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The Faculty of the School of Education has decided that the following eight principles constitute the essential description of the exceptional professional educator.

Principle I: Exceptional professional educators are lifelong learners.

They have curious minds, accepting as a given the premise that they do not—cannot—know everything. They are open to a variety of perspectives and are interested in continuing their learning. They reflect on experience, recognize the ambiguity inherent in any complex issue and solve problems in ways that draw upon prior knowledge and enhance future learning. They are self-starters, organized, resourceful and able to attend simultaneously to multiple tasks. A certain humility enables them to acknowledge the potential benefits of intellectual risk-taking: enriched knowledge, innovative solutions and resilience.

As faculty we pursue ourselves and invite our candidates to participate continually in experiences that nurture intellectual growth (Dewey, 1916/1966). We strive to model and sustain a dynamic organizational structure that fosters collaboration, shared decision-making and continuous self-assessment; to be, in short, a learning organization (Fullan, 2007; Kruse & Seashore, 2008; Marzano, Boogren, Heflebower, Kanold-McIntyre, & Pickering, 2012; Senge, 1990). Our programs aim to heighten candidates' awareness and ongoing pursuit of adaptive expertise—the ability to draw upon knowledge and skills flexibly as they construct imaginative and useful responses to novel professional challenges in their own careers (Feiman-Nemser, 2001; McDiarmid & Clevenger-Bright, 2008). Becoming an adaptive expert is a life-long pursuit, yet our programs must lay the groundwork for this central orientation toward teaching and learning. Our candidates build a practical repertoire gleaned from research-based practices, and they also learn how to extend beyond technical views of teaching through reflection, analysis, specification, and generalization. Because evidence-based practices will evolve as our profession's knowledge expands, we work to equip our candidates with tools they can use throughout their professional lives—the ability to gather information about how others have solved problems related to work and about the circumstances of a specific classroom, school, or district; to reflect upon the implications of individual actions; and to foster the perspective to draw upon those understandings flexibly and intelligently within the complex socio-cultural environment of the classroom and school (Dottin, 2009; Kowalski, 2009; Love 2009).

We recognize that a substantial component of the ongoing development of adaptive expertise is gathering information about how others have solved problems related to work and about the circumstances of a specific classroom, school or district. The frameworks brought to this task are philosophical in nature (Koetting, 1996) and have teachers and administrators at the heart of the processes. Learning to learn from others through accessing, critiquing, and designing research is a fundamental goal of our programs. Quantitative, qualitative, mixed-method and action research (Creswell, 2008; Lincoln & Guba, 1985; Saldaña, 2016) perspectives all inform our continuing efforts to understand education and our own practice. Bringing research perspectives to bear within the professional community of the school is the ongoing expression of the lifelong learning of professional educators. As the professional norm of teacher isolation has yielded to more collaborative models, our programs intentionally foster the skills that support deprivatized practice (Grossman, Wineburg, & Woolworth, 2001; Kruse & Seashore, 2008; Little & Horn, 2007). Learning to learn from other professionals creates “lateral networks” that powerfully support educational improvement (Hargreaves & Fullan, 2012; Hargreaves & Shirley, 2009) and create a vital connection between our programs and the professionals, schools, and young people we ultimately serve.

Principle II: Exceptional professional educators are empathetic and respectful.

They value and embrace the diversity of the individuals and communities around them. They are morally grounded, compassionate and actively promote an agenda of social justice. They respect students, students' families, and their own colleagues. They believe their students can succeed. They are enthusiastic, patient, tolerant, responsible, and good-humored.

Our commitment to respect and empathy for students, families, and colleagues reflects Catholic tradition, the educational mission of the Congregation of the Holy Cross, and current educational theory. Catholic moral and social teaching proclaims the dignity and essential goodness of humans and asserts each person's inclination toward personal growth and communal service. In this worldview, every human makes a unique contribution to society; every life has worth and meaning; and one is most fully a person in relationship to others. Interdependence, support, and mutual esteem enable both individuals and the community to reach their potential for good (Groome, 1998, 2002; Lonergan, 1972). Basil Moreau, the nineteenth-century founder of the Congregation of the Holy Cross, recognized that an education consistent with these principles must develop the heart and hand and well as the head. Compassion and service must be as important as reading, writing, and calculating (Moreau, 2006). Echoing Moreau, contemporary educators emphasize the need for an ethic of caring and moral education in schools through using culturally relevant pedagogy (Gay, 2010; Noddings, 2005; Purpel & McLaurin, 2004). Others remind us that schools should promote social justice and transformation rather than inequity (Freire, 1970/2007; Kozol, 2005; Schultz, 2008).

Our programs encourage and build empathy and respect in a variety of ways. The faculty model democratic teaching practices, creating safe, open, discussion-rich environments (Apple & Beane, 2007). Course activities draw out a diversity of ideas, catalyze dialogue and cognitive dissonance, and lead our candidates to the conclusion that classroom diversity is an educational opportunity rather than an obstacle (Banks, 2007; Nieto, 2000). Program curricula encourage candidates to emphasize enduring and generative topics that break down human barriers (Dewey, 1966; Perkins, 2009; Wiggins & McTighe, 2007) while at the same time respecting and responding to student differences in culture and learning style (Echevarria, Short, & Vogt, 2008; Sleeter & Grant, 2007).

Principle III: Exceptional professional educators communicate and work effectively with others.

They support the groups and individuals with whom they work, seeking multiple viewpoints, functioning well in diverse modes of decision-making, and motivating and inspiring creativity. They are skilled readers, listeners, speakers, writers, relationship-builders, and users of technology.

Effective teaching and administration involves more than pedagogical technique and the application of externally defined standards (Eisner, 1997; McDiarmid & Clevenger-Bright, 2008; Wagner, Kagen, Kahey, & Lemons, 2006). Teaching and administration are intellectual endeavors. We consider writing, oral expression, critical thinking, analytical inquiry, and independent judgment essential to each candidate's ability to articulate an educational vision and to make curriculum, instructional, and assessment decisions consistent with that vision (Newmann, Smith, Allensworth & Bryk, 2001). Consequently, candidates engage in learning and assessment activities requiring them to demonstrate mastery of analytical thinking, reading, writing, and speaking skills in each course and field experience.

Communication and evaluative skills are also essential components of a school as a learning community (Fullan, 2007; Kruse & Seashore, 2008; Lipton & Wellman, 2013; McLaughlin & Talbert, 2006). Candidates in our programs cooperate and engage in meaningful dialogue with their university and field-based colleagues; through these processes they improve their own practices and the performance of the school in general (Danielson, 2009; Garmston & Wellman, 2008; Orland-Barak, 2006). Developing understandings of the socio-cultural factors that influence communication further assist their development of meaningful relationships with parents and other stakeholders (Pink, 2004). Finally, recognizing that in educational settings of the 21st century, technology mediated communication plays an increasingly vital role (Dieker, Rodriguez, Lignugaris/Frakt, Hynes, & Hughes, 2014; Izzo, 2012; Romiszowski & Mason, 2004), we infuse our teacher and administrative preparation curriculum with appropriate applications of technology.

Principle IV: Exceptional professional educators have a broad knowledge about the diversity of individuals and the world around them.

They understand the diversity of the students, schools and communities in which they work. They have a broad range of interests and a wide knowledge of the issues that affect those students and communities. They understand the relationship between schooling and the larger society.

We believe that an educator's knowledge of student cultures, learning differences, and abilities will enhance classroom learning. Educators need to be aware of culturally relevant practices and have competence on serving diverse communities (Pang, 2013). To support children effectively, educators must understand the effects of

ethnicity, class, gender, and other social constructions on students and their experiences in school (Heath, 1996; Ladson-Billings, 1994; Lareau & Conley, 2008; Weis, 2005). They also need to grasp the various ways individuals process sensory stimuli and recognize the multiple modes for demonstrating understanding and skill (Arwood, 2011; Gardner, 2006; Kumar & Widemann, 2014). Our programs encourage candidates to view children through a cultural strength rather than cultural deficit lens (Delpit, 2012; Erickson, 1987; Valencia, 2010). Candidates learn to engage students in culturally-relevant activities and to plan and/or supervise differentiated instruction (Christensen, 2000; Tomlinson, Brimijoin, & Narvaez, 2008).

We also recognize that schools are not islands. They are embedded within community, state, national, and world contexts and reflect historical precedents, philosophical perspectives, and contemporary social frameworks, ideologies, and events. To function effectively, educators must build partnerships between school, family, and community (Epstein, 2001; Hiatt-Michael, 2010) and must be familiar with the ways in which historical traditions, educational philosophies, current educational issues, and state and national policies affect students and their lives in schools (Rury, 2005; Tyack, 2007). Our programs help students to understand the intellectual, social, and cultural foundations of schools and to examine critically the ways in which social, economic, and political structures privilege some students while limiting others (Apple, 2004; Howard, 2006; Ladson-Billings, 2014; McLaren, 2007).

Principle V: Exceptional professional educators have deep knowledge about content.

They have a clear understanding of the content and ways that knowledge is constructed in their disciplines. They apply an understanding of the connections of varied disciplines to their teaching and administration. Their knowledge of their disciplines is continually growing.

Convinced that all children are capable of complex thinking (Brophy & Allemen, 2006; Jackson, 2011; Marzano, 2007), we believe that high quality curricula should be available to all students (Oakes, 2005). Students achieve at high levels when presented with rich learning opportunities (Fisher, 2005; Resnick, 1987), and when these experiences are inextricably aligned with rigorous intellectual standards (Ravitch, 2010), education becomes the process by which children become ready for full, productive, and satisfying participation in society. Such an education becomes possible when educators possess what Shulman (1986) describes as “pedagogical content knowledge”: a deep knowledge of the subject being taught, including an understanding of specific disciplinary structures and ways of thinking (Bruner, 1966; Wineburg, 2001) merged with a knowledge of the teaching processes appropriate for that subject matter (Grossman, 1990; Anderson, 2009).

Our candidates have a strong base of disciplinary knowledge. The University of Portland core curriculum ensures undergraduate candidates have a broad liberal arts education consistent with the diverse needs of students; masters-level candidates combine a bachelor’s degree and disciplinary major with life experience. Our programs emphasize the connections between content-knowledge, discipline-specific constructs, and constructivist pedagogy (Gagnon & Collay, 2006), and candidates demonstrate these associations by linking curriculum and assessment to national, state, and district standards (Marzano & Haystead, 2008).

Principle VI: Exceptional professional educators have a deep knowledge about how people learn.

They are grounded in a variety of learning, teaching, and administrative theories and can use that knowledge to make instructional decisions that are developmentally appropriate and relevant to the lives of their students. They understand that learning occurs through a complex set of processes that will differ for each person; and they believe that all individuals can learn.

The assumption that knowledge is socially constructed supports our commitment to learning as a continuous process. Because humans construct meaning through social interaction and neurobiological experiences (e.g., DaMasio, 1994) that transform previous understandings (Piaget, 1959; Vygotsky, 1978), we are constantly learning. We believe that students take in and process information according to the way the physical learning system creates meaning (Baars & Gage, 2010; Dunn & Dunn, 1978; Kolb, 1984; Sprenger, 2003) and that learners construct new knowledge within the context of previous understanding. Students are then able to use their language to address authentic problems for higher order thinking and problem solving (Duckworth, 2006; Fosnot, 2005; Hmelo-Silver, 2004). It is our belief that students understand cognitive development more deeply when they are provided opportunities to reflect on the process of learning (Israel, 2005) both as a conceptual issue as well as a skill-based foundation. We understand that intelligence is dynamic and multidimensional (Gardner, 2006) and that while its expressions might vary among individuals, all students have the capacity to evaluate critically and to solve problems

(Zohar & Dori, 2003). Believing that educators who engage in thoughtful, developmental learning during their own education will best understand student learning (Dana & Yendol-Hoppey, 2008; Schön, 1983), we provide our candidates with conceptual information and with learning activities that compel them to develop and demonstrate a sophisticated understanding of these concepts (Marzano, Pickering, & Pollock, 2005). Candidates employ instructional technology to generate and enhance thoughtful understanding (Means & Olsen, 1999; Roblyer, Edwards & Havriluk, 2010). They also consistently reflect on their learning and practice, using metacognition as a powerful tool for purposeful change (Schön, 1983; Bolton, 2010).

Principle VII: Exceptional professional educators have the deep knowledge and skills necessary to use instruction and the organization of classrooms, schools, and school systems to assist all learners to succeed.

They use varied approaches to instruction and administration to organize their classrooms, schools, and districts to meet the diverse learning styles, skills, knowledge, and cultures of their students. They plan a curriculum that builds bridges among school systems, community, and the larger world.

With the recent adoption by the profession and the nation of the Common Core Standards (Fine, 2010), we must address the reality that schools must support all students in achieving “21st Century Skills” (Wagner, Kagen, Kahey, & Lemons, 2006), preparing candidates who can purposefully engage in curriculum development, instructional design, and targeted assessment is more critical than ever before (Resnick, 2010). High-quality education is not ensured through curriculum standards but through judicious use of differing pedagogical and administrative practices, and responsiveness to the vast array of learners’ needs and capabilities (Tomlinson & McTighe, 2006). Considering systemic approaches that are currently reshaping the ways in which students are assessed, grouped, and taught is of increasing importance in both teacher and administrator preparation (Burns & Gibbons, 2008; Jimenez, Graf, & Rose, 2007).

We believe that several common threads should connect all classrooms, schools, and districts. Candidates, whether preservice or advanced, should focus on student understanding, not merely content coverage (Gardner, 1991; Hattie, 2012; Perkins, 2009; Sizer, 1992). Our education candidates design and support instruction that in turn empowers their own students through culturally relevant methods that acknowledge, respect, and utilize each student’s socio-cultural experiences (Au, 2009; Delpit, 2006; Ladson-Billings, 1994, 2011; Morrison, Robinson & Rose, 2011). They must understand frameworks such as SIOP, disciplinary literacy, or multiple intelligences and be able to draw upon them thoughtfully to support the achievement of all students (Echevarria, Vogt & Short, 2007; Gardner, 2006; McConachie, Hall, Resnick et al., 2006). Their classrooms, schools, and districts should be interactive, cooperative, multidimensional, and confidence-building learning communities (Johnson & Johnson, 2009). Candidates are asked to employ technology in thoughtful, systematic ways to enhance these characteristics (ISTE, 2017). Appropriate applications of technology must be rooted in learning theory and thus will differ in each content area and in accordance with learners’ capacities (Bell, 2001; Goldman, Williams, Sherwood, & Hasselbring, 1999). Finally, candidates will document and assess student learning in a variety of ways, through judicious uses of traditional and performance-based assessments (Black & Wiliam, 2004; Brookhart, 2011; Gearhart & Osmundson, 2009; Stiggins, 2001).

Principle VIII: Exceptional professional educators fuse theory and practice.

They articulate an educational vision rooted in their knowledge, skills, and dispositions. Reflecting on professional experiences and other new knowledge, teachers and administrators continually revise their vision and practice in ways that further teacher and student growth. They make curriculum, instruction, and assessment decisions that are consistent with this vision and are able to carry out these intentions in the classroom, school, and district.

Exceptional teachers and administrators possess an educational vision, weaving their extensive knowledge, skills, and dispositions into a pedagogy that supports learning for each student (Rose, 2009). Such a vision is no substitute for experience, however. As a School of Education, we acknowledge that much of a candidate’s formation occurs outside of the university’s walls (Britzman, 2007; Randi & Zeichner, 2004), and that actual classroom, school, and district experience is the crucible that enables candidates to flesh out theory with practice, and, in the end, forges exceptional educators.

Through robust field and clinical practice experiences, candidates critically examine theory and fine-tune the teaching and administrative skills necessary to implement theory. In many cases, these experiences create the

cultural and cognitive dissonance that helps candidates to develop the responsive professional dispositions so crucial to effective teaching and administration (Cochran-Smith, 2004). With these opportunities, candidates demonstrate their command of the complexities of designing and delivering instructional programs to diverse populations of students (Banks, 2007; Nieto, 2003).

Candidates address questions of learning, teaching, and leading in their affiliated coursework through journals, written and oral assignments. They - independently and with others - reflect on their own work. A unique strength of our program is an attention to reflection as a powerful tool for purposeful change (Dome, Prado-Olmos et al., 2005; Hall & Simeral, 2015; Lin & Lucey, 2010; Schön, 1983). Committed to preparing educators who use reflective assessment of knowledge and skills to inform their practices rather than relying solely on tradition, we model reflective practices ourselves. We then assist our candidates to display reflective practice in their work in each education course. Within their field experiences, candidates reflect through guided observation and analysis of the teaching and learning interactions that identify effective practices and link them to research and theory within a variety of contexts (Berliner, 2001; Orland-Barak & Leshem, 2009). In their coursework and field experiences, candidates also participate in collaborative planning. Protocols for analyzing student work and learning from assessments provide a link between field experiences and on-campus learning experiences. Candidates develop skills to examine openly how theory and practice interrelate through cooperatively assessing cases using shared standards, using video analysis, and peer review (Danielson, 2009; Lieberman & Mace, 2009).

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