

# EXPANDED STATEMENT OF PROFESSIONAL GOALS

## Calvin College Teacher Education Program

**CANDIDATES develop an understanding of:**

**1. The impact of worldview as it relates to teaching and ways in which their faith perspective guides the entire teaching process.**

- a. Candidates are able to articulate a personal worldview that includes a commitment to equity, justice, and the belief that all students can learn.
- b. Candidates understand how worldview is shaped by personal factors such as socioeconomic status, ethnic identity, gender, and religion as well as contextual factors such as educational, economic, and political systems.
- c. Candidates understand how their worldview influences their perspective on knowledge and the disciplines; decisions about curriculum and instruction; interactions with students, parents, and colleagues; and beliefs about school and community contexts.
- d. Candidates respect points of view that differ from their own.

**2. The developmental, neuropsychological, and socio-cultural factors that influence student learning and classroom climate.**

- a. Candidates see diversity as part of God's plan for his creation and therefore celebrate diversity among their students.
- b. Candidates understand how students' physical, social, emotional, spiritual, moral, cultural, and cognitive development influences their learning.
- c. Candidates commit to learning enough about each of their students to know how these factors affect individuals and to make instructional decisions that support the learning of all their students.
- d. Candidates recognize that each learner is part of a classroom community in which students with diverse backgrounds and natures can learn to work together joyfully and to value one another.

**3. The central concepts of, tools of inquiry for, structures of, and connections among the fields of knowledge they teach.**

- a. Candidates understand the relevance, purpose, and value of the subject matter(s) they teach.
- b. Candidates realize that subject matter knowledge not only includes facts but also provides a perspective on understanding the world.
- c. Candidates have a broad understanding of the liberal arts and a deep understanding of their major and/or minor disciplinary specialty areas.
- d. Candidates can relate their disciplinary knowledge to other subject areas and to society and culture.

**4. Pedagogical strategies that take into consideration the complex and diverse cognitive processes involved in learning.**

- a. Candidates understand that all teaching is informed by learning theory.
- b. Candidates can describe and evaluate a variety of theories that postulate how learning occurs, how knowledge is acquired or constructed, how skills are developed within an area of knowledge, and how knowledge construction and skill acquisition can be most effectively assessed.
- c. Candidates understand the kinds of pedagogical strategies that flow most naturally from the various learning theories
- d. Candidates choose appropriate pedagogical strategies that best meet the needs of the diverse learners in their classrooms.

**5. The design, implementation, and assessment of curriculum in conjunction with learners, contexts, and fields of inquiry.**

- a. Candidates understand the complex factors that influence and guide the development of curriculum.
- b. Candidates understand how various curricular approaches affect student learning in the multiple contexts of an area of knowledge
- c. Candidates make decisions related to curriculum design and implementation that support all learners.

**6. The socio-cultural, economic, political, and historical contexts in which education takes place as well as the two-way relationship between education and society.**

- a. Candidates understand the economic, social, political, legal and historical foundations and functions of schools.
- b. Candidates acknowledge the impact of these complex contexts on their teaching and are willing to examine their own assumptions about content, curriculum, pedagogy, learners and contexts.
- c. Candidates are committed to transforming educational practices and structures that inhibit equity and justice.

**BASED UPON THE ABOVE UNDERSTANDINGS, CANDIDATES RESPOND BY:**

**7. Creating learning experiences that are meaningful for all students.**

- a. Candidates translate curriculum and standards into appropriate long term goals and plans.
- b. Candidates create daily goals and plans that take into account their students' diverse backgrounds, cultures, abilities, and developmental levels.
- c. Candidates use a variety of teaching strategies and techniques that promote independent learning and problem solving.
- d. Candidates adjust and revise plans based on student responses and needs.
- e. Candidates take social, cultural, and economic characteristics of the communities in which their schools are located into account when planning and implementing instruction.
- f. Candidates make good use of a variety of instructional resources, including print materials, manipulatives, and information technology.

**8. Developing a positive and productive learning community.**

- a. Candidates manage time and space effectively to promote active engagement of all students in learning.
- b. Candidates communicate and put into practice clear expectations for behavior which ensure a safe and orderly environment that is conducive to learning.
- c. Candidates create a positive classroom climate that promotes openness, mutual respect, caring, and inquiry.
- d. Candidates continually analyze the classroom climate and make decisions and adjustments to enhance relationship building, student motivation and engagement, and productive work.
- e. Candidates know and implement local and state school policies appropriately including those related to student retention, corporal punishment, truancy, child abuse, conflict in the classroom, harassment, safety and first aid, manifestations of disease, and environmental issues.

**9. Designing and implementing a variety of appropriate assessment strategies.**

- a. Candidates gather information about student learning from a variety of formal and informal sources.
- b. Candidates use assessment procedures to diagnose student needs, adjust instruction, and evaluate teaching and learning.
- c. Candidates maintain accurate and complete records of student performance and share the assessment information appropriately with students, parents, and other school personnel.
- d. Candidates use technology effectively to support the assessment and reporting process.

## **10. Communicating effectively with students, parents, colleagues, and other members of the community.**

- a. Candidates demonstrate effective and appropriate oral, visual, and written communication skills.
- b. Candidates communicate in ways that display sensitivity to the various religions, cultural identities, linguistic traditions, and personal characteristics represented among their students and their families.
- c. Candidates communicate in ways that are developmentally appropriate for the students with whom they are working.
- d. Candidates demonstrate understanding and tact when working with parents/guardians to promote student learning.
- e. Candidates work effectively with other teachers, administrators, support personnel, and community members to maximize student learning.
- f. Candidates use a variety of resources to support effective communication including information technology and other appropriate tools.

## **11. Demonstrating appropriate professional and personal behavior**

- a. Candidates exhibit moral and ethical behavior.
- b. Candidates manage the time demands and other stresses of teaching effectively.
- c. Candidates approach their teaching with enthusiasm and energy.
- d. Candidates maintain a professional demeanor in all educational settings.
- e. Candidates are punctual and faithful in attendance.
- f. Candidates complete all tasks in a high quality manner.

## **12. Engaging in continual professional growth and working to make changes in ineffective and unjust practices.**

- a. Candidates develop and refine professional skills that encourage effective and accurate reflection on their practice such as journaling, action research, and maintaining a professional portfolio.
- b. Candidates identify strengths and weaknesses of their own professional practice and educational practices in general.
- c. Candidates adapt performance appropriately based on self-reflection and feedback from colleagues, parents, and students.
- d. Candidates demonstrate a commitment to staying current regarding multiple aspects of education such as subject matter knowledge, learning theory, school contexts, and the integration of information technology into teaching.
- e. Candidates take advantage of opportunities for professional development made available by schools, districts, and the college.
- f. Candidates demonstrate an understanding of change strategies and engage in school and community efforts to reform ineffective and unjust structures and practices whenever possible.