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. *(Skill)*

2.2 Consultation and Collaboration
• School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. *(Knowledge)*
• As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs. *(Skill)*

2.3 Interventions and Instructional Support to Develop Academic Skills
• School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. *(Knowledge)*
• School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills. *(Skill)*

2.4 Interventions and Mental Health Services to Develop Social and Life Skills
• School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. *(Knowledge)*
• School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. *(Skill)*

2.5 School-Wide Practices to Promote Learning
• School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. *(Knowledge)*
• School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. *(Skill)*

2.6 Preventive and Responsive Services
• School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. *(Knowledge)*

• School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. *(Skill)*

2.7 Family–School Collaboration Services
• School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. *(Skill)*
• School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. *(Skill)*

2.8 Diversity in Development and Learning
• School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. *(Knowledge)*
• School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery. *(Skill) (Disposition)*

 2.9 Research and Program Evaluation
• School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. *(Knowledge)*
• School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels. *(Skill)*

2.10 Legal, Ethical, and Professional Practice
• School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. *(Knowledge)*
• School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. *(Disposition)*