

# Education, Multidisciplinary Studies (M.S.)

## Student Learning Outcomes (SLOs)

Education, Multidisciplinary Studies (B.A.) incorporates its curriculum and SLOs from the Curriculum and Instruction (B.A.), Reading Specialization (B.A.), and Educational Leadership (B.A.) programs.

Graduates earning a master's degree in education, multidisciplinary studies from Hood College:

### **Curriculum and Instruction**

Are committed to students and their learning through:

- Making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.
- Understanding how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

Know the subjects they teach and how to teach those subjects to students through:

- A rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.
- Command of a specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

Are responsible for managing and monitoring student learning through:

- Creating, enriching, maintaining and altering instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.
- Engaging groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.
- Assessing the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

Think systematically about their practice and learn from experience through:

- Exemplifying the virtues they seek to inspire in students -- curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences -- and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation.
- Drawing on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students.
- Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

Are members of learning communities through:

- Contributing to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.
- Finding ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

## **Reading Specialization**

Demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools through:

- Demonstrating knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy;
- Demonstrating knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy; and
- Demonstrating knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.

Use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices through:

- Using foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners;
- Designing, selecting, adapting, teaching, and evaluating evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent;

- Selecting, adapting, teaching, and evaluating evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing; and
- Collaborating with and coaching school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.

Understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders through:

- Understanding the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools;
- Collaborating with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students;
- Participating in and leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools; and
- Using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.

Demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels through:

- Demonstrating knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction;
- Demonstrating understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community;
- Creating and advocating for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society; and
- Advocating for equity at school, district, and community levels.

Meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment through:

- In consulting with families and colleagues, meeting the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors;
- Collaborating with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners;
- Integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts; and

- Facilitating efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.

Demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities through:

- Demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice;
- Using their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms;
- Developing, refining, and demonstrating leadership and facilitation skills when working with individuals and groups; and
- Consulting with and advocating on behalf of teachers, students, families, and communities for effective literacy practices and policies.

Complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors through:

- Working with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidate's own classroom, literacy clinic, other school, or community settings;
- Collaborating with and coaching peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices;
- Having ongoing opportunities for authentic, school-based practicum experiences; and
- Receiving supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies and, preferably, have experience as reading/literacy specialists.

## **Educational Leadership**

Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student through:

- Developing an educational mission for the school to promote the academic success and well-being of each student;
- In collaboration with members of the school and the community and using relevant data, developing and promoting a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success;
- Articulating, advocating, and cultivating core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement;
- Strategically developing, implementing, and evaluating actions to achieve the vision for the school;

- Reviewing the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students;
- Developing shared understanding of and commitment to mission, vision, and core values within the school and the community; and
- Modeling and pursuing the school's mission, vision, and core values in all aspects of leadership.

Act ethically and according to professional norms to promote each student's academic success and well-being through:

- Acting ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership;
- Acting according to and promoting the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement;
- Placing children at the center of education and accepting responsibility for each student's academic success and well-being;
- Safeguarding and promoting the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity;
- Leading with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures; and
- Providing moral direction for the school and promote ethical and professional behavior among faculty and staff.

Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being through:

- Implementing coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive;
- Aligning and focusing systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self;
- Promoting instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student;
- Ensuring instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized;
- Promoting the effective use of technology in the service of teaching and learning;
- Employing valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement; and
- Using assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student through:

- Building and maintaining a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student;

- Creating and sustaining a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community;
- Providing coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student;
- Promoting adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development;
- Cultivating and reinforcing student engagement in school and positive student conduct; and
- Infusing the school's learning environment with the cultures and languages of the school's community.

Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being through:

- Recruiting, hiring, supporting, developing, and retaining effective and caring teachers and other professional staff and form them into an educationally effective faculty;
- Planning for and managing staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel;
- Developing teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development;
- Fostering continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student;
- Delivering actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice;
- Empowering and motivating teachers and staff to the highest levels of professional practice and to continuous learning and improvement;
- Developing the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community;
- Promoting the personal and professional health, well-being, and work-life balance of faculty and staff; and
- Tending to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being through:

- Developing workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning;
- Empowering and entrusting teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school;
- Establishing and sustaining a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement;

- Promoting mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole;
- Developing and supporting open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice;
- Designing and implementing job-embedded and other opportunities for professional learning collaboratively with faculty and staff;
- Providing opportunities for collaborative examination of practice, collegial feedback, and collective learning; and
- Encouraging faculty-initiated improvement of programs and practices.

Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being through:

- Being approachable, accessible, and welcoming to families and members of the community;
- Creating and sustaining positive, collaborative, and productive relationships with families and the community for the benefit of students;
- Engaging in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments;
- Maintaining a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school;
- Creating means for the school community to partner with families to support student learning in and out of school;
- Understanding, valuing, and employing the community's cultural, social, intellectual, and political resources to promote student learning and school improvement;
- Developing and providing the school as a resource for families and the community;
- Advocating for the school and district, and for the importance of education and student needs and priorities to families and the community;
- Advocating publicly for the needs and priorities of students, families, and the community; and
- Building and sustaining productive partnerships with public and private sectors to promote school improvement and student learning.

Manage school operations and resources to promote each student's academic success and well-being through:

- Instituting, managing, and monitoring operations and administrative systems that promote the mission and vision of the school;
- Strategically managing staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs;
- Seeking, acquiring, and managing fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement;
- Being responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practice
- Protecting teachers' and other staff members' work and learning from disruption;

- Employing technology to improve the quality and efficiency of operations and management;
- Developing and maintaining data and communication systems to deliver actionable information for classroom and school improvement;
- Knowing, complying with, and helping the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success;
- Developing and managing relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;
- Developing and managing productive relationships with the central office and school board
- Developing and administering systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community; and
- Managing governance processes and internal and external politics toward achieving the school's mission and vision.

Act as agents of continuous improvement to promote each student's academic success and well-being through:

- Seeking to make school more effective for each student, teachers and staff, families, and the community;
- Using methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school;
- Preparing the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement;
- Engaging others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement;
- Employing situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation;
- Assessing and developing the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement;
- Developing technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation;
- Adopting a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services;
- Managing uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and
- Developing and promoting leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.