PERFORMANCE STANDARDS
FOR
SCFE MASTER'S PROGRAM
AND
COURSES IN OTHER PROGRAMS

SOCIAL AND CULTURAL FOUNDATIONS

PREAMBLE

VINCENTIAN SPIRIT AND URBAN MISSION

Given that the School of Education subscribes to the Vincentian spirit and urban mission of DePaul University:

$ we are committed to the improvement of pre-collegiate education, particularly in Chicago, and more generally in the Chicago metropolitan area;

$ we are committed to programs which promote recognition of the dignity of every human being, especially the poor and abandoned, respect for persons, personal responsibility, appreciation of diversity, and the ongoing examination of values; and

$ we are committed to fostering change in those educational and social structures and institutions that reinforce and perpetuate poverty and an inequitable distribution of resources.

These commitments permeate the performance standards expected of each student in the School of Education.

STANDARDS

The Candidate:

MULTIPLE PERSPECTIVES, DIVERSITY & POSITIVE TRANSFORMATION

> **1. Disciplinary Foundations**. **Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education.).**

> **2.Transformation. Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.**

> **3. Identity Development. Understands the sociocultural process of human development over the lifespan and historical time, the dynamic of identity construction through interpersonal and societal relations, and the role of individual agency and collective action in bringing about personal and social transformation**

> **4. Understanding Difference. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference**

INQUIRY, THEORY, AND PRACTICE

5. Inquiry. Demonstrates understanding of various theories of knowledge and methodological frameworks that shape the conceptualization, design and conduct of educational research. Student demonstrates understanding of appropriateness of various methodological approaches to the exploration of theoretical and practical questions in education. Student demonstrates awareness of ethical and political issues in the conduct and uses of educational research.

6. Technology. Understands technology, its uses and its impacts to enhance his/her educational and professional practice

PERFORMANCE STANDARDS

SOCIAL AND CULTURAL FOUNDATIONS

The Candidate:

MULTIPLE PERSPECTIVES, DIVERSITY & POSITIVE TRANSFORMATION

1. Disciplinary Foundations. **Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education.).**

Indicators

Knowledge
- Understands one or more of the disciplinary foundations of education knowledge bases that inform the anthropological, historical, philosophical, psychological and/or sociological contexts of educational phenomenon and/or praxis.
- Understands theoretical frameworks of one or more of the disciplinary foundations of education for the interpretive study of the complexities of class, ethnic, gender, racial and/or sexual, as well as other cultural, contexts of educational phenomenon and/or praxis.
- Understands modes of educational inquiry of one or more of the disciplinary foundations of education knowledge bases: for example, anthropology, history, philosophy, psychology and/or sociology of education
- Understands the theoretical significance of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Dispositions
- Appreciates the disciplinary foundations of education knowledge bases as a theoretical context for the interpretive study of educational phenomenon and/or praxis.
- Develops habits of using one or more of the disciplinary foundations of education's modes of educational inquiry for critically understanding educational phenomenon and/or praxis in social and cultural contexts.
- Appreciates past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Performances
- Demonstrates clarity, creativity and critical/analytical understanding in using the concepts and theories of one or more of the disciplinary foundations of education knowledge bases to address the social and cultural contexts and complexities of educational phenomenon and/or praxis.
- Demonstrates an ability to develop a systematic logical argument by using one or more of the disciplinary foundations of education knowledge bases to address the problematics of educational phenomenon and/or praxis.
- Demonstrates the ability to use the disciplinary foundations of education knowledge bases to synthesis issues and ideas related to educational phenomenon and/or praxis.

2.Transformation. Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

Indicators

Knowledge
- Understand theoretical frameworks that inform an understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the relationship between the organizing principles of a social order and educational phenomenon and/or praxis, and the influence of that relationship on human self and/or social transformation.

Dispositions
- Appreciate the significance of educational phenomenon and /or praxis as a social and cultural force in human self and/or social transformation.
- Develop habits for understanding the social and cultural dynamics that define the normative character of human self and/or social transformation as related to educational phenomenon and/or praxis.

Performances
- Demonstrates clarity, creativity and critical/analytical understanding in using theoretical frameworks to understand the social and cultural complexities and contexts of educational phenomenon and/or praxis.

3. Identity Development. Understands the sociocultural process of human development over the lifespan and historical time, the dynamic of identity construction through interpersonal and societal relations, and the role of individual agency and collective action in bringing about personal and social transformation

Indicators

Knowledge

$ Understands that human development constitutes interdependent psychological and sociocultural change both ontogenetically and phylogenetically
$ Understands that human development occurs at the intersection of the individual, social institutions, and existing social relations of power and privilege.
$ Understands that social identities of race, ethnicity, class, gender, and sexuality reflect hierarchies of power and privilege.
$ Understand that human development is multiple, complex, and in constant flux.
$ Understands that human development involves individuals actively working to shape identities in accommodation to and resistance against existing relations and structures of power and privilege.

Dispositions
$ Appreciates the diversity of identities and lived experiences
$ Demonstrates commitment to educational process and practice that recognizes and addresses diverse identities, cultures, and lived experiences
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Performances
$ Reflects on one=s own identities as they reflect broader hierarchies of power and privilege
$ Integrates an appreciation for the diversity of identities, cultures, and lived experiences into curriculum

$ Integrates an appreciation for the diversity of identities, cultures, and lived experiences into educational policy
$ Works towards the goal of individual and collective empowerment and broader social transformation in diverse and multiple educational contexts

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4. Understanding Difference. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

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Indicators

Knowledge
$ Understands that social relations of race, ethnicity, class, gender, and sexuality are arrangements of power and privilege that serve the interests of some groups while significantly marginalizing those of others
$ Understands that individuals negotiate a diversity of identities and lived experiences
$ Understands that educational contexts can both facilitate and present barriers to individual and collective expressions of difference and diversity

Dispositions
$ Appreciates diverse identities and lived experiences

Performances
$ Considers diverse identities, cultures, and lived experiences in the design and implementation of curriculum and teaching
$ Applies the appreciation of diverse identities, cultures, and lived experiences to the design and implementation of policy

INQUIRY, THEORY, AND PRACTICE

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5. Inquiry. Demonstrates understanding of various theories of knowledge and methodological frameworks that shape the conceptualization, design and conduct of educational research. Student demonstrates understanding of appropriateness of various methodological approaches to the exploration of theoretical and practical questions in education. Student demonstrates awareness of ethical and political issues in the conduct and uses of educational research.

Indicators

Knowledge
$ Understands the value of research to inquiry in education
$ Understands key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education
$ Understands the use of technology as one tool to assist with the overall inquiry process in education
$ Understands the roles that technology plays in schools and society

Dispositions

$ Appreciates the value of reading and conducting research in education

$ Appreciates the role of technology in assisting with the design, conduct, and analysis of research in education

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Performances

$ Conducts meaningful inquiry on an independent basis in education

$ Makes meaningful evaluative judgments about the quality of existing research in education

$ Builds on existing theoretical frameworks through independent inquiry in education

$ Demonstrates familiarity with a range of technological resources that support educational inquiry

$ Accesses a range of technological resources relevant to educational inquiry

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6. Technology. Understands technology, its impacts, and its uses to enhance professional practice

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Indicators

Knowledge

$ Knows research-based developmentally appropriate best practices focusing on a variety of technological instructional tools

$ Knows programs, hardware, etc, appropriate for use with diverse learners, including adaptive assistive technologies for individuals with special needs

$ Knows how to assess and monitor learners engagements with technology to ensure ethical, legal, and equitable uses

$ Demonstrates ability to critique educational software, hardware, and technological innovations from a variety of stances: philosophical, pedagogical, and ethical

$ Knows the uses of computers and technology in business, industry, and society

$ Knows resources for developing a personal professional network or community for ongoing professional development

Dispositions

$ Demonstrates commitment to using technology in one's professional and educational practice

$ Explores and evaluates technology-based resources regularly, as part of ongoing personal professional development

$ Adheres to ethical principles in exploring, using, and sharing technology resources on a personal professional basis

$ Demonstrates awareness and sensitivity to the ethical, legal, and human issues involved in using technology with learners

$ Demonstrates commitment to bridging the access equity gap, or digital divide, that affects marginated populations

Performances

$ Uses technology to research, communicate, and collaborate in an ongoing fashion

$ Uses productivity tools (e.g., word processing, presentation graphics) in professional practice

$ Uses technology terminology accurately in written and oral communications

$ Integrates technology into educational endeavors in classroom or community

$ Uses software and hardware appropriately