

**PERFORMANCE STANDARDS  
FOR  
DOCTORAL PROGRAM**

**CURRICULUM STUDIES**

## 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:

#### 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

## **MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE**

**5. Curriculum Discourses.** Understands major movements and discourses in curriculum history and connects these to current educational controversies and practices.

**6. Curriculum Assessment.** Understands the strengths and weaknesses of a variety of assessment processes and can design an assessment of a curriculum.

**7. Curriculum Theory and Practice.** Understands and selects diverse theories and connects them to educational practices.

**8. Subject Matter and Curriculum.** Understands that any subject matter uses a variety of organizing principles and discursive structures and that the choices arising from this diversity are an important curricular resource.

**9. Inquiry.** Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

## **PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING**

**10. Choices, Actions, Communities.** Evaluates how choices and actions affect students, parents and other professionals in the learning community to foster relationships with school colleagues, parents and agencies in the larger community.

**11. Professionalism.** Understands curriculum as a profession, maintains standards of professional conduct, and provides leadership to improve curriculum, as well as students' learning and well being.

## **TECHNOLOGY**

**12. Technology.** Understands and uses technology effectively in curriculum and program design.

## PERFORMANCE STANDARDS FOR ADVANCED MASTERS PROGRAMS

### CURRICULUM STUDIES

#### The Candidate:

#### 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

- Understand 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.
- Understand 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.
- Understand 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
- Understand 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.
- Develop 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 hierarchies of power and privilege.
- Understands 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.

**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 policies.
- Works towards the goal of individual and collective empowerment and broader social transformation in diverse and multiple educational contexts.

**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**

#### **Indicators**

##### **Knowledge**

- Understands that social relations of race, ethnicity, class, gender, and sexuality are arrangements of power and privilege that serve the interest 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.

## **MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE**

**5. Curriculum Discourses. Understands major movements and discourses in curriculum history and connects these to current educational controversies and practices.**

#### **Indicators**

##### **Knowledge**

- Understands the major movements in curriculum history
- Analyzes the fundamental terms, distinctions, and principles of curriculum discourses.

##### **Dispositions**

- Values the relevance of curriculum history to current educational practice.

**Performances**

- Can discuss current educational issues in the light of curriculum history.

**6. Curriculum Assessment. Understands the strengths and weaknesses of a variety of assessment processes and can design an assessment of a curriculum.**

**Indicators****Knowledge**

- Understands a variety of assessment processes.
- Analyzes the strengths and weaknesses of assessments.

**Dispositions**

- Values the need for a variety of approaches to assessment.

**Performances**

- Can design an effective and comprehensive assessment of a curriculum..

**7. Curriculum Theory and Practice. Understands and selects diverse theories and connects them to educational practices.**

**Indicators****Knowledge**

- Understands a variety of curriculum and social theories and their relationships to education.
- Analyzes assumptions underlying a variety of theories and practices.

**Dispositions**

- Values differences amongst theories and appreciates the necessity of connecting competing theories with educational practice.

**Performances**

- Observes the specific features of individual behavior, classrooms, schools, and other educational contexts and is able to think about these in the light of a variety of educational theories.
- Draws upon a variety of theories and practices to complete a curriculum project.

**8. Subject Matter and Curriculum. Understands that any subject matter uses a variety of organizing principles and discursive structures and that the choices arising from this diversity are an important curricular resource.**

**Indicators**

**Knowledge**

- Understands the extent to which assumptions about subject matter have influenced educational practice.
- Understands how the discursive structures that guide subject matter are embedded in the power dynamics of specific educational institutions.

**Dispositions**

- Appreciates the importance of using a variety of organizing principles when thinking about subject matter.
- Is willing to consider relationships between discursive structures and power dynamics.

**Performances**

- Uses various principles to organize subject matter.
- Articulates the link between various discursive structures and power dynamics.

**9. Inquiry. Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process**

**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
- Concerned that school, and other educational settings, become learning communities whose members come to see education as a life long process.

**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

**PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING**

**10. Choices, Actions, and Communities. Evaluates how choices and actions affect students, parents and**



**other professionals in the learning community to foster relationships with school colleagues, parents and agencies in the larger community.**

### **Indicators**

#### **Knowledge**

- Knows the importance of community and parent support in the success of school learning and activities
- Understands a responsibility and ethic beyond the classroom as school wide issues affect parents and the community

#### **Dispositions**

- Demonstrates a commitment to keeping open communication between all stakeholders.
- Respects the contributions of parents and actively seeks their involvement in the education of students.
- Recognizes the value and practice of self-reflection for curriculum planning and analysis.

#### **Performances**

- Takes the time to get to know parents and the community at large, listens for their input and seeks resources to strengthen ties between students, schools, families, and community.
- Maintains written reflections on classroom practices and parental and community initiatives.

**11. Professionalism. Understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve curriculum, as well as students' learning and well being.**

### **Indicators**

#### **Knowledge**

- Knows the importance of the development of one's professional teacher identity.
- Understands the need to create caring learning environments in an attempt to honor individual students and how each produces/ generates knowledge.

#### **Dispositions**

- Demonstrates a willingness to learn more about the profession and make ethical and moral decisions in the best interest of students.
- Sees curriculum development as a continual process informed with current educational research.

#### **Performances**

- Maintains membership in professional organizations and stays current with professional journals and magazines.
- Models professional behavior for students and colleagues.
- Provides leadership in developing curriculum to meet the needs of students.
- Writes papers of publishable quality and/or presents at local, regional, or national professional

## **TECHNOLOGY**

**12. Technology. Understands and uses technology effectively in teaching and curricular design.**

**Indicators****Knowledge**

- Understands appropriate uses of technology when preparing assignments, developing instructional materials, and planning curriculum.
- Critically analyzes issues in technology including possible social and organizational consequences of the increased use of technology.

**Dispositions**

- Is in the habit of using technology to prepare assignments, develop instructional materials, and plan curriculum.
- Takes a critical and informed stance towards the use of technology.

**Performances**

- Incorporates the use of technology into assignments, instructional materials, and curriculum plans.
- Demonstrates an ability to critically evaluate curriculum, instructional materials and pedagogy in the light of their possible social and organizational consequences.