The Mission of The College of New Jersey

The College of New Jersey, founded in 1855 as the New Jersey State Normal School, is primarily an undergraduate and residential college with targeted graduate programs. TCNJ's exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve and transmit knowledge, arts and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, The College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.

The Mission of The School of Education

Consistent with The College of New Jersey's clear public service mandate, The School of Education is committed to preparing exceptional teachers and clinicians. The basic tenet underlying our practice is our accepted truth that all individuals can learn and grow, and deserve schools/clinics and teachers/clinicians that respect their individual needs and circumstances while striving to give them the knowledge and skills to be successful in the larger society. Furthermore, we accept as truth the ideal that education is key to addressing the inequalities that exist in society, and that teachers and other school professionals can and should be agents for positive social change.

Therefore, through on-going partnerships with our colleagues in K-12 education and state government, faculty of The School of Education remains dedicated to the core mission of producing high-quality professionals who possess solid content knowledge,

demonstrated clinical competence, and a clearly articulated belief that all individuals deserve the highest quality practices in their schools and clinics.

Our Guiding Principles

The following five principles form a statement of beliefs that provides a framework that guides our day-to-day practice.

1. *Demonstrating Subject Matter Expertise.* We believe that teaching is a profession. As such, professional teachers should develop a solid base of knowledge in such areas as, literacy, numeracy, child development, learning theory, exceptionality, and pedagogical techniques. All teaching candidates will complete their programs at The College of New Jersey eligible to be considered 'highly qualified.'

2. *Demonstrating Excellence in Planning and Practice.* We believe that our professional candidates must develop sophisticated pedagogical knowledge to design and implement effective instruction or interventions. They should possess an in-depth understanding of human growth and development to enable them to make developmentally appropriate decisions. They should be fully immersed, in both the college classroom and in the field, in a social-constructivist perspective of learning and its implications for student-centered planning, scaffolded learning experiences, and the use of a wide repertoire of instructional strategies, including appropriate use of current technology. We believe that our professional candidates should appreciate the importance of a productive learning environment in which teachers and children communicate effectively and respectfully.

3. *Demonstrating a Commitment to All Learners.* We believe that our professional candidates should have the skill *and* the will to help all learners reach their

full potential. Our candidates must believe in the ability of *all* students to learn and grow, must be able to implement the principles of culturally responsive teaching and differentiated instruction, and must understand the importance of partnerships with families, community members, and other professionals to address children's diverse needs. We believe our candidates need to experience diverse teaching/clinical settings in their programs at TCNJ and that students should be encouraged and supported to take advantage of opportunities to develop global perspectives through study abroad and international student teaching.

4. *Demonstrating a Strong, Positive Effect on Student Growth.* We believe that our professional candidates must see their success in terms of the progress made by their students. We are supportive of the underlying principle that all children should make progress in school. Our candidates must understand how to accurately assess their learners' strengths and needs through a variety of assessment tools, and how to use assessment information to provide effective data-driven instruction or interventions. Our candidates must also demonstrate an ability to effectively communicate information to a variety of audiences, including parents and guardians.

5. *Demonstrating Professionalism, Advocacy, and Leadership.* We believe that our professional candidates need to continue to develop their theoretical knowledge and practical skills well after they complete their program and enter their chosen career. As we strive to admit highly capable, high-achieving candidates into our program, we believe that our candidates are in a unique position to become future leaders advocating not only for the needs of children and youth in New Jersey but also for the educational professions at large. Our programs focus on developing reflective thinking skills as well

as providing opportunities for our candidates to participate in various field experiences that require them to see themselves as professionals and to take on leadership roles.

Our Guiding Principles Expanded

Principle One: Demonstrating Subject Matter Expertise

We believe that our professional candidates should develop a broad and deep knowledge base in the discipline(s) required for their chosen profession (i.e., secondary Mathematics teacher, elementary educator, guidance counselor, kindergarten teacher, school nurse). All teaching candidates will complete their programs at The College of New Jersey eligible to be considered 'highly qualified.'

Standards to Be Achieved

In preparing professionals who demonstrate subject matter expertise, we ask that our candidates achieve the standards set out in New Jersey Professional Teaching Standard #1: *Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.* Specifically,

- Teachers have in-depth understanding of the subject matter they plan to teach and the relationship of that discipline to other content areas;
- Teachers understand the evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline;
- Teachers understand that literacy skills and processes, and, concepts inherent in numeracy, are applicable in all content areas;
- Teachers promote the development of critical and creative thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;
- Teachers make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding;
- Teachers evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts; and

- Teachers demonstrate an enthusiasm for the discipline(s) they teach.

Research Knowledge Base

Investigating the nature of teacher knowledge has been a central area of inquiry for the past 20 years (e.g., Clark & Peterson, 1986; Shulman, 1987; Thompson, 1992; Wilson & Wineburg, 1988). We have learned from a variety of research studies in a variety of disciplines, that teachers differ in both the quantity and quality of their subject-matter knowledge, that these differences have significant implications for what occurs in the classroom context, and that teacher preparation can affect the quantity and quality of teacher content knowledge (Appleton, 2003; Ball & McDiarmid, 1992; Grossman, 1991; Grossman, Wilson, & Shulman, 1989; Lampert, 1988; McCutchen et al, 2002; Moats & Foorman, 2003; Richardson, 1996; Smith, 2000; Sowder, Philipp, Armstrong, & Schappelle, 1998; Van Der Valk & Broekman, 1999; Wilson, Shulman, & Kichert, 1987; Wilson & Wineburg, 1988). At The College of New Jersey we understand the importance of a broad and rigorous Liberal Learning experience as well as an in-depth academic major. Even with this outstanding preparation, most preservice teachers would find it impossible to master all the concepts and principles that they will encounter over the course of a career. It is imperative then, that teacher education courses assist candidates in learning how to evaluate their own knowledge and conduct independent research on a topic to develop deep conceptual understanding.

Principle Two: Demonstrating Excellence in Planning and Practice

> ***We believe that our professional candidates must develop sophisticated pedagogical knowledge to design and implement effective instruction or interventions. They should possess an in-depth understanding of human growth and development to enable them to make developmentally appropriate decisions. They should be fully immersed, in both the college classroom and in the field, in a social-constructivist perspective of learning and its***

implications for student-centered planning, scaffolded learning experiences, and the use of a wide repertoire of instructional strategies, including appropriate use of current technology. We believe that our professional candidates should effectively establish a productive learning environment in which teachers and children communicate effectively and respectfully.

Human Growth and Development: Standards to Be Achieved

In preparing students who demonstrate excellence in planning and practice through their understanding of human growth and development, we ask that our students achieve the standards set out in New Jersey Professional Teaching Standard #2:

Teachers understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development. Specifically,

- Teachers know and understand how students construct knowledge, acquire skills and develop habits of mind;
- Teachers know and understand how student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values;
- Teachers know and understand how to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities; and
- Teachers apply learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels.

Human Growth and Development: Research Knowledge Base

School of Education students majoring in professional programs at TCNJ become certified to work with children from birth to age 21. Their grasp of child development is crucial in understanding the youth with whom they will interact and in developing appropriate materials and methods for instruction. Understanding the specific cognitive, physical, social and emotional developmental milestones allows an educational professional to provide interventions aimed at an individual child's zone of proximal

development (Harrington et al, 1997; Wertsch, 1994). Educational professionals also need to understand the role of culture (i.e., ethnicity, social class, gender, and so forth) on various aspects of development (Gauvain, 2001; Rogoff & Morelli, 1989). Most importantly, however, TCNJ candidates must come to see all children and youth not only as members of various groups but as individuals -- individuals who may or may not fit the generalizations applied to the groups to which they belong. Developmental, educational and social psychology provide guidelines for decision making, not maxims to be followed rigidly.

A social-constructivist view of learning supports the notion that educational professionals must actively engage students in meaningful activities, and that it is the teachers' role to develop instructional supports, or scaffolds, that help students progress to another level of understanding (Rosenshine & Meister, 1992)). Theories of learning and motivation, therefore, provide candidates with the principles to guide instructional decision making. It is extremely important that our TCNJ students receive effective scaffolded instruction themselves, consequently, case-based learning experiences in university classrooms are combined with field experiences in K-12 settings throughout a candidate's program (Putnam & Borko, 2000).

Instructional Planning and Strategies: Standards to Be Achieved

In preparing students who demonstrate excellence in practice through their knowledge and skills in instructional planning and strategies, we ask that our students achieve the standards set out in New Jersey Professional Teaching Standard #4: *Teachers understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and*

employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners. Specifically,

- Teachers know and understand instructional design factors and methods for selecting appropriate curriculum and designing effective lessons.
- Teachers plan lessons to develop students' critical thinking, independent problem solving, and performance capabilities.
- Teachers are able to identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries, and help students connect their learning to personal goals.

Instructional Planning and Strategies: Research Knowledge Base

Many researchers addressing instructional strategies discuss them from the standpoint of teacher effectiveness (see for example, Walberg, 1991; Wang and Walberg, 1991; and Nussbaum, 1992), while others (such as Shulman and Elstein, 1975; Medley, 1987; and Cooper, 1994) address them in the context of teachers making decisions. Regardless of perspective, there is widespread agreement that to be effective in the classroom, teachers need deep content knowledge, experience developing and accessing appropriate instructional materials, and a repertoire of instructional strategies that can be used to impart advanced skills to all students. At TCNJ, we work to maintain excellence across the continuum of educational practice through ongoing inquiry and learning. We teach our students to use defensible, appropriate instructional/therapeutic strategies, based on a solid grounding in the knowledge bases of their profession and on the assumption of personal responsibility for effective practice.

An exemplary practitioner is also an exemplary planner. Forty years of research on teacher effectiveness have shown that planning is central to effective teaching and that successful teachers thoughtfully plan in ways that promote student learning and are consistent with their individual teaching styles (Freiberg & Driscoll, 2005). To this end,

we provide students with short and long term planning models that focus on children's achievement of rigorous objectives. A plan should communicate the teacher's sense of purpose to children (Evertson & Harris, 1999) and give the teacher clear guidelines without being so rigid that flexibility and responsiveness are impaired (Panasuk, Stone, & Todd, 2002).

We view the teacher as a creator of curriculum. We believe that teachers achieve more with children, and develop themselves professionally, when they organize units of instruction around state standards and important concepts and use materials beyond the textbooks they are given (Brophy & Allenman, 2002; Collopy, 2003; Travis & Follo, 2001).

The instructional strategies emphasized include heterogeneous, collaborative grouping practices; use of new technologies; motivating and directing student exploration of their learning environment, and use of performance based, authentic assessments. Other current planning and instructional strategies students learn to use appropriately are peer tutoring (Medley, 1987), wholistic instruction (Goodman, 1986; Wells, 1986), problem-based learning (Gregory & Chapman, 2001), inductive teaching (Joyce & Calhoun, 1998), and the backward planning model (Wiggins & McTighe, 2005).

Since our practice is informed by contemporary constructivist theory (Duckworth, 1996; Piaget & Inhelder, 1971; von Glasersfeld, 1981, Vygotsky, 1978), cooperative learning is widely used and taught. With cooperative learning methods, small groups and teamwork are used to achieve a variety of academic and social goals in classrooms. (Slavin, 1990). Students who participate in successful cooperative learning groups typically experience a strengthened prosocial orientation, characterized by an "attitude of

concern for others, a commitment to the values of fairness and social responsibility, and the ability and inclination to act on these values in everyday life" (Solomon, Watson, Schaps, Battistich, & Solomon, 1990, p. 231). The prosocial effects of cooperative learning on students have been extensively documented at all levels of schooling (Hertz-Lazarowitz & Sharan, 1984; Cohen & Goodlad, 1994), and occur irrespective of ethnic background, academic ability level, social class, or gender (Slavin, 1991). In addition, students who have learning disabilities do well in cooperative learning groups (Johnson, Johnson, Tiffany, & Zaidman, 1984; Madden & Slavin, 1983; Slavin, 1991; Stevens & Slavin, 1995).

Niederhauser (2001) pointed out that the ultimate goal of technology in teacher education is to provide K-12 teachers with necessary skills and understandings so that they can provide a technology-rich learning experience for their students. With the current development of hypermedia and the Internet, computer technology has the potential to revolutionize the educational process. The literature is filled with accounts of exemplary uses of computers that have enriched instruction in just about every subject area, including science (Akpan & Andre, 2000; Nakhleh, Donovan, & Parrill, 2000; Roseman & Brearton, 1989), writing and language arts (Jonasser, Peck, & Wilson, 1999; Oates for the National Council of Teachers of English, 1985; Hawisher & Selfe, 1989), mathematics (Battista & Borrow, 1998; Heid, 1997; Harrington, Sparrow, Harrington, & Oliver, 1999; Wiberg, 1995; Jurkat, Morris, Friedman, & Pinkham, 1991), social studies (Brophy & Alleman, 1996), reading (Boone & Higgins, 1992), critical thinking and problem solving skills (Dabbagh, 2001; Sturla, 1992; Wilson, 1992), and early childhood (NAEYC position statement,1996). Moreover, computer technology also provides access

to the general education curriculum for students who have physical, sensory, and/or learning disabilities.

Internationally, education researchers have expressed high expectations for the potential of computer technology to improve teaching and learning (Gentile, Clements, & Battista, 1994; Kaput & Roschelle, 1997, Kozma, R.B, 2003). Current computer technology can provide a vast array of alternative information sources that may facilitate constructivist's approach to teaching and learning (Tiene & Ingram, 2001; Dede, 1995). The computer-based learning environments offer educators the ability to individualize instruction for learners consistently and automatically (McManus, 2000). With their ability to foster active learning, problem solving, and information search and retrieval, computers have a major role to play in the re-design of schools (Darling-Hammond, 1994). In a landmark study at the Bank Street College of Education (Sheingold & Hadley, 1990, p.14), it was found that "significant changes" are taking place in classrooms as skilled teachers “integrate computers into the curriculum.”

Teachers need both technological competence, as well as the methodological skills for effective classroom implementation of computers (Hadley & Sheingold, 1993; Wetzel & Chrisholm, 1998). However, studies indicated that teachers were not adequately prepared to teach using technology (Francis-Pelton, Farragher, & Riecken, 2000; Handler, 1993; Powell & Reiff, 1993; Thompson, 2005). Thus, the integration of technology as a tool for enhancing teaching and learning is an important part of the TCNJ definition of excellence in practice.

<u>Learning Environment: Standards to be Achieved</u>

In preparing students who demonstrate excellence in planning and practice through their understanding of diverse learners, we ask that our students achieve the standards set out in New Jersey Professional Teaching Standard #6:

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Specifically,

- Teachers understand the principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom.
- Teachers know how the classroom environment influences learning and how classroom participation supports student commitment.
- Teachers maintain a learning community in which students assume responsibility for themselves and one another, participate in decision-making, and work collaboratively and independently.
- Teachers create a positive classroom climate which is socially, emotionally and physically safe for all students, by practicing effective listening and group facilitation skills, and establishing and maintaining appropriate standards of behavior.
- Teachers use instructional time effectively, including preparing students for and monitoring small group and independent work.

Learning Environment: Research Knowledge Base

An exemplary teacher or therapist understands the importance of the classroom or therapeutic context in achieving desired goals. Our graduates develop the skills required to create democratic settings in which learners are highly motivated and develop the ability to solve problems and act autonomously in their environment.

Motivating children is an essential part of the teachers' role and our students learn strategies to create a classroom in which children produce quality work and are highly motivated to do so. They learn the importance of developing children's sense of self-efficacy and belief that effort is the key to success (Marzano, Pickering, & Pollock, 2001). They learn how to use praise and feedback effectively and develop a critical eye

for looking at strategies that rely heavily on extrinsic rewards (Brophy, 1981;Kohn, 1993).

We believe that a healthy classroom environment is one in which all children can succeed and thrive. We place a strong emphasis on cooperative learning as a way to create an environment where democratic and caring norms prevail (Johnson & Johnson, 1999).

Our research and experience have shown us that many of our students have negative attitudes about children with challenging behaviors, and that this increases resistance to inclusion and meeting the needs of all children. In order to address this, our programs include a strong emphasis on positive behavior management skills (Campbell & Fyfe, 1995: Kerns, 1996) and acknowledge the need for the practitioner to be able to deal with extreme challenges (Lewis, 1999).

Classroom management issues can also discourage students from working in urban settings where they perceive these to be rife. Our programs require participants to have mediated experiences in urban schools so that they move beyond deficit thinking and learn how to reframe negative behavior and deal with it positively (Weiner, 2003)

We are committed to forging strong links between theory and practice, and require students to apply what they are learning about classroom management during their placements. Teachers generally believe that management skills can only be learned in the field (Garrahy, Cothran, & Kulinna, 2005), and while we emphasize the need for practice to have strong theoretical underpinnings we acknowledge that mentored experiences provide the best forum for novices to hone their skills.

<u>Communication: Standards to be Achieved</u>

In preparing students who demonstrate excellence in planning and practice through their understanding of diverse learners, we ask that our students achieve the standards set out in New Jersey Professional Teaching Standard #8:

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions. Specifically,

- Teachers understand the power of communication in the teaching and learning process and the importance of being a thoughtful and responsive listener.
- Teachers communicate clearly in English, using precise language and appropriate oral and written expressions.
- Teachers assist students individually or as a member of a group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose.
- Teachers use effective verbal and nonverbal techniques which foster individual and collective inquiry.
- Teachers model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking.
- Teachers communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.

Communication: Research Knowledge Base

Progressive educators view the classroom as a preparation for developing the dispositions and capacities necessary for active citizenship (Thousand, Villa, & Nevin, 2002) within a democratic society and its communities. Among the range and variety of skills and abilities students must develop to become successful, active, compassionate adults are the abilities to demonstrate good interpersonal behavior skills. Care, trust, and responsibility are norms that are exercised through effective human interaction and enhanced skills of communication (Apple & Beane, 1995). Therefore, the progressive educator recognizes that using the tools of well planned and delivered instruction combined with fostering a safe and equitable environment can move students toward

success only within the context of a classroom climate of effective interaction and communication (Friend & Cook, 2000).

Inherent in developing effective teaching skills that lead toward the optimal goal of student achievement and outcomes is the ability and skills to communicate clearly and foster productive interaction among students (Glickman, Gordon & Ross-Gordon,1998). The use and promotion of effective interactional behavior and communication in the classroom is critical to a successful educational environment (Brammer, L. M. & MacDonald, G. 1998; DeVito, J. A., 1997;) and correlated across the variables of student progress (Montgomery, 2005). Regardless of curriculum content, student progress is greatly influenced by the manner in which instruction is delivered and the educators' ability to use effective interaction and communication (Goddard, Hoy, & Hoy, 2000; Hamre & Pianta, 2005; Kelting-Gibson, 2005; Waters, Marzano, & McNulty, 2004). The variable of effective communication skills in teachers as a critical factor of success in the classroom is replete in the educational literature (Aspy, 1965; Heck, 2000; Helgesen, Brown, & Brown, 1994;).

Teachers must model good examples of effective interaction and communication skills and provide students with multiple opportunities to practice their own development of these behaviors. Central to teaching is the ability to send and receive messages that are carefully delivered to invite the participation of all students to the learning process through sharing ideas, investigating, creating and collaborating with others (Goodwin & Judd, 2005). This creates schools as environments in which students can be understood as well as to gain understanding. In the absence of intentional efforts by teachers,

instruction and the educational process can be conflicting, confusing and at worst discouraging to students.

Therefore, The College of New Jersey, School of Education actively promotes the development of effective interpersonal communication skills within the context of the teacher and professional preparation programs. The principles of effective communication that are embedded within the professional preparation programs must include the following:

- Highly developed skills of effective interpersonal communication that reflects the ability to use meaningful and clear nonverbal communication (Egan, 1997); verbal communication; active listening (Helgesen, Brown, & Brown, 1994); and processes of inquiry or questioning (Cormier, Cormier and Cormier, 1997; Friend & Cook, 2000).
- A working knowledge of child development and grade level pedagogy that influences students' ability to give and receive information. In addition, this includes the ability to express ideas through a variety of communicative modes including reading, writing, and oral and creative expressions (Gay, 2002; Tharp, 1989).
- The increasing role of technology as a tool for student learning and a primary avenue for communication requires all teachers to demonstrate understandings and skills in the use of technological media as a tool for information and communication.

These fundamental understandings are woven across the curricula of the School of Education and serve to guide instructors to address communication skills and abilities

for the classroom. Pre-service teachers are required to demonstrate interpersonal communication skills that are characterized by clarity, organization, enthusiasm and sensitivity.

Principle Three: Demonstrating a Commitment to All Learners

> ***We believe that our professional candidates should have the skill AND the will to help all learners reach their full potential. Our candidates must believe in the ability of ALL students to learn and grow, must be able to implement the principles of culturally responsive teaching and differentiated instruction, and must understand the importance of partnerships with families, community members, and other professionals to address children's diverse needs. We believe our candidates need to experience diverse teaching/clinical settings in their programs at TCNJ and that students should be encouraged and supported to take advantage of opportunities to develop global perspectives through study abroad and international student teaching.***

Language-Diverse Learners: Standards to be Achieved

In preparing students who demonstrate a commitment to all learners through their understanding of diverse learners, we ask that our students achieve the standards set out in New Jersey Professional Teaching Standard #3: *Teachers shall understand the practice of culturally responsive teaching.*

- Teachers understand how a person's world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs;
- Teachers know the supports for and barriers to culturally responsive teaching in school environments;
- Teachers understand the process of second language acquisition and use strategies to support the learning of students whose first language is not English;
- Teachers understand the negative impact of bias, prejudice, and discrimination on students and society;
- Teachers create a learning community in which individual differences are respected;
- Teachers learn about the diverse students they teach, and the students' families and communities, and use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs.

- Teachers plan instruction based on knowledge of classroom, school and community culture.

Language-Diverse Learners: Research Knowledge Base

One of this nation's ongoing challenges is to provide high-quality educational experiences for all students, especially those who continue to make up large numbers of low achievers: students of color, low-income students, English language learners, and students with disabilities. There are now growing knowledge bases with promising suggestions on how best to instruct these students for improved learning.

From 1979-1999 the percentage of children of 5-24 year-olds who spoke a language other than English at home increased 118% and the percentage of those who spoke English with difficulty increased by 110%. Demographers predict that children of color will constitute the statistical majority of the student population by 2035 and account for 57% by 2050 (Villa & Thousand, 2002). Unfortunately, there are persistent disparities in the educational achievement, resources, and life-chances between the students described above and their White peers (Hollins & Guzman, 2005). Therefore, it is imperative that future teachers and other professionals in education possess the knowledge and skills of culturally responsive pedagogy.

We know that curriculum and instructional methods need to provide *mirrors* of each student's own reality and validity and *windows* into others' experiences (Style, 1996). We know that if teachers understand how students' learning is influenced by their culture, that student connectedness to school can be maximized (Gay, 2002; Kalyanpur, 2003; Ladson-Billings, 1994). We know that instructional strategies that emphasize instructional conversations and group interaction benefit English language learners and students from more interdependent cultures (Gay, 2000). We know from the classic

studies on self-fulfilling prophecies to more recent studies that examine the racism of teacher expectations, how important teacher beliefs are (Landsman, 2004). Not only do our future educational professionals need to hold high expectations for students of color, students living in poverty, and English language learners, but they need to help these very students combat 'stereotype threat' -- feelings of inadequacy that prevent them from believing in their own ability to learn (Aronson, 2004; Grossman & Ancess, 2004).

The difference that quality teachers and professionals can make in the educational lives of children of color, and students who live in poverty, is fairly clear. However, statistics indicate that schools serving large numbers of low-income and minority students are more likely to have unprepared teachers, teacher turnover problems, and teacher vacancies (Nieto, 2000; Perkins-Gough, 2004). Unfortunately, there is growing evidence that the typical teacher candidate (i.e., a white, middle-class female approximately 21 years old) does not have a strong interest in teaching in diverse settings, and, after having chosen one, is unlikely to be successful there or to remain after three years (Haberman, 1998; Nieto, 2000). We also know that without the proper support, field experiences in urban schools may reinforce or even *create* negative attitudes and beliefs toward working in diverse settings (e.g., Goodwin, 1997: Tiezzi & Cross, 1997). The School of Education is committed to preparing our professional candidates to be successful in all types of schools. We incorporate readings and activities into our coursework to increase our students' comfort level in interacting with people from different cultural and ethnic groups, and from different social classes. And we strive to provide our students with exemplary field experiences in diverse settings,

particularly urban and urban-ring school districts, with quality supervision in a supportive school context.

Students with Special Needs: Standards to be Achieved

In preparing students who demonstrate 'A Commitment to All Learners' through their understanding of special needs, we ask that our students achieve the standards set out in New Jersey Professional Teaching Standard #7: *Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.* Specifically,

- Teachers know how to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program; as well as available resources related to educational strategies to accommodate individual differences and to employ positive behavioral intervention techniques to students with special needs.
- Teachers apply knowledge of students' abilities/disabilities, experiences, talents and prior learning, as well as language, culture, economics, family and community values to positively impact student learning;
- Teachers employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning and assessment;
- Teachers participate in the design and implementation of the Individualized Education Program (IEP), where appropriate;
- Teachers meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology; and
- Teachers make appropriate provisions, in terms of time and circumstances, for work, task assigned, communication and response modes, for individual students who have particular learning differences or needs.

Students with Special Needs: Research Knowledge Base

Spurred by recent school reform efforts there has been an increasing emphasis on equity and equality in education for all students (Udvari-Solner, 1997) including students with disabilities. This move has resulted in a call for restructuring education so that all children are educated in inclusive environments (Villa & Thousand, 2000). Contrary to the common misconception that inclusion is a movement that benefits primarily students with disabilities, its proponents underscore that it is a movement that supports and

benefits all learners (Kluth, 2003; Jorgensen, 1998;Biklen, 1992) and fosters a respect for difference and value of diversity (Udvari-Solner, 1997). The inclusive schools movement has been conceptualized as a social action and political movement that helps create "just and democratic learning communities" (Udvari-Solner, 1997). Encompassing more than just a set of strategies alone, it is defined as an orientation that embraces and values differences (Kluth, 2003; Downing, 1996). Inclusive schools encompass key characteristics such as shared commitment and effort, administrative support, reflective educators, engaging and relevant curricula, responsive instruction, professional development and support for staff as well as collaboration (Downing, 1996; Kluth 2003; Haager & Klingner, 2005). The literature on inclusive practices has steadily grown to include the implementation of practices such as cooperative learning (Johnson & Johnson, 1989), positive behavior supports (Janney & Snell, 2000), authentic assessment, person centered planning (Mount,2000) and so forth.

This paradigm shift in education calls for a closer examination of teacher preparation programs. Indeed recent literature points out to the fact that the ability of teachers to teach all children in inclusive settings is determined by the extent to which they feel they have been prepared to do so (Sachs & Cheney, 2000; Weigle, 1997). Thus teacher education programs have the responsibility to provide future teachers with the necessary knowledge and experience that will enable them to develop a wide repertoire of practices to educate all children and also foster the belief that all children can learn. The current context of inclusive education has particular implications for teacher preparation programs. Teachers not only need to be aware of the key components of major legislation such as IDEA and its subsequent authorizations and their impact on

the education of all students, they also need to develop a strong repertoire of strategies that are consistent with inclusive practices (Kluth, 2003). Such a repertoire would include skills such as the ability to differentiate and adapt curriculum for a wide range of diverse learners. The ability to adapt curriculum would involve both the challenges of incorporating the principles of universal design that would provide access to the curriculum for all learners as well as supporting students with more significant needs who would need a more individualized adaptation plan (See Janney & Snell, 2000). It would also involve the ability to implement both school-wide and individualized behavior support strategies that are proactive and focus on skill building strategies rather than deceleration alone (cite). Additionally, it would encompass knowledge of highly effective best practices such as cooperative learning and strategy based instruction as well as the use of assistive technology to further provide access to students who have language, communication or academic challenges.

Collaboration and Partnerships: Standards to be Achieved

In preparing professional candidates who demonstrate 'A Commitment to All Learners' through their understanding of collaboration and partnerships, we ask that our students achieve the standards set out in New Jersey Professional Teaching Standard #9: *Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.* Specifically,

- Teachers understand the importance of meaningful parent/family involvement in education in addressing the unique student needs and the perspectives to be gained from effective school/home interactions that contribute to high-quality teaching and learning.
- Teachers understand the role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development.

- Teachers know how to collaborate with all stakeholders regarding decision-making and the well-being of students while respecting student/family privacy and confidentiality.
- Teachers identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences.
- Teachers establish respectful and productive relationships and develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and well-being.
- Teachers institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.

Collaboration and Partnerships: Research Knowledge Base

For years, teachers practiced their craft in isolation, doing whatever they thought best behind the safety of closed doors. As we entered the era of social constructivism, however, it quickly became apparent that teachers, as well as students and other professionals, benefit from working in a community of learners, where peers support their professional growth and development (Hipp & Huffman, 2002; Leonard, 2002). Collaboration in teaching signifies a new norm, a turning aside from the belief that each classroom is an isolated entity and a turning toward the recognition that the adults in a school constitute a "rich intellectual resource...who form the basis of a community of adult learners who can support the complex work schools are expected to perform" (Pugach & Johnson, 1995, p.5). To face the unique challenges of education and to successfully transform education for the diverse group of students for whom teachers everywhere are responsible, teachers and other school professionals must posses the skills to work collegially within the school and to form partnerships with parents. Successful school reform efforts are enacted by teachers working together to create incremental change in classrooms, schools, districts, and the nation (Stigler & Hiebert, 1999).

However, collaboration is not easy and must be learned (Friend & Cook, 2000). Hargreaves (1992) argues that creation of cultures of collaboration have been called for in schools to "counter the widespread individualism and isolation that impair and inhibit many teachers' classroom performance and their willingness to change and improve" (p.227). He adds that existing research suggests that the culture of collaboration is a rarity, citing the observations of Judith Warren Little (1990) who states that such culture "goes against the grain of all the pressures and constraints that normally come with teachers' work" (p.227). According to Hargreaves, the preferred culture of teaching is not compatible with the prevailing context of teachers' work. Two aspects that restrict the possibilities and scope of collaboration are time and curriculum demands.

While collaboration has its benefits, it also has its drawbacks. According to Little (1990), moderate levels of social conflict are important in developing agreements among teachers. "Conflict is often necessary for the emergence of high joint benefit" (p. 523). However, the desire to avoid conflict is a frequently cited feature of teacher groups. This norm can undermine the benefits of collaborative efforts among teachers. When teachers collaborate, they displace the norm of noninterference in favor of one that allows them to examine teaching practices and their consequences. Therefore, in the School of Education, we provide all of our candidates with opportunities to collaborate so that they will develop proficiency in this skill as they become exemplary professionals.

The need for active parental involvement is also widely recognized. Students whose parents are involved in their school are less likely to have behavior problems are more likely to have higher academic performance and to complete secondary school (Barton, 2004; Child Trends Data Bank, 2003). It is critical, therefore, that teachers and other

school professionals possess skills in working with families (Christiansen, 1997; Cochran & Dean, 1991; Epstein, 2001; Henderson & Mapp, 2002). A positive influence on student achievement may be realized when parents emerge empowered by the process of participation in partnerships with schools (Bryan, 2005; Comer et. al., 1996).

Principle Four: Demonstrating a Strong, Positive Effect on Student Growth

> ***We believe that our professional candidates must see their success in terms of the progress made by their students. We are supportive of the underlying principle that all children should make progress in school. Our candidates must understand how to accurately assess their student's strengths and needs through a variety of assessment tools, and how to use assessment information to provide effective data-driven instruction or interventions. Our candidates must also demonstrate an ability to effectively communicate information to a variety of audiences including parents and guardians.***

Standards to be Achieved

In preparing students who demonstrate excellence in planning and practice through their understanding of diverse learners, we ask that our students achieve the standards set out in New Jersey Professional Teaching Standard #5:

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students. Specifically,

- Teachers understand the characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance- based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- Teachers understand measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.
- Teachers analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes.

- Teachers provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals.
- Teachers accurately document and report assessment data and ongoing student data to parents and professional staff.
- Teachers enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.

Research Knowledge Base

Our students need to be able to measure their students' learning outcomes so that they are assured that their efforts have resulted in clear, positive outcomes (Popham, 2004; Stiggins, 2004; Wiggins; 1998). We will also assure that as our students design and deliver instruction, they understand how to evaluate whether their targeted outcomes were achieved. This means that students need to be familiar with the full range of assessment models, formal and informal, formative and summative, particularly as they are connected to the learning process (Arter, 1999; Costa & Kallick, 1995). Consequently, we are beginning to explore how teacher candidates can begin to collect and display student work samples as indicators of student achievement according to their assessment rubrics (Pankratz; cite Renaissance Teacher Work Samples). Equally important, our transformed program design requires teacher-candidates to engage in a classroom action research project as a part of their student teaching experience which serves as a capstone for their development as scholars of teaching (Edgerton et al, 1991). This deliberate study of student achievement will be a part of the portfolio of their experience, and emphasizes to our students the importance of gathering and evaluating student achievement data as a means for enhancing the learning process.

Principle Five: Demonstrating Professionalism, Advocacy and Leadership

We believe that our professional candidates need to continue to develop their theoretical knowledge and practical skills well after they complete their program and enter their chosen career. As we strive to admit highly capable, high-achieving candidates into our program, we believe that our candidates are in a unique position to become future leaders advocating not only for the needs of children and youth in New Jersey but also for the educational professions at large. Our programs focus on developing reflective thinking skills as well as providing opportunities for our candidates to participate in various field experiences that require them to see themselves as professionals and to take on leadership roles.

Standards to be Achieved

In preparing students who demonstrate excellence in planning and practice through their understanding of diverse learners, we ask that our students achieve the standards set out in New Jersey Professional Teaching Standard #10:

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

- Teachers know how education research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.
- Teachers use reflective practice and the Professional Development Standards to set goals for their professional development plans.
- Teachers learn through professional education organizations.
- Teachers make the entire school a productive learning climate through participation in collegial activities.
- Teachers use formal and informal forms of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

Research Knowledge Base

Current school reform initiatives are focused on improving both educational policy and the administrative and pedagogical elements of the school and teacher preparation. Dominating educational policy during the past decade, these initiatives

have been accompanied by raised expectations, higher standards, and increased performance accountability for our schools and our teachers (Goldhaber & Anthony, 2004; Sherrill, 1999; Wasley, 1991). This has created a complex climate for public education that requires the components of the system to change (Fullan, 2001). Therefore, teachers must learn new roles and ways of teaching. Assuming that there exists a developmental nature to refocusing the fundamental beliefs of teaching as well as changing teaching practices, the delivery of ongoing professional development must be reconsidered. It is critical that teachers demonstrate the skills necessary to focus on changing their own practice. The role of the teacher has been significantly expanded and requires a specific focus on learner outcomes as outlined by community-referenced standards and provide a meaningful, engaged learning for an every increasing diverse student population. In this climate, the successful educator must present the skills and abilities to develop and actively engage in their own professional development. Professional development can not longer be viewed as a specific event or training, it must encompass a wide variety of activities and opportunities that include peer coaching; collaborative teaming; and action research.

A critical attribute of teachers that are optimally involved in their own professional growth and development is ability to be reflective about their practice (Boud, 1998; Schön, 1996; Rearick, 1997; Russell & Munby, 1992). Reflection is a multifaceted notion, but it implies that skilled, expert teachers (a) think about their practice and the consequences of their actions for children, (b) use the reflective act to improve their practice, (c) do not simply do what the experts "tell" them, but, rather, recognize that their practice is local and contextualized and that they must blend their

own knowledge of practice with that of formal researchers. In other words, teachers accept responsibility for the quality of their classroom practice and work to improve it as a regularity of their professional behavior. Reflection is an "inquiry-oriented paradigm" (Valli, 1992, p. xv) in which teachers attend not only to their pedagogy, but also to serious moral and ethical questions they confront daily in their work. If we expect beginning teachers to engage in reflective practice over the life of their careers, then it is critical that they engage in inquiry-oriented activities from the start of their professional preparation at the preservice level.

Professional educators assume a variety of roles as they do their work. Among these roles are organizer, manager, counselor, communicator, ethicist, political and legal. These roles are not isolated, but are a part of a dynamic structure of relationships (McIntyre & O'Hair, 1996; Bennett, 1994). Van Manen (1977) clarifies these roles by proposing that there are three stages of reflectivity assumed by professional educators. At level one, reflectivity centers around the basic technical skills required, which include instructional strategies, classroom management skills, and knowledge of subject matter. At level two, educators analyze the rationale for the methods they have chosen. They ask questions about what content should be covered and what strategies are best for bringing the content to the student. At level three, educators examine multiple contexts and make connections between the classroom and the community, reflecting on how the moral, ethical, and political climate of the community affect the classroom (Uzat, 1998).

Other researchers expand our understanding of reflection. Shulman (1987) defines reflective teachers as those who review, reconstruct, and analyze their own work and the work of their students. They then develop explanations for what has occurred.

They are active participants in making decisions about curriculum and instruction. According to McIntyre & O'Hair (1996), reflective teaching provides educators with the willingness and ability to reflect on the origins and the consequences of their actions and decisions, as well as on the situations and constraints embedded within the instructional curricular, school, and social contexts in which they work (p.2). Schön (1987) explains that teachers gain some of their knowledge from traditional educational principles, but the greater part of their learning is attained by continuous reflection on problems that they face routinely in practice.

Learning to become a reflective educator who carefully examines the origins and consequences of his or her actions, makes effective decisions based on that analysis, and modifies those decisions in light of the multiple contexts and communities in which they work is of critical importance in our programs. It is the intention of The College of New Jersey to create teachers that are able to evaluate themselves and self-direct their professional development. There is a common and embedded goal to support reflective teaching from a moral situations, and contextual approach (Ferraro, 2005).

Abilities in reflective practice are further enhanced through an emphasis on analyzing and conducting research. Preservice teachers are expected to engage in scholarly activities and develop skills in conducting action research (Frank, 1996; May, 1993; McMahon, 1999).