

Goucher College Programs in Education Standards

Knowledge, Skills and Dispositions Fostered in Students

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

Knowledge: We believe teachers and other professionals we prepare in each of the programs included within the Graduate Programs in Education should

1. Apply knowledge of psychological and educational theory, research, and/or philosophy related to the area of specialization or certification.
2. Demonstrate understanding and use of the types of assessments appropriate to the area of specialization or certification.
3. Identify the purpose of education in society, and be able to analyze why things happen in the educational community and/or in the political community that surrounds education.
4. Demonstrate knowledge of concepts related to diversity, and the interaction between concepts related to diversity and the area of specialization or certification.

Specific Knowledge Standards for the Different Specializations

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

Skills: We believe teachers and other professionals we prepare in each of the programs included within the Graduate Programs in Education should

5. Demonstrate the ability to incorporate theory and research into practice related to the area of specialization.
6. Demonstrate the ability to gather appropriate data and use data in problem analysis and decision-making related to the area of specialization.
7. Use problem solving/critical thinking strategies appropriate to the area of specialization.
8. Use reflective practice within the area of specialization.
9. Demonstrate effective communication and presentation skills related to the area of specialization.
10. Use a variety of technologies appropriate for working in the area of specialization.

Specific Skill Standards for the Different Specializations

Demonstrate mastery of specific specialization skill standards

Dispositions: We believe teachers and other professionals we prepare in each of the programs included within the Graduate Programs in Education should

11. Demonstrate service to the community.
12. Demonstrate positive dispositions toward diversity and equity.
13. Demonstrate professionalism in one's demeanor, behavior, conduct, decision-making, and interactions with colleagues.

Master of Arts in Teaching Standards

The MAT standards are considered knowledge standards within courses and become skill standards within the internship. (Standards 29-30 are dispositions.)

Planning Shows Content Knowledge and Embraces Developmental and Diverse Student Needs

1. The intern's long- and short-range plans include the State Curriculum with the Common Core, IEP goals, teacher objectives, and student outcomes.
2. The intern demonstrates an understanding of the content underlying a discipline(s) and accurately plans that content (declarative and procedural knowledge).
3. The intern plans long- and short-range units/lessons that show an understanding of the developmental nature of students.
4. The intern's plans show an understanding of the diverse needs, concerns, abilities, and interests of students.

Management of Student Behavior Maximizes a Positive Learning Environment

5. Student behavior is managed so as to result in the maximum amount of time for students to engage in productive learning experiences.
6. Time is managed to allow for maximum time on successful learning experiences.
7. The intern creates an environment that invites learning.
8. In creating a climate that encourages learning, the intern demonstrates an enthusiasm about learning and sensitivity to students.

Effective Instructional Practices of Communication, Problem Solving and Critical Thinking Complement Diverse Student Needs

9. Diverse teaching strategies are used to help students develop positive attitudes and perceptions (DOL 1).
10. Diverse teaching strategies are used to help students acquire and integrate knowledge (DOL 2) as correlated with local system curriculum and/or an Individual Education Program.
11. Diverse teaching strategies are used to help students extend and refine knowledge (DOL 3) as correlated with local system curriculum and/or an Individual Education Program.
12. Diverse teaching strategies are used to help students use and apply knowledge meaningfully (DOL 4) as correlated with local system curriculum and/or an Individual Education Program.
13. Diverse teaching strategies are used to help students apply productive habits of mind (DOL 5) to learn local school system curriculum and/or the goals and objectives of an Individual Education Program.
14. The structure of lessons is logical and coherent; lessons function as a part of a larger instructional and developmental context.
15. Appropriate materials and technologies are chosen to support student skill levels, needs, backgrounds, and interests. These materials and technologies are organized for efficient use by students and include both print and non-print resources, including computer technology and manipulatives. (At the end of the internship, Maryland Teachers Technology standards are met.)
16. The effective intern uses a variety of strategies to accommodate and differentiate identified student needs, strengths, cultural attributes, language, and learning styles.

17. The intern demonstrates effective instruction of students with disabilities in academic and social areas. Use of appropriate motivational techniques and instructional strategies/adaptations to meet individual differences is evident.
18. Assignments are appropriate to learners, are related to a lesson's objectives, and are a productive use of the learner's time for the practice of new learning and review of previous learning. Assignments help students transfer previous knowledge to new learning.
19. The intern is skilled in the art of questioning and communicating. The intern uses different types of questions and communication techniques according to the purpose of instruction. Ongoing emphasis is given to questions and communication techniques that foster students' higher order thinking skills and extend and refine their knowledge base.

Assessments Evaluate Instruction and Student Learning

20. The evaluation of student progress is based on the objectives of instruction. The tools and techniques the intern uses to evaluate students are appropriate to the student and the teacher objectives of instruction.
21. The intern uses the results of assessing student accomplishment of objectives, including student feedback, as a device for further planning and teaching.
22. The intern develops and uses informal assessments to determine progress/refine instruction throughout the lesson.
23. The intern demonstrates competent administration of formal individual assessment measurements and/or utilization of the findings to aid in diagnosing special needs of students (**special education students only**).
24. The intern writes assessment reports providing background information, describing a student's current levels of functioning, and prescribing appropriate educational and behavioral interventions to address the student's needs (**special education students only**).
25. The intern develops realistic individual goals and objectives based on assessment information to meet the special needs of students (**special education students only**).

Professionalism and Interpersonal Relationships Maintained (Dispositions)

26. The intern maintains effective communications with the home to promote positive home-school relationships.
27. The intern works collaboratively with his/her mentor teacher and supervisors, as well as other professionals inside and outside the school, to develop effective partnerships.
28. The intern demonstrates reflection, as well as effective coping and conflict resolution skills, to deal with professional concerns and problems.
29. The intern accepts and uses feedback in a positive manner to further his/her professional development.
30. The intern maintains ethical and honest behavior, is sensitive to issues of confidentiality, and follows all state and local legal guidelines.

