**Mission Statement**

The mission of the Stern College for Women Department of Education is to prepare young women to become competent, capable, and caring teachers who are reflective, lifelong learners. The strong pedagogical core is aligned with the New York State Teaching Standards, Common Core Learning Standards, and the Council for the Accreditation of Educator Preparation (CAEP). The comprehensive and diverse course offerings are informed by our commitment to developmentally appropriate best professional practices to improve teaching and learning for all children. Fieldwork experiences and a full professional semester of student teaching in local urban public and non-public schools provide our pre-service students with solid preparation leading to New York State initial certification in early childhood (Birth-Grade 2) or childhood (Grade 1-6) education. Unique to our New York State Certified and CAEP accredited Educator Preparation Program is a special collaboration with Lincoln Center Education that provides pre-service candidates with a foundation in arts integration. In addition, candidates who complete our program are prepared to teach children from diverse multicultural backgrounds, address differentiated learning needs, incorporate 21st century technological skills, and contribute meaningfully to their larger school communities.

**Program Student Learning Goals**

1. **Liberal Arts Content Knowledge**: Education Majors will be able to apply their subject area knowledge to address the complex and diverse intellectual, social, and moral needs of today’s youth in today’s schools, including incorporating appropriate technology to meet a diversity of learning needs and styles.
2. **Pedagogical Content Knowledge:** Education Majors will be able to articulate and apply theoretical principles of pedagogy in the art and science of teaching, to plan and implement focused, coherent, sequenced whole class and small group standards-based instruction, as well as reflect on their teaching abilities in order to continuously improve those abilities.
3. **Exposure to Diverse Learning Contexts and Learners:** Education Majors will be able to apply knowledge and pedagogy to meet the needs of diverse learners in diverse contexts including, students with special needs and ELLs.
4. **Fieldwork & Student Teaching:** Education Majors will be able to continuously apply their learned pedagogical knowledge and skills in the classroom in a professional, collaborative, and caring manner, and apply their fieldwork experiences to deepen their learning of pedagogical knowledge in their course work.
5. **Experiential Learning:** Education Majors will actively participate in a constructivist-based approach to teaching and learning that emphasizes the active role of the individual, collaboration, and guidance from experts within learning communities, as well as the use of arts and technology integration to enhance and promote learning.

**III. Student Learning Objectives**

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| **Department/Program Goal** | **Objectives** |
| 1. Liberal Arts Content Knowledge: Education Majors will be able to apply their subject area knowledge to address the complex and diverse intellectual, social, and moral needs of today’s youth in today’s schools, including incorporating appropriate technology to meet a diversity of learning needs and styles. Students will demonstrate attainment of this goal by being able to:  | a. Develop lesson plans including differentiated instruction, real world connections, and technology integration to meet expectations of the standards |
| b. Demonstrate subject area knowledge with relevance and precision |
| c. Role play and analyze scenarios and vignettes regarding meeting diverse learners’ needs and learning styles with technology and meaning-making content relevance |
| 2. Pedagogical Content Knowledge: Education Majors will be able to articulate and apply theoretical principles of pedagogy in the art and science of teaching, to plan and implement focused, coherent, sequenced whole class and small group standards-based instruction, as well as reflect on their teaching abilities in order to continuously improve those abilities.Students will demonstrate attainment of this goal by being able to: | a. Present theory and research support in rationale of pedagogical decisions and in reflection of impact of those decisions on students’ motivation and learning |
| b. Plan and deliver focused, coherent, sequenced lessons |
| c. Reflect on impact of adult actions upon students and the learning environment, and set professional goals |
| d. Write descriptively, analytically, and reflectively about their teaching practices and student learning |
| 3. Exposure to Diverse Learning Contexts and Learners: Education Majors will be able to apply awareness of the spectrum of learners, schools, and careers in education, with particular attention to the use of educational technology, to meet the needs of diverse learners in diverse contexts.Students will demonstrate attainment of this goal by being able to: | a. Justify selection of multiple and differentiated interventions and resources, including the arts and multicultural texts and sources |
| b. Integrate multiple opportunities, approaches, interventions, and resources to engage all students |
| c. Utilize technology to inventory and disaggregate student data |
| 4. Fieldwork: Education Majors will be able to continuously apply their learned pedagogical knowledge and skills in the classroom in a professional, collaborative, and caring manner, and apply their fieldwork experiences to deepen their learning of pedagogical knowledge in their course work. Students will demonstrate attainment of this goal by being able to: | a. Write descriptively, analytically, and reflectively about their teaching practices and student learning  |
| b. Review documentation of their fieldwork experiences to demonstrate and rate their application and growth; Appraise and track growth in their own and peer performance in meeting objectives |
| c. Explore opportunities and contexts to challenge, apply, and deepen competencies |
| 5. Experiential Learning: Education Majors will be able to implement a constructivist-based approach to teaching and learning that emphasizes the active role of the individual, collaboration, and guidance from experts within learning communities, as well as the use of appropriate technological tools, to enhance and promote learning. Students will demonstrate attainment of this goal by being able to: | a. Implement lessons supporting a constructivist-based approach to teaching and learning |
| b. Conduct action research to solve teaching and learning issues |
| c. Experiment with technological tools in instructional delivery and assessment to enhance and promote learning |
| d. Collaborate with colleagues and mentors in selection and justification of instructional choices; dialogue with peers with consideration and reference to student data, educational theory, research-evident strategies  |

**Curriculum Mapping**

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| Early ChildhoodLearning objectives/outcomes | Required Courses/Experiences for Early Childhood |
| **PSYC 1010** | **PSYC 1007** | **EDUC 1210** | **EDUC 2130; L** | **MATH****1010** | **EDUC 2303** | **EDUC 2890** | **EDUC 2133; L** | **EDUC 2138** | **EDUC 2134; L** | **EDUC 2935** |  |
| Students will be able to1a. Develop lesson plans including differentiated instruction, real world connections, and technology integration to meet expectations of the standards |  |  |  | X |  |  |  | X |  | X |  |  |
| Students will be able to1b. Demonstrate subject area knowledge with relevance and precision |  |  |  | X |  |  |  |  |  | X |  |  |
| Students will be able to1c. Role play and analyze scenarios and vignettes regarding meeting diverse learners’ needs and learning styles with technology and meaning-making content relevance |  |  | X | X |  |  |  | X |  | X | X |  |
| Students will be able to2a. Present theory and research support in rationale of pedagogical decisions and in reflection of impact of those decisions on students’ motivation and learning |  |  | X | X |  |  |  | X |  | X | X |  |
| Students will be able to2b. Plan and deliver focused, coherent, sequenced lessons |  |  |  | X |  |  |  | X |  | X |  |  |
| Students will be able to 2c. Reflect on impact of adult actions upon students and the learning environment, and set professional goals |  |  | X | X |  |  |  | X |  | X | X |  |
| Students will be able to 2d. Write descriptively, analytically, and reflectively about their teaching practices and student learning |  |  | X | X |  |  |  | X |  | X | X |  |
| Students will be able to 3a. Justify selection of multiple and differentiated interventions and resources, including the arts and multicultural texts and sources |  |  |  | X |  |  |  | X |  | X | X |  |
| Students will be able to 3b. Integrate multiple opportunities, approaches, interventions, and resources to engage all students |  |  | X | X |  |  |  | X |  | X | X |  |
| Students will be able to 3c. Utilize technology to inventory and disaggregate student data |  |  | X | X |  |  |  | X |  | X |  |  |
| Students will be able to 4a. Write descriptively, analytically, and reflectively about their teaching practices and student learning |  |  | X | X |  |  |  | X |  | X | X |  |
| Students will be able to 4b Write and review documentation of fieldwork experiences to demonstrate, rate, and track application and growth in their own and peer performance |  |  | X | X |  |  |  | X |  | X | X |  |
| Students will be able to 4c. Explore opportunities and contexts to challenge, apply, and deepen competencies |  |  | X | X |  |  |  | X |  | X |  |  |
| Students will be able to 5a. Implement lessons supporting a constructivist-based approach to teaching and learning |  |  |  | X |  |  |  |  X |  | X |  |  |
| Students will be able to 5b. Conduct action research to solve teaching and learning issues |  |  | X | X |  |  |  | X |  | X | X |  |
| Students will be able to 5c. Experiment with technological tools in instructional delivery and assessment to enhance and promote learning |  |  | X | X |  |  |  |  |  | X |  |  |
| Students will be able to 5d. Collaborate with colleagues and mentors in selection and justification of instructional choices; dialogue with peers with consideration and reference to student data, educational theory, research-evident strategies  |  |  | X | X |  |  |  | X |  | X | X |  |
| Early Childhood Learning objectives/outcomes | **PSYC 1010** | **PSYC 1007** | **EDUC 1210** | **EDUC 2130; L** |  **MATH**  **1010** | **EDUC 2303** | **EDUC 2890** | **EDUC 2133; L** | **EDUC 2138** | **EDUC 2134; L** | **EDUC 2935** |  |

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| Elementary Childhood Learning objectives/outcomes

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 | Required Courses/Experiences for Elementary Education |
| **PSYC 1010 AND 1107** | **EDUC 2300** | **MATH 1010** | **EDUC 2303** | **EDUC 1210** | **EDUC 2301** | **EDUC 2302** | **EDUC 2304** | **EDUC 2305** | **EDUC 2307** | **EDUC 2930** | **EDUC 2940** |
| Students will be able to1a. Develop lesson plans including differentiated instruction, real world connections, and technology integration to meet expectations of the standards |  |  |  | X |  | X | X |  | X |  |  |  |
| Students will be able to1b. Demonstrate subject area knowledge with relevance and precision |  | X |  | X |  | X | X |  | X |  |  |  |
| Students will be able to1c. Role play and analyze scenarios and vignettes regarding meeting diverse learners’ needs and learning styles with technology and meaning-making content relevance |  | X |  | X | X | X | X |  | X |  | X |  |
| Students will be able to2a. Present theory and research support in rationale of pedagogical decisions and in reflection of impact of those decisions on students’ motivation and learning |  | X |  | X | X | X | X |  | X |  | X |  |
| Students will be able to2b. Plan and deliver focused, coherent, sequenced lessons |  |  |  | X |  | X | X |  | X |  |  |  |
| Students will be able to 2c. Reflect on impact of adult actions upon students and the learning environment, and set professional goals |  | X |  | X | X | X | X |  | X |  | X |  |
| Students will be able to 2d. Write descriptively, analytically, and reflectively about their teaching practices and student learning |  | X |  | X | X | X | X |  | X |  | X |  |
| Students will be able to 3a. Justify selection of multiple and differentiated interventions and resources, including the arts and multicultural texts and sources |  |  |  | X |  | X | X |  | X |  | X |  |
| Students will be able to 3b. Integrate multiple opportunities, approaches, interventions, and resources to engage all students |  |  |  | X | X | X | X |  | X |  | X |  |
| Students will be able to 3c. Utilize technology to inventory and disaggregate student data |  |  |  |  | X | X | X |  | X |  |  |  |
| Students will be able to 4a. Write descriptively, analytically, and reflectively about their teaching practices and student learning |  |  | X | X |  |  |  | X |  | X | X |  |
| Students will be able to 4b. Write and review documentation of fieldwork experiences to demonstrate, rate, and track application and growth in their own and peer performance |  | X |  | X |  X | X | X |  | X |  | X |  |
| Students will be able to 4c. Explore opportunities and contexts to challenge, apply, and deepen competencies |  | X |  | X | X | X | X |  | X |  | X |  |
| Students will be able to 5a. Implement lessons supporting a constructivist-based approach to teaching and learning |  |  |  | X |  | X | X |  | X |  |  |  |
| Students will be able to 5b. Conduct action research to solve teaching and learning issues |  |  |  | X | X | X | X |  | X |  | X |  |
| Students will be able to 5c. Experiment with technological tools in instructional delivery and assessment to enhance and promote learning |  |  |  | X | X | X | X |  | X |  |  |  |
| Students will be able to 5d. Collaborate with colleagues and mentors in selection and justification of instructional choices; dialogue with peers with consideration and reference to student data, educational theory, research-evident strategies  |  | X |  | X | X | X | X |  | X |  | X |  |