

NYIT Learning Goals and Program Level Alignment
M.S. Early Childhood Education
M.S. Childhood Education
M.A.T. Adolescent Education

NYIT MISSION	NYIT LEARNING GOALS <i>By the time of graduation, NYIT students will be able, at the graduate level to:</i>	PROGRAM LEARNING GOALS /InTASC STANDARDS ALIGNMENT
Career Oriented Professional Education	Gain a coherent understanding of the knowledge, skills, and values of their discipline	<p><i>InTASC #01: Learner Development.</i> The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><i>InTASC #06: Assessment.</i> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p><i>InTASC #07: Planning for Instruction.</i> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
Applications Oriented Research	<p>Integrate academic and co-curricular learning to explore concepts and questions that bridge disciplines, professions, and cultures.</p> <p>Formulate evidence-based and ethical courses of action or conclusions to address challenges and problems.</p>	<p><i>InTASC #02: Learning Differences.</i> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>LO #03: Learning Environments. The teacher works with</p>

	<p>Engage with, respond to, and reflect on political, social, environmental and economic challenges at local, national, and global levels.</p>	<p>learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.</p> <p>InTASC #04: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>
<p>Access to Opportunity</p>	<p>Achieve proficiency in oral and written communication, scientific and quantitative reasoning, critical analysis, technological competency, and information literacy.</p> <p>Develop self-efficacy, professionalism, creativity, and an innovative spirit.</p>	<p>InTASC #05: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>InTASC #08: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>InTASC #09: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>InTASC #10: Leadership and Collaboration. The teacher</p>

		seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
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