Section 2

Mission and Standards
MISSION

College of Education

The College of Education of William Paterson University of New Jersey serves as a major resource for educational practitioners and institutions by preparing students for entry into teaching and educationally-related professions; providing educators with additional and advanced professional preparation and continuing development in selected disciplines; and preparing students to participate effectively in a diverse society. The College promotes teaching and learning by contributing to the collaborative participation of students and faculty in society. In pursuit of this mission, the College of Education is dedicated to promoting student success and academic excellence in the advancement of teaching and lifelong learning through scholarly work, constant reflection, and ongoing assessment.
Office of Field Experiences
William Paterson University

MISSION STATEMENT

The mission of William Paterson University's Office of Field Experiences is to facilitate ongoing communication between teacher preparation programs and the partnership schools/agencies in which pre-service educators are placed. The purposes of the Office of Field Experiences are to:

1. Communicate within the university and to the larger community the centrality of field experience to the preparation of effective teachers.

2. Develop and maintain collaborative partnerships with P-12 schools and agencies, which enhance teacher preparation.

3. Provide students opportunities to meet and/or exceed the requirements of field experiences through diverse, high quality, placements and the supportive teamwork of the student teacher, cooperating teacher and university supervisor.

4. Provide professional development opportunities to educational partners of William Paterson University including cooperating teachers and university supervisors.

5. Record and manage data for the assessment of student eligibility and performance throughout field experiences.

6. Integrate the use of technology in all processes and procedures of field placement for the benefit of students, faculty and P-12 schools and agencies.

7. Implement NCATE Standard 3 Field Experience and Clinical Practice.
National Council for Accreditation of Teacher Education Standards

Conceptual Framework

A conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy and institutional standards, which distinguish graduates of one institution from those of another.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.
Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

The following pages provide the reader information about the meaning of the conceptual framework and the six NCATE standards. Rubrics that accompany each standard address the critical elements of the standard and describe different levels of performance required to meet the standard. The supporting explanations include a rationale for the standard and additional explanation of each standard’s meaning.
New Jersey Professional Standards for Teaching

Standard One - Subject Matter Knowledge
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.

Standard Two - Human Growth & Development
Teachers shall 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.

Standard Three - Diverse Learners
Teachers shall understand the practice of culturally responsive teaching.

Standard Four - Instructional Planning & Strategies
Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

Standard Five – Assessment
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.

Standard Six - Learning Environment
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.

Standard Seven - Special Needs
Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard Eight – Communication
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.

Standard Nine - Collaboration & Partnerships
Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being.

Standard Ten - Professional Development
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.
William Paterson University's College of Education Unit

CONCEPTUAL FRAMEWORK

William Paterson University's College of Education Unit is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Unit includes all programs that contribute to the professional preparation of teachers and school-related personnel, regardless of where they are housed in the University. The State of New Jersey requires that every institution offering professional education programs to attain accreditation before the State will certify and license its graduates.

Shared Vision: The Unit's vision weaves together three theoretical perspectives that guide all programs, experiences, and practices; namely, socio-cultural constructivism, cognitive structuralism, and critical literacy. These perspectives strengthen the Unit's ability to respond to rapidly changing needs of children and their families in a global society, while also underscoring an original purpose of education in a democratic society - the perpetuation, expansion, and advancement of the society through academic, social, and cultural knowledge transmission.

Unit Theme - "Preparing Inquiring Educators:" The Unit theme, grounded in research, reflects the Unit's commitment to engage candidates in the processes of inquiry and reflection since these are viewed as essential continuous and helical actions that infuse all programs and practices.

Core Elements: Knowledge, Understanding, Application (KUA). Supported by inquiry and reflection, KUA processes and activities are repeated and expanded as knowledge becomes more complex, as understanding becomes more integrated when candidates transform knowledge through internal psychological processes to achieve personal meaning, and as applications are increasingly self-determined when practitioners apply and model what they learned in their programs of study.

Standards That Cross Programs, Theme and KUA. Overlaid across all programs of study are standards that address dispositions, assessment, diversity, and technology which permeate the KUA elements. Dispositions are defined by NCATE (2002) as "(T)he values, commitments, and professional ethics that influence behaviors toward students, families, and communities. . . ." and "affect student learning, motivation, and development as well as the educator's own professional growth" (p. 53). The Unit is committed to fostering practitioners whose dispositions reflect professional behavior and ethical decisions. Further, the Unit's disposition toward evidence-based assessment requires that we view assessments of performance and/or evidence as valuable and useful tools that inform decision making concerning needed programmatic modification and/or change. Similarly, candidates' proficiencies, determined through self-assessment and the quality of their application of assessment processes, influence subsequent decision making concerning instructional programs and practices.

The Unit's goal in addressing diversity is to assure equity of opportunity for all individuals to learn, to grow, and to succeed, by preparing professionals who (1) hold high expectations for all, (2) recognize and value the richness that diversity contributes to societies, and (3) incorporate the unique backgrounds and capacities of all individuals to create enriched personal, social and educational environments for all. Technology availability, viewed as a significant strength within the Unit given its outstanding hardware, software and human resources, offers candidates opportunities to discover ways that technology can inform professional practice. The Valley Road facility is equipped with state-of-the-art tools that allow faculty to model effective instructional technology practices. The Unit's goal is to ensure that all candidates have access to a range of technologies that encourages them to apply and expand their competence to use technology in their respective fields.

Alignment to State and Professional Standards: Candidate performance is assessed at significant points during initial or advanced professional preparation, using standards and frameworks set forth by national professional organizations, the State of New Jersey, and the Unit. All programs leading to licensure are aligned to standards of their respective professional organizations. Revised to conform to New Jersey licensure requirements, the following programs will be approved to recommend candidates for licensure through the State of New Jersey as of September 2005: P-3, K-5, 6-8, K-12, special education and K-5 dual licensure, library media, ESL/bilingual, educational leadership, supervisory, physical education, and school nursing programs. These revised programs have increased the Unit's capacity to prepare highly qualified candidates who gain knowledge and understanding which leads to an increased ability to apply expertise to serve diverse groups of students and clients. The Unit is committed to continuous transformation into an increasingly viable teaching and learning community where collaborative inquiry inspires innovation, supports collaboration among faculty and professional staff, and encourages faculty and students to be reflective practitioners.