EDUCATION DEPARTMENT PROGRAM GOALS (EDPG)
(June 2011)

The Education Department has adopted the ten InTASC Model Core Teaching Standards (April 2011) as its program goals and an eleventh goal that reflects SMWC's heritage as a religious-affiliated institution. These goals define what educators should know and be able to do.

1. Learner Development: The competent, caring, professional educator understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Learning Differences: The competent, caring, professional educator recognizes individual differences, diverse cultures and communities to design inclusive learning environments that enable all students to meet high standards.
3. Learning Environments: The competent, caring, professional educator works with others to create a variety of environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.
4. Content Knowledge: The competent, caring, professional educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. Application of Content: The competent, caring, professional educator connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues of social justice and environmental concerns.
6. Assessment: The competent, caring, professional educator uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, to impact student learning, and to guide the teacher's and learner's decision making.
7. Planning for Instruction: The competent, caring, professional educator plans instruction that supports all students in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Instructional Strategies: The competent, caring, professional educator uses a variety of instructional strategies to encourage learners to develop a usable understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. Professional Learning and Ethical Practice: The competent, caring, professional educator engages in ongoing professional learning and uses evidence to ethically evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of all students.
10. Leadership and Collaboration: The competent, caring, professional educator assumes leadership roles when appropriate, and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
11. Professional Behavior: The competent, caring, professional educator frames teaching within moral, ethical, and social contexts.