

Queens College Principles for Educator Preparation

<p>1. Discipline Specific Competencies</p>	<p>K. Understand in both depth and breadth, as appropriate to the candidate's professional role, the body of knowledge that constitutes the relevant specialty be it a subject (e.g., Mathematics), level (e.g., Early Childhood), specialization (e.g., TESOL), or support (e.g., School Psychology). This knowledge includes history of the field, major theories and concepts, facts and structure of knowledge, as well as ways of knowing, all of which form the material discussed by experts in the area.</p> <p>S. Demonstrate the ability to explain knowledge of the specialty area at the various levels appropriate to students, colleagues, parents, professors, and other educational stakeholders.</p> <p>D. Value each specialty as an important area of human knowledge, communicating that knowledge to others, and keeping abreast of advances in the field.</p>
<p>2. Learning and Development</p>	<p>K. Understand major theories of learning both general and specific to candidates' specialties and the developmental levels of learners.</p> <p>S. Demonstrate the ability to base practice on developmental, learning and psychological theories.</p> <p>D. Value the role of developmental, learning and psychological theory as a foundation for good practice.</p>
<p>3. Families and Urban Communities</p>	<p>K. Understand that partnerships with families and communities support students' success at school. Understand the roles students' family backgrounds play in their education. Understand that family and community resources can contribute to students' learning and well being.</p> <p>S. Demonstrate the ability to develop partnerships with families and communities to create optimal learning environments for students. Demonstrate appropriate use of family and community resources to improve students' learning and well being.</p> <p>D. Value school partnerships with families and communities as critical to student achievement. Value and respect family and community members.</p>
<p>4. Diversity & Inclusion; Democracy & Social Justice</p>	<p>K. Understand that differences in culture, language, and ability are to be respected and enrich learning and well being. Understand that democratic schools and classrooms foster respect and support learning. Understand the role of schools in preparing students to participate in a democratic society and understand the ideals of social justice as a foundation for democracy.</p> <p>S. Demonstrate the ability to create inclusive learning environments that respond to differences in language, culture, ability, experience, and interests of students and where students learn to function in democratic institutions and bring about greater social justice.</p> <p>D. Value diversity as an enriching component of learning communities, democratic decision making and political participation in classrooms, schools, and communities, and social justice as vital to an engaged citizenry.</p>
<p>5. Language & Literacy</p>	<p>K. Understand common characteristics of human communication, particularly language and literacies and the principles by which they vary across communities. Understand the basic principles of first and second language acquisition and literacy acculturation practices.</p> <p>S. Demonstrate mastery of all elements of advanced literacy including Standard English and other languages as appropriate and the production and use of appropriate academic genres. Demonstrate ways to support students' learning of language and literacy.</p> <p>D. Value academic literacy (including Standard English and all generic norms) as the medium appropriate to formal communication. Value vernacular literacies and language varieties as valuable parts of students' communicative cultural repertoires.</p>
<p>6. Curriculum, Instruction & Assessment</p>	<p>K. Understand the major theories, principles, concepts, and practices of curriculum, instruction and assessment as applicable to teaching and learning of students in various classroom and school settings.</p> <p>S. Demonstrate the ability to select and use diverse curricula, instructional approaches and assessment measures to support and enhance teaching and learning of students with diverse needs.</p> <p>D. Value the use of different instructional approaches and assessment procedures in the process of teaching and learning of students in various classrooms and school settings.</p>
<p>7. Technology</p>	<p>K. Understand the basic operations and underlying concepts of current technologies and their potential uses within the classroom and school to support and enhance both teaching and learning.</p> <p>S. Demonstrate the ability to use technology for communication, classroom organization, instruction, and information.</p> <p>D. Value technology as a potential tool to open the world of knowledge and information to all learners.</p>