

BEGINNING TEACHERS: PROGRAM GOALS AND CANDIDATE OUTCOMES

Based on discussions of desired outcomes, research of the relevant literature, and dialogue among practitioners, faculty, and facilitating teachers agree that to be effective in a multicultural global society, a beginning teacher should possess the willingness and capacity to:

1. Ascertain and articulate personal, professionally held philosophical and theoretical viewpoints about schooling, teaching/learning.
2. Commit to continuous, reflective self-examination for personal/professional development.
3. Function as a change agent who can influence and improve the education of PreK-Adult students.
4. Undertake the professional responsibility for the development of PreK-Adult students' critical-mindedness, problem-solving skills, self-motivation, cooperative social interaction, and commitment to excellent performance.
5. Develop an adequate understanding of the social and psychological conditions of learning, including cultural and linguistic differences, exceptionalities, and developmental characteristics of PreK-Adult students.
 - a. Develop, articulate, and practice a constructivist, integrated, and multicultural curriculum and pedagogy that promotes and honors individual dignity and rights of PreK-Adult students consonant with the nature of a pluralistic and democratic society.
6. Develop learning experiences that promote acquisition of the knowledge, skills, and dispositions PreK-Adult students need to function productively and to become critical participants in a democratic, pluralistic social and economic world.
7. Access current research findings regarding schooling and teaching/learning and use these findings in educational programs.
8. Develop a critical understanding of the central concepts, tools of inquiry and structures of representation and their interdisciplinary connections in pedagogical content knowledge that are central to the discipline(s) s/he teaches including the use of educational multimedia technology.
9. Foster relationships between school and higher education colleagues, parents, governmental agencies, and individuals and groups in the larger community to support PreK-Adult students' learning and well-being.
10. Develop a coherent, integrated view of the world of theory and practice.
11. Consistently reflect on a knowledge base, dispositional orientations, and performance characteristics.

First-year teachers will not be effective unless they have previously conducted a serious inquiry into life in classrooms. Only when that inquiry is completed and a tentative philosophy of education is formed should the traditional tasks confronting the first-year teacher be undertaken.