

Shaping Tomorrow: Ideas to Action



College of Education and Human Development
University of Louisville

The Conceptual Framework

2015

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Shaping Tomorrow: Ideas to Action

Executive Summary

Shaping Tomorrow: Ideas to Action, the Conceptual Framework of UofL's College of Education and Human Development (CEHD) provides a unified philosophical and pedagogical rationale for the college's diverse educator preparation and human development programs.

The CEHD consists of six departments: Early Childhood and Elementary Education (ECEE), Middle and Secondary Education (MISE), Special Education (SPED), Educational and Counseling Psychology, Counseling, and College Student Personnel (ECPY), Leadership, Foundations, and Human Resource Education (ELFH), and Health and Sport Sciences (HSS). The unit also collaborates with other university units to offer several educator preparation programs. The work of each CEHD department and program is grounded in discipline-specific knowledge bases, philosophy, and research.

The CEHD's Conceptual Framework aligns with the unit's vision and mission, the University of Louisville's vision and mission, and the university's Quality Enhancement Plan for Southern Association of Colleges and Schools (SACS) accreditation. The CEHD endeavors to continually improve the quality of life for all in our metropolitan community, in the Commonwealth of Kentucky, and in the nation. CEHD faculty and staff are committed to functioning as one college with interdisciplinary and cross-disciplinary elements and embrace the university's mission of being a metropolitan research university committed to advancing the intellectual, cultural, and economic development of our diverse communities and citizens. To ensure the quality of academic programs, where possible candidate/student proficiencies are aligned with institutional, state, and national standards and are responsive to the guidelines and requirements of accrediting bodies and state and national governing bodies and initiatives. The CEHD is committed to addressing issues of diversity in curricula, field experiences, and clinical practice, and student engagement with diversity is embedded throughout the CEHD curricula.

Shaping Tomorrow: Ideas to Action builds upon earlier Conceptual Frameworks and has evolved to address and encompass the many and varied programs and scholarship generated by the CEHD. The Conceptual Framework focuses on the three guiding constructs of Inquiry, Action, and Advocacy and promotes the development of students/candidates who act as critical thinkers, problem solvers, and professional leaders; who affirm principles of social justice and equity; and who commit themselves to making a positive difference in their communities and schools.

The CEHD has established performance standards (proficiencies) that all students/candidates are expected to develop and demonstrate during their academic career at UofL. The CEHD maintains a nationally recognized Continuous Assessment System for the collection of data on student learning, which is used by all programs for course and program improvement. The college's Continuous Assessment Records and Documentation System (CARDS) tracks educator-preparation candidates' progress through their programs, monitors satisfactory completion of all program components, and systematically captures and assesses data on ten Unit Key Assessments.

**The Conceptual Framework for the College of Education and Human
Development
University of Louisville**

Shaping Tomorrow: Ideas to Action

Shaping Tomorrow: Ideas to Action, the Conceptual Framework for the College of Education and Human Development (CEHD) at the University of Louisville, incorporates the shared vision of various stakeholders, including our university, school, and community partners. Our Conceptual Framework responds fully to the university's commitment to service, diversity, equity, and social justice and is aligned with university, unit, state, and national standards, as well as with UofL's Quality Enhancement Plan for accreditation by the Southern Association of Colleges and Schools (SACS).

Mission and Vision of the Institution

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers individuals to achieve their highest potential without fear of prejudice or bias. The UofL academic family embraces and demonstrates a strong commitment to attract, retain, and support students/candidates, faculty, and staff who reflect the diversity of the larger society.

The University of Louisville's mission states that it "shall be a premier, nationally recognized metropolitan research university with a commitment to the liberal arts and sciences and to the intellectual, cultural, and economic development of our diverse communities and citizens through the pursuit of excellence in five interrelated strategic areas: (1) Educational Experience, (2) Research, Creative, and Scholarly Activity, (3) Accessibility, Diversity, Equity, and Communication, (4) Partnerships and Collaborations, and (5) Institutional Effectiveness of Programs and Services."

In 1997, the Kentucky General Assembly approved House Bill 1 (HB1), also known as the *Postsecondary Education Improvement Act*. That act included the mandate that the University of Louisville would become a preeminent metropolitan research university by 2020. In 1998, the university launched the Challenge for Excellence, a ten-year, eleven-point plan to move the university toward national preeminence by 2008 through raising the quality of students/candidates and faculty, increasing research, improving the university's financial health, and spurring economic development in Louisville and the state. The university accomplished the Challenge for Excellence two years ahead of schedule and moved to implement the 2020 Plan, which has guided the university closer toward the goal of being the preeminent metropolitan research university that our region deserves.

In 2012, in response to budget challenges, the changed context for higher education, new technologies and demographics, and the changing role of the modern university, UofL began engaging the campus community in an examination of its current challenges and opportunities in order to assess the university's strengths and weaknesses and move toward identifying and achieving academic, research and

community priorities for the future. These efforts have been titled the Twenty-First Century Initiative, and the university community is actively participating in identifying future institutional goals.

Mission, Vision, Goals, and Philosophy of the Unit

The College embraces the University's mission as a metropolitan research university committed to advancing the intellectual, cultural, and economic development of our diverse communities and citizens. We promote the highest levels of learning and social, emotional, and physical health and well-being for all children, individuals, and families. Our programs enhance the organizations and communities in which they grow and develop.

Our mission is to advance knowledge and understanding across our disciplines and constituencies and to develop educational leaders who will inform policy, improve practice, strengthen communities, and address pressing social concerns. We prepare students to be exemplary professional practitioners and scholars; to generate, use, and disseminate knowledge about teaching, learning, health promotion and disease prevention, and leadership in public and private sector organizations; and to collaborate with others to solve critical human problems in a diverse global community. We seek to continually improve the quality of life for all in our metropolitan community, the Commonwealth of Kentucky, and the nation.

The College is part of a network of interdependencies or bioecological dimensions of an environment comprised of various systems. The college interacts and collaborates with a variety of university units; state, national, and international institutions; and external agencies. The relationships derived from these interactions form bonds between CEHD and the community to ensure that individuals have opportunities to maximize their human potential and to participate in a civic, modern democracy. CEHD contributes to the creation of a vibrant, metropolitan research university and the welfare of a democratic society by addressing all of its ecological dimensions: the biological/physical, the psychological/developmental, and the social.

The college consists of both educator preparation programs and human development programs. This Conceptual Framework reflects the unit's commitment to functioning as *one college* with interdisciplinary and cross-disciplinary elements. CEHD faculty, staff, and leaders of the college, regardless of their departmental or professional affiliations, all work toward the common goals of providing high-quality programs for undergraduate, graduate, and doctoral students (including P-12 educators employed by local and regional school districts and educational agencies); enhancing the college's capacity in research, scholarship, and extramural funding; and working toward the improvement of the education and human development of the people within our community. (See Appendix A for the alignment of these unit goals with the college's Conceptual Framework constructs of inquiry, action, and advocacy and UofL institutional goals.)

The college's Conceptual Framework, *Shaping Tomorrow: Ideas to Action* (with its three constructs of inquiry, action, and advocacy), has direct relation to the preparation of students/candidates to be exemplary professional practitioners and scholars; to generating, using, and disseminating knowledge about teaching, learning, health

promotion, disease prevention, policy development, and leadership in public and private sector organizations; and to collaborating with others to solve critical human problems in a diverse global community.

The focus and work of CEHD is in shaping today's and tomorrow's students, teachers, leaders, community, and social structures through research, practice, and policy. CEHD professionals in education and human development create an environment for learning for all students/candidates by designing high-quality instruction that is engaging, that encourages all students to persist, and that honors diversity of students in terms of exceptionalities, ethnicity, race, age, language, gender, religion, socioeconomic status, sexual orientation, and geographical area. CEHD programs encourage effective communication, critical thinking, and cultural diversity as important components of inquiry and active problem solving. CEHD faculty model and provide experiences for students/candidates to engage in continuous learning and explicit experiences in inquiry, action, and advocacy.

College administration and faculty value evidence-based instructional decisions and believe that results of scientifically based research must guide the professional practice of leaders, counselors, and other professionals in school settings, clinics, non-profit agencies, and businesses.

Accrediting Bodies

The University of Louisville and the College of Education and Human Development hold the following accreditations.

University Accreditations

- Southern Association of Colleges and Schools (SACS)
- Council for the Accreditation of Educator Preparation (CAEP) (formerly National Council for Accreditation of Teacher Education (NCATE) (educator preparation programs)

CEHD Accreditations

- Kentucky Education Professional Standards Board (EPSB) (educator preparation programs)
- American Psychological Association (APA) (Counseling Psychology PhD)
- American Art Therapy Association (AATA) (Art Therapy MEd)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP) (Clinical Mental Health Counseling MEd and School Counseling MEd)
- Commission on Sport Management Accreditation (COSMA) (Sport Administration BS, MS)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) within the subdivision of the Committee on Accreditation for the Exercise Sciences (CoAES) (Exercise Science BS; Exercise Physiology MS)

Accreditations of Other School Professions Programs Not in the College, but Considered Part of the Unit

- Council on Social Work Education (CSWE) (School Social Worker MEd)

- National Association of Schools of Music (NASM) (Music BME, MAT)
- American Speech-Language-Hearing Association (ASHA) (Communication Disorders MS)

All CEHD programs are aligned with institutional, state, and national standards. All CEHD educator preparation programs are aligned with the national standards of the respective specialized professional associations (SPAs) endorsed by the Council for the Accreditation of Educator Preparation (CAEP). In instances where CAEP has not endorsed standards, program faculties have identified standards with which to align their programs. (Appendix B contains a complete list of initial, advanced, and human development programs in the unit along with the institutional, state, and national standards associated with each program.) In addition, the college is responsive to the Kentucky Council on Postsecondary Education (CPE), the Kentucky Department of Education (KDE), the university's *Redbook* (for personnel policies and procedures), and CEHD Bylaws.

Shaping Tomorrow: Ideas to Action: CEHD's Conceptual Framework

The college's Conceptual Framework, *Shaping Tomorrow: Ideas to Action*, builds upon the college's earlier Conceptual Frameworks and has expanded and evolved over the past decade to address and encompass the many and varied programs and scholarship generated by the college (information on the historical background of the framework can be found in Appendix C). The theoretical basis of our Conceptual Framework is rooted in the bioecological model of development (Bronfenbrenner & Morris, 1998), which says that individuals develop through active interactions within and between the contexts surrounding them and that they function as essential parts of the larger community and society.

The bioecological model notes that the environment is comprised of various "systems" (those with direct influence on the development of an individual such as teachers and families and those with indirect influence such as community organizations). In our Conceptual Framework, these environmental systems are represented by the constructs of inquiry, action, and advocacy. *Inquiry* occurs when faculty and students engage in the conduct of education science to maximize our understanding of what works in education, for whom it works, and why. *Action* occurs when we create learning environments staffed with well-prepared professionals who are committed to creating the best possible environments for children. Through *Advocacy*, community members and organizations (both public and private) create environments in which inquiry and action occur, with the goal of promoting the highest levels of learning, ethical behavior, and social, emotional, and physical well-being for all children, adults, and families. The avenues toward obtaining this goal may vary widely, as the CEHD is composed of many members from diverse backgrounds and with diverse interests and talents. However, our primary responsibility is to serve the community at large and its school children.

Shaping Tomorrow: Ideas to Action focuses on the three guiding constructs of ***Inquiry***, ***Action***, and ***Advocacy*** as they are learned in the classroom; applied through habitual, skillful practice; and internalized as means of solving problems and improving the lives of those children, families, and communities we serve. Through the mediums of ***Research*** (the application of *Inquiry*), ***Practice*** (the application of *Action*), and ***Service***

(the application of *Advocacy*), the knowledge and theory acquired in classrooms, laboratories, and internships may be applied and re-applied with increasing awareness, skill, and meaning to the solution of problems in the community and particularly in P-16 schools and other educational settings. The Framework depicts how students, having learned and internalized these constructs through scholarly engagement and continual practice, go on to enhance the lives of others by becoming **Critical Thinkers** (*Inquiry* applied through *Research* and reflected as a disposition to inform practice through inquiry and reflection), **Problem Solvers** (*Action* applied through *Practice* and reflected as a disposition to improve practice through content, pedagogical, and professional knowledge), and **Professional Leaders** (*Advocacy* applied through *Service* and reflected as a disposition to affirm principles of social justice and equity and a commitment to making a positive difference). While we present the constructs of inquiry, action, and advocacy as individual constructs, we acknowledge, as does Boyer (1990), that the application and practice are essentially inseparable.

The Conceptual Framework is presented in this document both graphically (on the front cover) and in tabular form (see Table 1, which provides a summary of the components of our Conceptual Framework aligned with our students' knowledge, skills, and dispositions). Through application of the constructs of inquiry, action, and advocacy students become Critical Thinkers, Problem Solvers, and Professional Leaders. The cyclical form of the graphic framework represents the movement from abstraction into increasing depths of knowledge and on to meaningful action and useful service to both the scholarly community and the world.

Table 1
Conceptual Framework Aligned with Candidate Knowledge, Skills, and Dispositions

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Students</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Students</i>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

Construct 1: Inquiry

The blend of practice and research at the university reaffirms my deeply held belief that worthwhile knowledge draws on both worlds. Indeed, the separation of practice from theory, of practitioners from scholars, is more often than not a divorce that is more symbolic than real. (Cuban, 1993, p. xxi)

Under the construct of ***Inquiry***, and through active engagement and skilled training in multiple methods of rigorous ***Research***, students in the CEHD develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. At the core of this Conceptual Framework is the concept of the collegium, in which scholarship, the activity of knowledge-seeking, is performed not in isolation but in communion and solidarity with others, both within the academy and in the world (Shulman, 2004b).

The communal nature of the scholarly work of the CEHD is reflected in the processes of generating, communicating, and questioning the results of research. We affirm that our work responds to and thrives on the necessary and productive tensions between the domains of policy, research, and professional practice. College research reflects the “disciplined eclecticism” described by Shulman (2006). It is multidisciplinary and multi-method, as demanded by our diverse programs and areas of interest. Our faculty and students actively engage in the academic discourse of multiple professional disciplines; participate in professional societies and organizations related to their individual disciplines; and respond to the local, state, and national policies that impact their professional practice and the processes of education in real schools. CEHD administrators and faculty respond to and promote standards-based curricula in support of educational excellence. Graduates of our programs meet rigorous standards of performance in teaching, leadership, school counseling, and other professions. CEHD policy documents and assessment tools (Hallmark Assessments, Student Learning Outcomes, Academic Program Reviews, etc.) are continually revised and adapted to reflect changing local, state, and national standards of research-based best practice.

Inquiry skills can be defined as “seeking knowledge to solve problems and to achieve goals” (Kuhn, 2005, p. 5). Others may define inquiry slightly differently, perhaps including in the definition the understanding of how knowledge is generated and justified and the use of those understandings to engage in new inquiry (National Research Council, 2005). The University of Louisville’s Quality Enhancement Plan (QEP) for SACS accreditation, a critical thinking initiative for improvement of undergraduate learning (see Section VI of this document), uses the Paul-Elder model for critical thinking, which defines critical thinking as “that mode of thinking—about any subject, content, or problem—in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them” (*Paul-Elder*, 2008). The CEHD’s Conceptual Framework endorses and incorporates the university’s critical thinking model. Our conception of inquiry, therefore, does not merely include the performance of the skills of inquiry but, rather, encompasses a candidate’s/student’s deeper understandings of how, when, and why to use such skills. We acknowledge that our students’ metacognitive abilities must be enhanced by structured reflection and that this involvement is critical to independent inquiry.

A cornerstone of inquiry is the idea of a thesis, or question, and the potential evidence that supports it. According to Paul (2007), a well-developed critical thinker is able to formulate vital questions and problems; gather, assess, and interpret relevant information; define and test solutions; and think open-mindedly within alternative systems of thought. Further, Anderson (2001) claims that the most important aspect of critical thinking is that it is situational in nature. Critical thinking, like inquiry, includes

both contextual performance skills and metacognitive skills. Programs in the CEHD are designed to enhance both of these abilities in our students.

Research is a structured medium through which good questions are asked and then answered through the application of rigorous research design and analytical skills. Our students become critical thinkers, operationalizing, testing, and refining their inquiry skills in the real-world laboratories of schools and other educational institutions.

Construct 2: Action

Teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well. . . . In the end, inspired teaching keeps the flame of scholarship alive. (Boyer, 1990, p. 24).

Under the construct of **Action**, and through routine, continual, and pervasive **Practice**—whether this be in the areas of pedagogy and instructional leadership, counseling, or research—students in the CEHD develop the knowledge, skills, and dispositions to become **Problem Solvers** in the community. They are encouraged to apply knowledge to solve real world and community problems. Their work, and ours, manifests collaboration and signature partnerships with others in the metropolitan region, the state, the nation, and outside the United States. Our students are challenged to test the knowledge they acquire through public performance, to share what they have learned with peers and professors (Shulman, 2006), and to apply this knowledge in multiple settings. Through the action of testing their knowledge in applied contexts each student is capable of becoming a teacher for many.

Shulman's categories of knowledge include knowledge of educational contexts, ranging from the workings of the group or classroom, to the governance and financing of school districts, to the characteristics of communities and cultures (Norlander-Case, Reagan, & Case, 1999). The knowledge of educational ends, purposes, and values (and the philosophical and historical foundations of these) is inherent to understanding that teaching occurs at the interaction of complex disciplines with diverse and complex learners (Strong, 2002).

Effective educators emphasize meaning, recognize that students are multifaceted individuals, and understand the relationship of ideas and experiences to learning in and out of classrooms (Duck, 2000; Hogan, Rabinowitz, & Craven, 2003; Shulman, 2000). CEHD students learn to construct knowledge through interpreting, analyzing, and evaluating. They draw conclusions based on understanding, make and support problem-based solutions, and connect learning to authentic settings. The role of theory-to-practice connections in authentic teaching and learning experiences has been found to have a significant impact on student achievement (Newmann, Bryk, & Nagaoka, 2001).

Our students' repertoires of research-based strategies are a key dimension of overall educational effectiveness. In programmatic courses and experiences, students employ a range of strategies and develop and regularly integrate inquiry-based, hands-on learning activities, critical thinking skills, and assessments that reach all learners.

Construct 3: Advocacy

Scholarship should be promoted as zealously as though it were an end unto itself, but the final appraisal of scholarship should be, not its prestige with scholars, but its value to human life. (Albion Small, as cited in Shulman, 2004a, p. 216)

Under the construct of **Advocacy** and through dedicated, committed **Service** to their peers, university, community, and world, students in the CEHD develop the knowledge, skills, and dispositions to become **Professional Leaders**. Shulman (2006) notes that through practice theoretical principles become commitments engraved on the heart. The CEHD exists in a metropolitan community and a world marked by diversity. Diversity has many dimensions, encompassing (among other things) ethnicity, gender, socioeconomic status, age, national origin, English language proficiency, and exceptional ability. Our duty to promote diversity implies that we empower our students and others to participate fully in the life of the community in which we live, to practice social justice, and to seek equity of educational access for all the constituents we serve.

Social justice serves as a framework for unifying the teaching and scholarship across disciplines in the CEHD with the constructs of inquiry, action, and advocacy. As a college, we encompass a wide array of research and instructional interests. Therefore, the conception of social justice that guides us is both *comprehensive* (covering multiple dimensions suitable for an institution with a range of programs and a diverse student body) and *specific* (employing defined and demonstrable understandings). As a collective unit and within individual departments and disciplines, the CEHD furthers university and college-wide initiatives in order to build the knowledge, skills, efficacy, and urgency to address and solve community problems. The integration of social justice into our Conceptual Framework impacts educator practices, student experiences, and program policies (McDonald, 2005).

As described in our Mission Statement, the CEHD is committed to honoring diversity and furthering social justice, as reflected in our bioecological model of a democratic society. Equity and social justice compel us to use inquiry, action, and advocacy to deepen and extend the construct of democracy in our pluralistic society (Parker, 2003).

Social justice affects our programs and is embedded in the work of faculty and students in two key ways. First, we believe that our faculty and students/educator preparation candidates are responsible for asking and answering important ideological questions regarding education for social justice. Cochran-Smith (2004) stated them thus: "What is the purpose of schooling, what is the role of public education in a democratic society, and what historically has been the role of schooling in maintaining or changing the economic and social structure of society?" (p. 144). Our faculty and students/candidates ask and answer these questions as they promote knowledge in community through research, practice, and service. As contributing members to a democratic society, our faculty and students/candidates build individual and collective capacity through their roles as teachers, counselors, instructional leaders, researchers, and members of the community.

Second, we examine how social justice is contextualized in the communities connected to our lives and work. The University of Louisville is a state-supported university located in a metropolitan area. The children and adults of our community face many challenges, including social, economic, legal, and cultural barriers to education. Our commitment to social justice demands that we seek to rigorously understand, investigate, and end these inequities. We are committed to the core assumptions of the *Kentucky Educational Reform Act* (KERA, 1990), which asserts that all children can learn, and *Senate Bill 1, Unbridled Learning* (2009), which calls for every child to reach his or her learning potential and to graduate from high school ready for college and career. We are also committed to the Kentucky Council on Postsecondary Education's vision that "all Kentuckians will be prepared to succeed in a global economy." To achieve these goals, we employ research-based pedagogical, counseling, and administrative practices that encourage learning that is relevant, dynamic, and transformative.

We believe that advocacy is a motivation for service and a support for change and that it is essential to strengthening a dynamic, democratic society. We demonstrate our commitment to social and human equity in our teaching, research, professional practices, relationships with others, and actions undertaken outside the college.

Opportunities for students to engage in leadership and collaboration extend across a range of organizations served by the CEHD, including school districts, non-profit agencies, clinics, businesses, and community organizations. CEHD responds to the needs of the Jefferson County Public Schools (JCPS), the largest public school district in the state, and the Ohio Valley Education Cooperative (OVEC), an educational consortium of thirteen counties surrounding Louisville. The CEHD participates in UofL's Signature Partnership Initiative, which works to enhance the quality of life and economic opportunity for residents of West Louisville. Our signature partnerships aim to eliminate disparities in education, health, economic development, and human/social services within the urban core through hands-on engagement in five schools in West Louisville (see Appendix D for information on the college's work with Professional Development Schools). Both educator preparation programs and human development programs maintain close relationships with local, state, and national associations and agencies related to their individual disciplines and provide opportunities for students/candidates to collaborate with the community in real-world settings.

Every course syllabus outlines for students the relationship of the course to the college's Conceptual Framework. Each course in the college also has a Hallmark Assessment Task (HAT) (a major course assignment developed by faculty specifically for the course and required of every student who takes the course). Data collected through student completion of the HAT supports the CEHD Unit Assessment System, which is based on the unit's Conceptual Framework. In addition, all education preparation candidates are assessed on the Conceptual Framework at least once and possibly up to three times by their program using the Ideas to Action Holistic Construct rubric (see Appendix E).

CEHD's Philosophy and Dispositions for the Preparation of Teachers and Other Educators

The CEHD has developed a holistic, bioecological model of educator preparation that adopts and adapts Dewey's interest in fundamentally changing "the heart, head, and hands of educators" (Dewey as cited in Cronbach and Suppes, 1969, p. vi; see also Shulman, 2004b; Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985).

The CEHD is committed to fostering all aspects of the educational enterprise and to preparing teachers, counselors, instructional leaders, future teacher educators, researchers, and other professionals according to Dewey's vision of scholarly preparation. The college believes that teacher candidates must have strong preparation in content knowledge, be knowledgeable about the subjects they teach, and be able to inspire their students to learn and perform at high levels. The CEHD has established performance standards (proficiencies) that all candidates are expected to develop and demonstrate during their academic career at UofL.

The college ensures that teacher candidates' knowledge, skills, and dispositions are aligned with national, state, and university expectations for high-quality programs. (See Appendix B for a listing of state and national standards for CEHD programs and Appendices G-1 through G-10 for a sampling of standards used by CEHD educator preparation programs). The college works to sustain enrollments in alignment with UofL's University Scorecard, Kentucky Council on Postsecondary Education (CPE) requirements, and the Educational Professional Standards Board's (EPSB) guidelines for undergraduate, master's, specialist, and doctoral degrees in education. For example, graduate programs in Teaching and Learning demonstrate collaboration, support job-embedded professional experiences, engage candidates in professional growth plans and relevant research projects, and include opportunities for instructional leadership.

All educator preparation programs and candidate proficiencies are aligned with institutional standards, which include the university's Quality Enhancement Plan, constructs and dispositions of the Conceptual Framework, and a unit diversity standard for teacher educators. Evidence of this alignment can be found in program review documents, course syllabi, and candidate assessments. Candidates must demonstrate specific skills and dispositions that reflect the constructs of the Conceptual Framework throughout their respective preparation programs (see Table 2). All educator preparation candidates are expected to demonstrate knowledge, skills, and dispositions to affirm principles of social justice and equity and a commitment to making a positive difference.

Institutional standards that candidates must demonstrate throughout their programs include the three constructs and dispositions for the Conceptual Framework: inquiry, action, and advocacy; the university's general education standards for critical thinking, effective communication, and cultural diversity; the university's critical thinking initiative (Quality Enhancement Plan for SACS accreditation); and the unit's standard for diversity.

Table 2
Professional Skills and Dispositions Aligned with the Conceptual Framework
Constructs of Inquiry, Action, and Advocacy

Construct 1: Inquiry. Candidates develop a metacognitive understanding of how, when, and why to use inquiry skills to become critical thinkers.
Exhibits a disposition to inform practice through inquiry and reflection (Unit Disposition)
Construct 2: Action. Candidates demonstrate active engagement as problem-solvers in the community.
Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge (Unit Disposition)
Construct 3: Advocacy. Candidates demonstrate advocacy as leaders in their profession and community.
Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference (Unit Disposition)

Critical to CEHD’s model is the idea that interactions occur within and among aspects of the environment. That is, through action, teachers develop new skills and greater experience in schools. By improving the overall educational experiences of children and by mentoring colleagues, teachers provide better experiences for children and contribute to the quality of the school and district in which they serve. As an example of interactions among aspects of the environment, research conducted in the college (inquiry) should inform practice in the classroom and in school and laboratory settings (action).

Our teacher candidates are effective teachers who stress the importance of high-level cognitive processes, including problem-solving techniques, analytical thinking skills, and creativity. They design and model learning experiences that connect learning to authentic, real-world contexts. In their university, field, and clinical experiences, candidates learn about the challenges of schools and other community settings and recognize that a broad repertoire of approaches (including collaboration with other professionals) will create ideas and solutions that are based on multiple, informed perspectives.

Common Core Standards, Kentucky Core Academic Standards, College and Career Readiness, and Twenty-First Century Skills of critical thinking, collaboration, communication, and creativity have been embedded into all educator preparation coursework. Through its work on the University of Louisville’s Quality Enhancement Plan (QEP) for SACS accreditation, the college has done extensive work toward strengthening the critical thinking skills of all undergraduate students/candidates, which provides a strong foundation for teacher candidates to develop and teach critical thinking in the P-12 classroom and serves as a springboard for the teaching of communication, collaboration, and creativity.

For public accountability, a snapshot summary of teacher candidate survey reports, state data reports, and performance assessment data is made available on the college's data dashboard webpage (<http://louisville.edu/education/about/data-dashboard>).

Continuous Assessment System: CARDS

The CEHD uses its Continuous Assessment Records and Documentation System (CARDS) to track candidates' progress through their educator-preparation programs, to monitor satisfactory completion of all program components, and to systematically capture and assess data on ten Unit Key Assessments. CARDS provides a system for the college to monitor candidates through initial, advanced, and other school professions, and advanced doctoral certification and continuing education programs and for the collection and analysis of data on applicant qualifications and candidate and graduate performance for the evaluation and improvement of the unit and its programs. Each level of educator preparation has three transition points at which candidate performance is assessed (admission, midpoint, and exit/completion). For more information on candidate proficiencies and the unit's Continuous Assessment Record and Documentation System [CARDS], see Appendices H-1 through H-3.) Initial certification programs are represented in CARDS 1-3 (Appendix H-1). CARDS 4-6 address preparation at the advanced and other school professions levels (Appendix H-2). And CARDS 7-9 address doctoral programs (Appendix H-3). Dispositions and the unit's Conceptual Framework constructs (inquiry, action, and advocacy) are assessed at all CARDS levels, and the remaining assessments of the unit's ten Key Assessments are monitored at least once throughout the CARDS system. Further explanation of the CEHD Continuous Assessment System, including the technologies involved, can be found in the separate *CEHD Continuous Assessment Plan* document.

Commitment to Diversity

The CEHD is committed to addressing issues of diversity and to assessing candidate performance related to diversity in course work, field experiences, and clinical practice. All university units submit an annual diversity report to the UofL Office of Diversity and Equal Opportunity that feeds into the university and unit Scorecards. In addition, all Initial certification candidates meet a university-wide General Education Cultural Diversity requirement.

All CEHD course syllabi include the following unit-wide diversity statement that was accepted by the faculty in 2005:

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems

and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Student engagement with diversity is embedded throughout the CEHD curricula. For educator preparation programs, in addition to the Kentucky Teacher Standards, all teacher education candidates must demonstrate proficiency in meeting CEHD Diversity Standard 11, “Understands the Complex Lives of Students and Adults in Schools and Society” (which contains 12 indicators) (see Appendix I). Diversity is also assessed through the CEHD Conceptual Framework construct of Advocacy at various assessment points, through the *Ideas to Action* Unit Dispositions Assessment (Item 3: “Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference”) (see Appendix J), and, for initial certification programs, through the Kentucky Teacher Standards (KTS) and Interdisciplinary Early Childhood Education (IECE) electronic portfolios and work samples. In Advanced programs, diversity is assessed within a designated transition point using a standardized diversity rubric developed by the College Educator Preparation Committee (Advanced Programs sub-committee), as well as the *Ideas to Action* Unit Dispositions Assessment. Both educator preparation and human development programs report and update their diversity components in their annual Student Learning Outcomes reports (see Appendix K).

Commitment to Technology

The CEHD is committed to providing opportunities for its students/candidates to use technology. The CEHD continues to allocate significant resources to expand and enhance technology support across all departments and programs. The college provides a staffed state-of-the-art Education Resource and Technology Center (ERTC) to support faculty, staff, and students. The ERTC is available for students, faculty, and staff use Monday through Thursday (8:00 a.m. - 8:00 p.m.) and Friday (8:00 a.m. - 4:00 p.m.), and ERTC staff provide professional development surrounding technology to all in the college.

The CEHD has also invested considerable resources in the development and implementation of technology for the unit’s assessment system. The college uses LiveText™, an electronic system for gathering and documenting standards-based performance data. A full-time Assessment Coordinator oversees LiveText™ and provides support for candidates and faculty using the system. All CEHD students/teacher candidates are required to submit Hallmark Assessment Tasks (HATs) in LiveText for assessment purposes and must be familiar with the technical submission process. The technology system of PeopleSoft™ is used to capture data on milestones for each student/candidate, and iStrategy™ is used for reporting necessary data required for internal and external accountability at the program, college, university, and national levels.

CEHD assesses teacher and other educator preparation candidates’ ability to incorporate technology into both their teaching and their P-12 students’ learning. Many educator preparation courses require that candidates use technology in preparing assignments. Specific assessment points exist in all educator preparation programs for monitoring the technology skills and knowledge of candidates. In Initial educator

preparation programs, technology is assessed on Standard 9 of the IECE Portfolio and Standard 6 of the KTS portfolio. In Advanced educator preparation programs, technology is assessed within a designated transition point using a standardized technology rubric developed by the College Educator Preparation Committee (Advanced Programs sub-committee). In addition to the standardized technology rubric, all advanced candidates in teacher education are assessed on Kentucky Teacher Standard 6 in their program work sample. The rubrics for assessing these technology standards are available in the CEHD Continuous Assessment Plan report.

The University's Critical Thinking Initiative

The University of Louisville's Quality Enhancement Plan (QEP) for accreditation by the Southern Association of Colleges and Schools (SACS) is a critical thinking initiative titled, *Ideas to Action: Using Critical Thinking to Foster Student Learning and Community Engagement* (shortened to i2a). i2a calls for increased focus on critical thinking in undergraduate programs at three levels: in general education coursework, in programs' major coursework, and concluding with a culminating undergraduate experience (CUE) in which students apply critical thinking toward addressing community issues.

Toward implementing the university's QEP, as well as in response to the call for educator preparation programs to address the teaching of the twenty-first century skills of critical thinking, communication, collaboration and creativity, the college worked to revise the majority of Hallmark Assessment Tasks (HATs) in each undergraduate program's major coursework. The work embedded the language of the Paul-Elder critical thinking framework into assignments and rubrics and highlighted the critical thinking called for in the assignment. This work, which also builds upon the college's Conceptual Framework, with its three constructs of inquiry, action, and advocacy, established a framework for the teaching of critical thinking within core coursework in all of the college's undergraduate programs. For educator preparation candidates, the revisions specifically help them focus on the language and tools they need to further develop their own critical thinking abilities and to teach critical thinking skills to their P-12 students. The college developed assessment standards from the Paul-Elder critical thinking components in order to capture data on student learning related to critical thinking. From the revised HAT rubrics, programs are able to capture data on students' use of critical thinking, which are used by program faculty in completing their annual Student Learning Outcomes reports toward program and student learning improvement. See Appendix F for the college's Paul-Elder critical thinking standards.) Hallmark Assessment Tasks and rubrics for the college's two general education courses were also revised to include the Paul-Elder critical thinking language and to assess for critical thinking. In addition, all CEHD undergraduate programs have developed culminating undergraduate experience (CUE) courses that are aligned with the university's critical thinking initiative.

Department Knowledge Bases (Theories, Research, and Practice)

The College of Education and Human Development consists of six departments. The Division of Teaching and Learning has oversight of the three educator preparation departments of Early Childhood and Elementary Education (ECEE), Middle and

Secondary Education (MISE), and Special Education (SPED), and collaborates with several human development programs and UofL units to deliver educator preparation programs. The remaining three departments in the college are Educational and Counseling Psychology, Counseling, and College Student Personnel (ECPY); Leadership, Foundations, and Human Resource Education (ELFH); and Health and Sport Sciences (HSS). These three departments offer mostly human development programs with the following exceptions: 1) ELFH oversees the educator preparation programs of Career and Technical Education (BS), Educational Administration (EdS), and Educational Leadership and Organizational Development (EdD); 2) ECPY oversees the School Counseling (MEd) program; 3) HSS oversees the educator preparation Masters of Arts in Health and Physical Education (MAT) program; 4) the Kent School of Social Work oversees the School Social Worker (MSSW) program; 5) the Communication Disorders (MS) program is administered by the Medical School; and 6) the Music BME and MAT programs are administered by the School of Music. The MISE department collaborates with the College of Arts and Sciences in providing content coursework for its Middle and Secondary Education programs.

Division of Teaching and Learning

The College is committed to providing academic programs that support “linking teacher standards to student standards, reinventing teacher preparation and professional development, overhauling teacher recruitment, putting qualified teachers in every classroom, and organizing schools for success for all” (Darling-Hammond). Teaching and Learning (T&L) is composed of three departments: Early Childhood and Elementary Education (ECEE), Special Education (SPED), and Middle and Secondary Education (MISE).

T&L programs prepare initial and support advanced educator preparation candidates and are aligned with the Kentucky Core Academic Standards (KCAS); Kentucky Teacher Standards (KTS, EPSB, 2013); twenty-first century skills (AACTE, 2013); ESL/ELL frameworks (TESOL, 2013); Diversity, inclusion, and equity (CEHD Diversity Standard, 2013); and other state and national policy reports and initiatives. T&L programs have incorporated the Paul-Elder critical thinking framework into coursework through participation in the university’s i2a Critical Thinking Initiative (UofL’s Quality Enhancement Plan for SACS accreditation). Through its collaborations with UofL’s Signature Partnerships schools, T&L reflects, supports, and promotes the National Board for Professional Teaching Standards (NBPTS, 2013) for accomplished teaching and the advancement of quality in teaching and learning. Building upon the work of Darling-Hammond (2012, 1994) and Darling-Hammond and Bransford (2007), T&L is committed to the use of district and school partnerships and professional-development schools to share knowledge among P-12 and university partners, train teacher candidates, improve P-12 schools, support advanced practitioners, co-deliver professional development, and engage in community based research-practitioner collaboration.

T&L programs build upon frameworks from social constructivism and socioculturalism, especially beliefs related to students constructing their own understandings through reflection and interaction with others (Cobb, 2000). These beliefs support inquiry instruction and considerable student interaction through both dialogic discussion and

group work (Wertsch & Toma 1995; Phillips 1995; Piaget 1976; Vygotsky 1978). Sociocultural theories add the element of how culture affects learning. Learning takes place through the use of dialogue/cogenerative dialogue between preservice teachers and K-12 students (Furman 2012; Phillips, 1995; Brooks & Brooks, 1993).

The Department of Early Childhood and Elementary Education (ECEE)

The Department of Early Childhood and Elementary Education (ECEE) prepares highly effective educators to teach Birth through Grade 5 children in diverse educational settings. ECEE strives to develop educators who embrace reflective practices and promote, design, and implement positive educational experiences that build on the strengths and resiliency of all students and families (NRC, 2009). ECEE curriculum encompasses the research and best practices of the National Association for the Education of Young Children, especially the core considerations of knowledge of typical child development, individually appropriate practices, and culturally meaningful practices (Copple and Bredekamp, 2009; Pianta, Howes, Burchinal, Bryant, Clifford and Early, et al., 2005).

ECEE has a special mission to prepare teachers to work in high poverty schools and to help all students to learn. Per Friere's (1970) banking concept of education, ECEE's focus is away from students as empty vessels to be filled by the teacher and toward a dialogical perspective in which the student and teacher learn together. According to Skemp (1979, 1977), understanding exists along a continuum from a relational understanding (knowing what to do and why) to an instrumental understanding (doing something without understanding). Skemp's theory is seen in the use of multiple representations (for teaching and assessing), strategic use of tools and manipulatives, teaching through the use of a context, linking to students' prior knowledge, emphasizing concepts over procedures, and student discussion of ideas. The ECEE curriculum emphasizes formative assessment to foster constant interaction between teacher and student in a feedback loop that informs the teacher's instructional goals and the student's progress toward learning. Black and Wiliam (1998) define formative assessment as all those activities undertaken by teachers and learners that provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Characterized by questioning, feedback, sharing quality criteria, and student self-assessment, assessment encompasses the three phases of eliciting evidence, interpreting evidence, and taking action.

As Zins et al. (2004) acknowledge, "Learning is a social process." Academic achievement in the first few years of schooling is built on a foundation of children's emotional and social skills (Raver, 2002; Raver and Knitzer, 2002). Vygotsky (1978) notes that social interaction plays a fundamental role in the process of cognitive development. In contrast to Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky sees social learning as preceding development: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)." Lave and Wenger (1990) offer the notion of situated learning (that learning is fundamentally a social process and not solely in the learner's head), maintaining that learning viewed as situated activity has as its central defining characteristic a process they call legitimate

peripheral participation. Learners participate in communities of practice, moving toward full participation in the sociocultural practices of a community. Legitimate peripheral participation provides a way to speak about crucial relations between newcomers and old-timers and about their activities, identities, artifacts, knowledge, and practice. The recent movement toward a co-teaching model in methods and student teaching highlights the importance of a novice-to-expert, apprentice-type model.

Barton's (2003) critical sociocultural perspective aligns with the CEHD Conceptual Framework construct of advocacy, an affirmation of principles of social justice and equity and a commitment to making a positive difference. Lee and Buxton (2013) also offer insight into social justice, explaining that gaps in science achievement among racial, ethnic, cultural, linguistic, and socioeconomic groups persist because there has been a decline in NAEP (NCES, 2011) academic scores between non-English learners and English Learners from 2005-2009.

Effective instruction to promote academic achievement for English Language Learners (ELL) requires integration of content and language. Lee and Buxton (2013) have synthesized the current research literature to specific strategies within five domains: "(a) literacy strategies with all students, (b) language support strategies with ELLs, (c) discourse strategies with ELLs, (d) home language support, and (e) home culture connections" (2013, p. 38). Effective literacy strategies for all students involve activating prior student knowledge, using relatable expository texts, incorporating appropriate trade books, infusing expository writing, combining process skills with academic language, and incorporating visual graphic organizers (e.g., concept maps, word walls, Venn diagrams). Vasquez (2004), Lewison, Leland and Harste (2007), Christenson (2000, 2009) understand that teaching is a political art and that teachers in early childhood and elementary classrooms have a responsibility to help students understand issues of power and privilege in their global and local societies, read multi-modal texts with a critical literacy lens, and be agentic in their communities.

The Department of Middle and Secondary Education (MISE)

The Department of Middle and Secondary Education (MISE) is committed to high quality learning opportunities in grades 5-12, K-12, 5-9, and 9-12. With a strong focus on preparing teachers for the diverse classrooms of Kentucky and reflecting a practice-based approach to teacher preparation (Zeichner, 2012), MISE integrates significant field work and job-embedded experiences so that middle and secondary educators are well prepared to make their content area accessible and challenging to all students. An effective secondary educator knows content, effective ways to teach it, and meaningful ways to engage students. MISE supports teacher learning by integrating these three areas in all programs, courses, and field experiences.

Extending the work of Shulman (1986), Ball, Thames, and Phelps (2008) note "at least two empirically discernible subdomains within pedagogical content knowledge (*knowledge of content and students* and *knowledge of content and teaching*) and an important subdomain of 'pure' content knowledge unique to the work of teaching, *specialized content knowledge*, which is distinct from the *common content knowledge* needed by teachers and nonteachers alike" (p. 389).

Furthermore, powerful teaching practices require the use of “knowledge in action;” thus, teachers need conceptual tools and practices to prepare them “for the constant in-the-moment decision-making that the profession requires” (McDonald et al., 2013, p. 378). MISE intends to support educator preparation candidates who work with middle and secondary students through their development of core practices (Lampert et al, 2013; Ball & Forzani, 2009; Grossman, 2013). Core practices are not prescriptive, mechanistic, nor universal. Rather, they ensure a common language and dialogue, supporting the notion that the practices of beginning educators should be equitable, of high quality, and reflective of their commitments to social justice.

The Department of Special Education (SPED)

The Department of Special Education is committed to training teachers at both the initial certification and advanced degree levels to work in schools and agencies serving persons with a diverse range of disabilities age 0-21. Our mission is to provide training in evidence-based practices to teachers with the highest probability of success with their students. At the heart of this mission is a focus on effective instruction—including strategies for managing behavior, conducting individualized assessment, arranging instructional environments, utilizing technology, and delivering individualized lesson content. Our goal is to provide teachers with the tools to effectively help students with disabilities to gain confidence through success with learning. The Department of Special Education is unique in that it shares content with Elementary and Secondary Education, Educational Administration, Counseling, and Health/PE. As such, we are committed to collaboration across disciplines and see our role as one of advocate for both our students and our practice.

The SPED Department prioritizes evidence-based instruction toward meeting its mission and the university’s mission of promoting intellectual development for the university community. Two seminal works support an evidence-based instructional approach in preparing educators of special needs children. Cook, Tankersley, and Landrum (2009) state that identifying practices that are evidence-based for students with disabilities is necessary for consistent implementation of effective practices and ultimately results in improved outcomes for students with disabilities. This research speaks directly to the missions of the university, the college, and the department by promoting the use of state-of-the-art teaching practices by our teacher candidates to improve outcomes for all students. Cook and Odom (2013) further the argument for evidence-based instruction, identifying implementation science as the next state of evidence-based reform in special education. Translating research findings into improved practice and student outcomes is a critical component of the missions of the department, college, and university, impacting both faculty and teacher candidates as they identify evidence-based practices and promote their use toward reforming practices in schools.

Human Development Departments

The Department of Educational and Counseling Psychology, Counseling, and College Student Personnel (ECPY)

Consistent with the mission of the University of Louisville and the CEHD, the faculty and staff of the Department of Educational and Counseling Psychology, Counseling, and College Student Personnel endeavor to cultivate exemplary scholars and professional practitioners in art therapy; college student personnel; clinical mental health counseling; counseling psychology; educational psychology, measurement, and evaluation; and school counseling. The purpose of the department is to advance the knowledge base in these fields and to serve the larger college, university, and community by drawing on our expertise in human development across the life span, mental health and well-being, and research methods. The ECPY department seeks to describe, understand, and explain the formal and informal processes of cognitive, social, and emotional learning throughout the lifespan and how variables of significance affect outcomes in these areas, as related to our fields of study. ECPY programs are built upon the three themes of Human Development, Mental Health and Well-Being, and Research.

Theme 1: Human Development. ECPY faculty and students address the biological, cognitive, emotional, and social factors that shape human development across the lifespan. Emphasis is placed on understanding the major theories of development as they address both the chronology of the developing human as well as the “more complex reciprocal interaction between an active, evolving biopsychosocial human organism and the persons, objects, and symbols in its immediate external environment” (Bronfenbrenner, 2005, p. xviii). The goal is not only to examine theories of human development but also to act as stewards of research with an emphasis on “critical evaluation” and the integration of practice, research, and theory (Murdock, Duan, & Nilsson, 2012, p. 967). This integration of human development theory and research provides a framework for ECPY faculty and students to explore how the issues of development and social contexts affect the people with whom they work and provide knowledge to build effective interventions for change.

Theme 2: Mental Health and Well-Being. ECPY faculty and students aim to improve mental health and well-being using evidence-based educational and psychological interventions (APA Presidential Task Force on Evidence Based Practice, 2006; Chambless & Hollon, 1998) under consideration of cultural influences (Benish, Quintana, & Wampold, 2011; Griner & Smith, 2006). ECPY faculty and students conduct research (1) to understand the individual and contextual variables that affect the development of mental health outcomes and (2) to identify strategies and interventions that promote positive mental health outcomes or remediate poor mental health outcomes. Critical to this process is the communication of research findings to both scholars and practitioners (Wright, 2006) to be used to stimulate further investigation and in real-world applications with individual clients, couples, families, organizations, institutions (e.g., schools), societal groups, and the broader community.

Theme 3: Research. ECPY faculty and students conduct research on phenomena specific to individuals, couples, and families (e.g., behavior, cognition, development, mental health, and social and emotional well-being), as well as the contexts in which they occur. The research methods used are guided by the research question, the type of data, and the level of process (Cooper, 2006). The goal is not only to examine patterns in data and to relate those patterns to theory but then also to communicate those results to an audience (Wright, 2006), both scholarly and practical. Overarching research in ECPY is a grounded theory of causal generalization (Shadish, Cook, &

Campbell, 2002) and an eye toward using research to inform practice. Furthermore, these frameworks and the resulting research inform the content taught within the department.

Educational Leadership, Evaluation and Organizational Development (ELEOD)

Educational Leadership, Evaluation and Organizational Development is committed to developing leaders and professional practitioners for metropolitan education, business, and government organizations. The department's programs enhance people's skills, knowledge, and dispositions in performance improvement, workforce development and instructional technology applications for business, government, and education organizations and leadership of people, education, and organizations in educational institutions from preschool through higher education. Important frameworks for the department's diverse programs are Organizational Theory, Situational Learning, Human Capital Theory, and Leadership for Social Justice.

Using metaphor as a pedagogical tool for helping education students make sense of organizations, Morgan (2006) represents a systematic scholarly effort to bring together the vast body of literature on organizations and organizational theory. In the context of workforce and educational leadership, the application of metaphors to understanding organizations is apt and helps focus discussion of theory on how it helps us interpret the world around us. Bolman and Deal (2011) employ four frames (structural, human resource, political, and symbolic) as lenses for making sense of organizations. Drawing from the disciplines of economics, psychology, political science, anthropology, and sociology, Bolman and Deal offer four metaphors for understanding how organizations function and, importantly, how they can be successfully led. Perhaps more so than most frameworks, this work touches on each of the programs in the department of Leadership, Foundations, and Human Resource Education.

Lave and Wenger (1991) describe the situated nature of learning as placing the emphasis on the whole person, viewing the agent, activity, and the world as mutually constitutive. Lave and Wenger problematize the notion that learning is the reception of factual knowledge and/or information and argue that learning is a process of participation in communities of practice—participation that is at first legitimately peripheral but that increases gradually in engagement and complexity.

Becker (1962) posits the human capital framework as a method for analyzing behaviors (rather than interests) of individuals. In the realm of education, human capital posits that individuals have limited time, money, and other resources and should to the extent possible (in light of perfect information) weigh the benefits of gaining more schooling against the costs of doing so. This is an important and influential perspective in understanding students' decisions to gain more formal education.

Larson and Murtadha (2002) focus on the ideas and theories underpinning leadership for social justice in educational administration. From a critical theorist perspective, Brown (2004) offers a practical, process-oriented model that is responsive to the challenges of preparing educational leaders committed to social justice and equity. By weaving a tripartite theoretical framework together in support of an alternative, transformative pedagogy, students learn “to perceive social, political, and economic

contradictions, and to take action against the oppressive elements of reality” (p. 17). The three theoretical perspectives of Adult Learning Theory, Transformative Learning Theory, and Critical Social Theory are interwoven with the three pedagogical strategies of critical reflection, rational discourse, and policy praxis to increase awareness, acknowledgment, and action within preparation programs. Marshall and Oliva (2010) challenge leaders, educators, and researchers to be effective advocates for social justice by addressing the current realities in educational leadership training and in school practices to better meet the needs of leadership preparatory programs.

The Department of Health and Sport Sciences (HSS)

The Department of Health and Sport Sciences prepares and trains professionals in physical education, sport management, exercise physiology, and school and community health to be future leaders in a variety of metropolitan settings, primary through higher education, public and private corporations, and governmental agencies. The Department conducts theoretical and applied research and provides a variety of service classes that foster healthy and active lifestyles, professional consulting, and service-learning opportunities to a diverse student body and the community.

Teaching physical education is a multi-dimensional process that aides in the development of K-12 students’ psychomotor, cognitive, and affective abilities (Rink, 2010). The goal of teaching physical education is to effectively teach age-appropriate movement tasks while fostering positive affective behaviors and building a knowledge base for students to be lifelong learners and participants in physical activity. The physical education program incorporates the ecological model in physical education (Hastie & Siedentop, 1999), which provides a perspective of class dynamics and how the managerial, instructional and students’ social systems are interrelated. Applied Behavior Analysis concepts and principles are also addressed in the program through instructional elements such as feedback, prompts, cues, reinforcement, peer-assisted learning, and the teaching of tactics and social skills (Ward, 2006). In the realm of supervision of teacher candidates, the application of Cognitive Coaching (CC) (a nonjudgmental mediation of thinking that changes overt behaviors of instruction by rearranging inner, invisible cognitive behaviors [Costa & Garmston, 2002]) helps to prepare future physical educators to be exemplary professionals in diverse communities while collaborating with others to promote social, physical, and emotional well-being of children.

The School and Community Health programs are based on a comprehensive overview of the principles and processes of health promotion planning (Green & Kreuter, 2007). These programs incorporate the promotion of an ecological framework for conceptualizing food environments and conditions that influence food choices in individuals (Story et al., 2008). In addition, these programs provide students with knowledge of multilevel interventions based on ecological models in four domains of active living: recreation, transport, occupation, and household (Sallis et al., 2006), and positive effects on K-12 students’ academic achievement of Coordinated School Health Programs which address the many different components related to health (family and community; physical education; school health and nutrition services; counseling, psychological, and social services; healthy school environment; and health promotion for school personnel) (Murray et al., 2007).

The Exercise Physiology program builds upon *ACSM's Guidelines for Exercise Testing and Prescription* (2013) as the gold standard for exercise, fitness, and health professionals, emphasizing both physiological and behavioral methods in fitness testing and exercise prescription for diverse fitness levels and health conditions in order to promote regular exercise. The program fosters students' understanding of the importance of life-long learning and scientific evidence-based practice in fostering health (Kraemer, 2006) and the idea of the "hierarchical deterministic framework," which emphasizes the importance of a multidisciplinary approach in understanding athletic performance (Lees, 1999).

The Sports Administration program emphasizes Hums and Chelladurai's (1994) seminal application of organizational justice to the sport industry and Chelladurai's model of multidimensional leadership in sports (Chelladurai and Saleh, 1978). The program also addresses a motivational framework for evaluating sport consumption and scales for measuring motivations for both spectator and participant markets (McDonald, Milne, & Hong, 2002), and the Psychological Continuum Model (PCM) (Funk & James, 2001), which provides a framework that accounts for an individual's movement from initial awareness of a sport or team to eventual allegiance.

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Appendix A

Alignment of Conceptual Framework Constructs with Unit and Institutional Goals

Unit Goals from Conceptual Framework	Conceptual Framework Constructs and Dispositions	University Measurements Institutional Goals: 2020 Plan/CEHD Unit Scorecard Goals	CEHD Internal Measurements
<p>Goal 1: High-Quality Programs for Undergraduate and Graduate, and Doctoral Students (including P-12 educators employed by local and regional school districts and educational agencies)</p>	<p>Inquiry, Action, and Advocacy</p>	<p>Scorecard Goal 1: Educational Excellence</p> <ul style="list-style-type: none"> • Increase the number of first-time in college degree-seeking students by attracting the “best students to UofL • Increase the number of entering first-time transfers (including adult learners and US veterans) by targeted goal each year through 2020. • Decrease student to faculty ratio • Increase institutional need-based financial aid for all eligible students and merit-based financial aid for transfer students. • Increase the number of staff to support student growth • Increase student satisfaction • Improve critical thinking skills • Increase percentage of students participating in a community engagement offering • Increase the number of undergraduate programs that provide a CUE that uses a SLO assessment measure • Increase the number and level of degrees and credentials awarded in STEM fields during the academic year. • Enhance student academic enrichment • Enhance student services • Increase the six-year graduate rate of baccalaureate degree seeking students • Increase doctoral degrees awarded annually • Improve job placement and enrollment in graduate/professional programs for alumni • Enhance national recognition • Enhance student engagement 	<p>Goal 1: CEHD Unit Scorecard</p> <p>i2a Critical Thinking Initiative</p> <p>Unit Key Assessments (CARDS 1-3, 4-6, 7-9)</p> <p>Curriculum Committee Actions</p> <p>Student Learning Outcomes (SLOs)</p> <p>PEDS Report</p> <p><i>US News and World Report</i> Ranking of Graduate Programs in Education</p>
<p>Goal 2: Enhancement of the College’s Capacity in Research, Scholarship, and Extramural Funding</p>	<p>Inquiry, Action, and Advocacy</p>	<p>Scorecard Goal 2: Research, Scholarship and Creative Activity</p> <ul style="list-style-type: none"> • Increase total grants and contracts • Increase federal research grant and contract expenditures • Increase total grant and contract awards. • Increase the number of faculty peer-reviewed publications • Increase the number of faculty creative activities in premier venues. 	<p>Goal 2 CEHD Unit Scorecard</p> <p>CEHD Unit Operations</p> <p>Annual Faculty Reviews</p>

<p>Goal 3: Stewardship of Place: Responsiveness to the Community (working toward the improvement of the education and human development of the people within our community)</p>	<p>Inquiry, Action, and Advocacy</p>	<p>Scorecard Goal 3: Community Engagement</p> <ul style="list-style-type: none"> • Increase collaborative partnerships with the community • Increase university presence throughout Kentucky • Achieve goals of the Signature Partnership Initiative • Retain Carnegie Classification for Community Engagement designation <p>Scorecard Goal 4: Diversity, opportunity, and Social Justice</p> <ul style="list-style-type: none"> • Achieve Kentucky Diversity Plan Goals • Achieve annual goals specified in the University Diversity Plan • Increase faculty teaching, studying, and conducting research outside the US • Increase students studying and conducting research outside the US <p>Scorecard Goal 5: Creative and Responsible Stewardship</p> <ul style="list-style-type: none"> • Increase standing in the Sustainability Tracing Assessment and Rating System (STARS) (education and research, operations, planning, administration, and engagement) • Increase amount of fully-updated space • Increase energy efficiency—reduce energy used per gross square foot • Spur economic development • Improve college affordability • Improve student facilities • Increase institutional survey average score on The Chronicle’s annual ‘Great Colleges to Work For’ survey • Increase compensation for faculty as compared to benchmark medians • Increase compensation for staff as compared to benchmark medians 	<p>Goal 3 CEHD Unit Scorecard</p> <p>Field and Clinical Placements—Office of Educator Development and Clinical Practice</p> <p>Professional Development Schools</p> <p>CARDS 1-3, 4-6, 7-9</p> <p>Annual Unit Diversity Report</p>
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APPENDIX B

Alignment of Candidate/Student Proficiencies with Institutional, State, and National Standards

Special thanks to the University of Kentucky for the initial design and layout of the national and state standards in this table.

Program	Dept.	Institutional Standards*	State Standards	National Standards	Level
EDUCATION PREPARATION					
ELEMENTARY					
Elementary Ed (BS) Elementary Dual with IECE Dual with LBD or MSD	ELEM	Conceptual Framework Elements; Diversity Standard	Kentucky Teacher Standards Kentucky Teacher Standards for Interdisciplinary Early Childhood Education Birth to Primary (IECE)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC); National Association for the Education of Young Children (NAEYC)	Initial
Elementary (P-5) (MAT)	ELEM	Conceptual Framework Elements; Diversity Standard	Kentucky Teacher Standards	Association of Childhood Education International (ACEI)	Initial
IECE (BS) (B-5)	ELEM	Conceptual Framework Elements; Diversity Standard	Kentucky Teacher Standards for Interdisciplinary Early Childhood Education Birth to Primary (IECE)	National Association for the Education of Young Children (NAEYC) Association of Childhood Education International (ACEI)	Initial
IECE (B-P) (MAT)	ELEM	Conceptual Framework Elements; Diversity Standard	Kentucky Teacher Standards for Interdisciplinary Early Childhood Education Birth to Primary (IECE)	National Association for the Education of Young Children (NAEYC) Association of Childhood Education International (ACEI)	Initial
Math Specialist Endorsement (approved Fall 2012)	ECEE	Conceptual Framework Elements; EDTL, Diversity Standard	Kentucky Teaching Standards	National Council of Teachers of Mathematics (NCTM)	Advanced
Literacy Specialist Med, Endorsement	ECEE	Conceptual Framework Elements; EDTL, Diversity Standard	Kentucky Teaching Standards	International Literacy Association (ILA) National Council of Teachers of English (NCTE)/Language Arts	Advanced
Reading Endorsement (approved 10-8-12)	ECEE	Conceptual Framework Elements; EDTL, Diversity Standard	Kentucky Teaching Standards	International Literacy Association (ILA)	Advanced
MIDDLE/SECONDARY					
Middle Secondary (BS) Dual cert in Math & English (5-9)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	Association for Middle Level Education (AMLE) National Council of Teachers of English (NCTE); National Council of Teachers of Mathematics (NCTM); International Literacy Association (ILA)	Initial
Middle Secondary (BS) Dual cert in Math & LBD (5-9)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	Association for Middle Level Education (AMLE) National Council of Teachers of Mathematics (NCTM); Council for Exceptional Children (CEC); International Literacy Association (ILA)	Initial
Middle Secondary (BS) Dual cert in Math & MSD (5-9)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	Association for Middle Level Education (AMLE) National Council of Teachers of Mathematics (NCTM); Council for Exceptional Children (CEC); International Literacy Association (ILA)	Initial
Middle Secondary (BS) Dual cert in English & LBD (5-9)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	Association for Middle Level Education (AMLE) National Council of Teachers of English (NCTE); Council for Exceptional Children (CEC); International Literacy Association (ILA)	Initial
Middle Secondary (BS) Dual cert in English & MSD (5-9)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	Association for Middle Level Education (AMLE); National Council of Teachers of English (NCTE); Council for Exceptional Children (CEC); International Literacy Association	Initial

Program	Dept.	Institutional Standards*	State Standards	National Standards	Level
Middle Secondary (BS) Science (5-9)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	(ILA) Association for Middle Level Education (AMLE) National Science Teachers Association (NSTA) ; International Literacy Association (ILA)	Initial
Middle Secondary BS Dual cert in Math & Social Studies (5-9)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	Association for Middle Level Education (AMLE); National Council of Teachers of Mathematics (NCTM); National Council for Social Studies (NCSS) ; International Literacy Association (ILA)	Initial
Middle Secondary BS Dual cert in Math & Science (5-9)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	Association for Middle Level Education (AMLE); National Council of Teachers of Mathematics (NCTM); National Science Teachers Association (NSTA)	Initial
Middle Secondary BS Dual cert in English & Social Studies (5-9)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	Association for Middle Level Education (AMLE) National Council of Teachers of English (NCTE); National Council for Social Studies (NCSS); International Literacy Association (ILA)	Initial
Middle Secondary BS Dual cert in Social Studies and LBD (5-9)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	Association for Middle Level Education (AMLE) National Council for Social Studies (NCSS); Council for Exceptional Children (CEC); International Literacy Association (ILA)	Initial
Middle Secondary BS Dual cert in Social Studies and MSD (5-9)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	Association for Middle Level Education (AMLE) National Council for Social Studies (NCSS) Council for Exceptional Children (CEC); International Literacy Association (ILA)	Initial
Middle Secondary (BS) (8-12) Biology (8-12)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Science Teachers Association (NSTA) ; International Literacy Association (ILA)	Initial
Middle Secondary (BS) Chemistry (8-12)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Science Teachers Association (NSTA); International Literacy Association (ILA)	Initial
Middle Secondary (BS) Earth Sciences (8-12)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Science Teachers Association (NSTA); International Literacy Association (ILA)	Initial
Middle Secondary (BS) English (8-12)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Council of Teachers of English (NCTE) ; International Literacy Association (ILA)	Initial
Middle Secondary (BS) French (P-12)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	American Council on the Teaching of Foreign Languages; International Literacy Association (ILA)	Initial
Middle Secondary (BS) Math (8-12)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Council of Teachers of Mathematics (MCTM); International Literacy Association (ILA)	Initial
Middle Secondary (BS) Physics (8-12)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Science Teachers Association (NSTA) ; International Literacy Association (ILA)	Initial
Middle Secondary (BS) Social Studies (8-12)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Council for Social Studies (NCSS) ; International Literacy Association (ILA)	Initial
Middle Secondary (BS) Spanish (P-12)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards; KDE World Language Performance Descriptions	American Council on the Teaching of Foreign Languages (ACTFL); International Literacy Association (ILA)	Initial
Middle Grades (5-9) (MAT)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	Association for Middle Level Education (AMLE); International Literacy Association (ILA)	Initial
Secondary (MAT) (8-12) Art	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Art Education Association (NAEA) ; International Literacy Association (ILA)	Initial
Secondary (MAT) (8-12) Social Studies	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Council of the Social Studies (NCSS) ; International Literacy Association (ILA)	Initial

Program	Dept.	Institutional Standards*	State Standards	National Standards	Level
Secondary (MAT) (8-12) Biological Sciences	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Science Teachers Association (NSTA) ; International Literacy Association (ILA)	Initial
Secondary (MAT) (8-12) Business	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Business Education Association (NBEA) ; International Literacy Association (ILA)	Initial
Secondary (MAT) (8-12) English	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Council of Teachers of English (NCTE) ; International Literacy Association (ILA)	Initial
Secondary (MAT) (8-12) Chemistry	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Science Teachers Association (NSTA) ; International Literacy Association (ILA)	Initial
Secondary (MAT) (8-12) Physics	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Science Teachers Association (NSTA); International Literacy Association (ILA)	Initial
Secondary (MAT) (8-12) Earth Science	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Science Teachers Association (NSTA); International Literacy Association (ILA)	Initial
Secondary (MAT) (8-12) Mathematics	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Council of Teachers of Mathematics; International Literacy Association (ILA)	Initial
Secondary (MAT) (8-12) Spanish	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards; KDE World Language Performance Descriptions	American Council on the Teaching of Foreign Languages (ACTFL)	Initial
Secondary (MAT) (8-12) French	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	American Council on the Teaching of Foreign Languages (ACTFL)	Initial
Secondary (MAT) (8-12) Integrated Music	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Association of Schools of Music (NASM)	Initial
Music (BME) Middle Sec Integrated Music (P-12)	MUSIC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	National Association of Schools of Music (NASM)	Initial
Teacher Leadership (MEd)	MID/S EC	Conceptual Framework Elements;	Kentucky Teaching Standards	Guide to Reflective Practice; Kentucky Standards and Indicators of School Improvement	Advanced
ESL (Endorsement)	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	Teachers of English to Speakers of Other Language, Inc. (TESOL)	Advanced
Instructional Computer Technology (P-12) MEd Endorsement	MID/S EC	Conceptual Framework Elements; Diversity Standard	Kentucky Teaching Standards	International Society for Technology in Education (ISTE) International Technology Education Association	Advanced
ECPY					
School Guidance Counselor (MEd)	ECPY	Conceptual Framework Elements	KY School Standards for Guidance Counseling	Council on Accreditation of Counseling and Related Educational Programs (CACREP)	Advanced
ELFH					
Organizational Leadership and Learning (BS) --Career and Technical (Industrial Ed)	ELFH	Conceptual Framework Elements, Diversity Standard	Kentucky Teacher Standards	Workplace Learning and Performance Standards (ASTD)	Initial
Education Administration (EdS) --Supervisor of Instruction,	ELFH	Conceptual Framework Elements	Technology Standards for School Administrators (TSSA)	Interstate School Leaders Licensure Consortium (ISLLC)	Advanced
Education Administration (EdS) --School Principal	ELFH	Conceptual Framework Elements	Dispositions, Dimensions, and Functions for School Leaders Technology Standards for School Administrators (TSSA)	Interstate School Leaders Licensure Consortium (ISLLC)	Advanced
Education Administration (Non-degree certification) --Director of Special Education	ELFH	Conceptual Framework Elements	Technology Standards for School Administrators (TSSA)	Interstate School Leaders Licensure Consortium (ISLLC)	Advanced
Educational	ELFH	Conceptual	Technology	Interstate School Leaders	Advanced

Program	Dept.	Institutional Standards*	State Standards	National Standards	Level
Administration, (Non degree certification) --School Superintendent		Framework Elements	Standards for School Administrators (TSSA)	Licensure Consortium (ISSLC)	
Educational Leadership and Organizational Development, EdD	ELFH	Conceptual Framework Elements		Interstate School Leaders Licensure Consortium (ISSLC)	Advanced
HSS					
Health and PE (P-12) (MAT)	HSS	Conceptual Framework Elements, Diversity Standard	Kentucky Teacher Standards	<ul style="list-style-type: none"> American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) American Association for Health Education (AAHE) National Association for Sport and Physical Education (NASPE) 	Initial
SPED					
Special Education (P-12) (MSD) (MAT)	SPED		KY Teacher Standard	Council for Exceptional Children (CEC)	Initial
Special Ed (P-12) (LBD) (MEd)	SPED	Conceptual Framework Elements, EDTL, Diversity Standard	Kentucky Teacher Standards	Council for Exceptional Children (CEC)	Advanced
Special Ed (P-12) (MSD) (MEd)	SPED	Conceptual Framework Elements, EDTL, Diversity Standard	Kentucky Teacher Standards	Council for Exceptional Children (CEC)	Advanced
Communication Disorders (P-12) (MS)	SPED	Conceptual Framework Elements, Diversity Standard		American Speech-Language-Hearing Association (ASHA)	Initial
Elementary with dual cert in LBD or MSD (BS)	SPED	Conceptual Framework Elements, Diversity Standard		Council for Exceptional Children (CEC)	Initial
Gifted and Talented (Endorsement)	SPED	Conceptual Framework Elements	-	National Association of Gifted Children (NAGC) Council for Exceptional Children (CEC)	Advanced
School Social Work (MSSW)	KENT	Conceptual Framework Elements, EDTL, Diversity Standard	School Social Work Standards	Council on Social Work Education (CSWE)	Advanced
HUMAN DEVELOPMENT PROGRAMS					
ECPY					
Art Therapy, MEd	ECPY	Conceptual Framework Elements		American Art Therapy Association (AATA)	
College Student Personnel, Med	ECPY	Conceptual Framework Elements		Council for the Advancement of Standards in Higher Education (CAS)	
Counseling Psychology, Med	ECPY	Conceptual Framework Elements	KY State Board of Psychology 201 KAR 26:200	American Psychological Association (APA)	
Clinical Mental Health Counseling, Med	ECPY	Conceptual Framework Elements		Council for Accreditation of Counseling and Related Educational Programs (CACREP)	
College Student Personnel, PhD	ECPY	Conceptual Framework Elements		Council for the Advancement of Standards in higher Education (CAS)	
Mental Health Counseling, PhD	ECPY	Conceptual Framework Elements		Council for Accreditation of Counseling and Related Educational Programs (CACREP)	
Counselor Education and Supervision, PhD	ECPY	Conceptual Framework Elements		Council for Accreditation of Counseling and Related Education Programs (CACREP)	
Counseling Psychology, PhD	ECPY	Conceptual Framework Elements	KY State Board of Psychology 201 KAR	American Psychological Association (APA)	
Educational Psychology, Measurement and Evaluation, PhD	ECPY	Conceptual Framework Elements			
EDTL					
Curriculum and Instruction, PhD	EDTL	Conceptual Framework Elements			
ELFH					
Organizational Leadership and Learning (BS) --Training and Development	ELFH	Conceptual Framework Elements, Diversity Standard		Workplace Learning and Performance Standards (ASTD)	

Program	Dept.	Institutional Standards*	State Standards	National Standards	Level
--Leadership and Organizational Development					
Educational Leadership and Organization Development (PhD) --P-12 Administration --Postsecondary Administration --Human Resource Development --Evaluation	ELFH	Conceptual Framework Elements	University of Louisville ELOD Standards		
Educational Leadership and Organization Development (PhD) --Sport Administration	ELFH	Conceptual Framework Elements	University of Louisville ELOD Standards	Commission on Sport Management Accreditation (COSMA) COSMA Common Professional Component (CPC)	
Higher Education, MA	ELFH	Conceptual Framework Elements			
Human Resource Education, MS	ELFH	Conceptual Framework Elements			
Health Professions Education, Graduate Certificate	ELFH	Conceptual Framework Elements	-	American Association for Health Education	
HSS					
Health and Human Performance (BS) --Exercise Science	HSS	Conceptual Framework Elements, Diversity Standard		Committee on Accreditation for the Exercise Sciences (CoAES)	
Health and Human Performance (BS) --Physical Education (Non-Educator prep)	HSS	Conceptual Framework Elements, Diversity Standard		<ul style="list-style-type: none"> National Association for Sport & Physical Education American Association for Health Education (AAHE) American Alliance for Health, PE, Recreation, and Dance (AAHPERD) American College of Sports Medicine 	
Health and Human Performance (BS) --Physical Education (Educator Prep)	HSS	Conceptual Framework Elements, Diversity Standard	KY Teacher Standard	<ul style="list-style-type: none"> National Association for Sport & Physical Education American Association for Health Education (AAHE) American Alliance for Health, PE, Recreation, and Dance (AAHPERD) American College of Sports Medicine 	
Health and Human Performance (BS) -- Public Health Education	HSS	Conceptual Framework Elements, Diversity Standard		<ul style="list-style-type: none"> National Association for Sport & Physical Education American Association for Health Education (AAHE) American Alliance for Health, PE, Recreation, and Dance (AAHPERD) American College of Sports Medicine 	
Health and Human Performance (BS) -- School Health (Ed Prep)	HSS	Conceptual Framework Elements, Diversity Standard	KY Teacher Standard	<ul style="list-style-type: none"> National Association for Sport & Physical Education (NASPE) American Association for Health Education (AAHE) American Alliance for Health, PE, Recreation, and Dance (AAHPERD) American College of Sports Medicine 	
Exercise Physiology, MS	HSS	Conceptual Framework Elements		Committee on Accreditation for the Exercise Sciences (CoAES)	
Sport Administration, MS	HSS	Conceptual Framework Elements		Commission on Sport Management Accreditation (COSMA) COSMA Common Professional Component (CPC)	
Community Health, MEd	HSS	Conceptual Framework Elements		Society for Public Health Education (SOPHE)	
Sport Administration, BS	HSS	Conceptual Framework Elements, Diversity Standard		Commission on Sport Management Accreditation (COSMA) COSMA Common Professional Component (CPC)	

Program	Dept.	Institutional Standards*	State Standards	National Standards	Level
Wellness Coaching Minor	HSS	Conceptual Framework Elements, Diversity Standard		International Coaching Federation (ICF)	
SPED					
Special Ed (P-12) (Autism) (MEd)	SPED	Conceptual Framework Elements		Council for Exceptional Children (CEC)	
Special Ed (P-12) (Assistive Technology) (MEd)	SPED	Conceptual Framework Elements		Council for Exceptional Children (CEC)	
Autism Certificate	SPED			Council for Exceptional Children (CEC)	

* Institutional standards include Conceptual Framework Elements (Inquiry, Action, and Advocacy) and the Department of Teaching and Learning (EDTL) Diversity Standard for Teachers

** CAEP recognizes accreditation by these accrediting bodies in lieu of CAEP review and accreditation.

*** CAEP/Kentucky partnership protocol specifies that educational leadership programs use national Interstate School Leaders Licensure Consortium (ISLLC) standards rather than the standards of the Educational Leadership Constituent Council (ELCC).

Appendix C

Historical Background of the Conceptual Framework

Shaping Tomorrow: Ideas to Action builds upon the college's earlier Conceptual Frameworks. In 2001, as part of the NCATE review process the college described three prior frameworks for programs in (1) teacher education (*Teaching for Knowledge, Leadership, and Change: Enabling Success of All Learners*); (2) instructional leadership; and (3) school counseling. In 2003, a self-study committee of faculty and staff revised the Conceptual Framework to align with a more coherent, *one college* model. In the spring of 2006, "*Ideas to Action: Using Critical Thinking to Foster Student Learning and Community Engagement*" became the university's Quality Enhancement Plan (QEP) for Southern Association of Colleges and Schools (SACS) continuing accreditation review. Beginning in the fall of 2006, a CEHD Conceptual Framework committee began exploring the implications of the university's QEP charge to the unit and worked to align the unit's Conceptual Framework to align with the university QEP. Modifications were made based on the work of the Quality Enhancement Plan (QEP) committee and feedback from school district partners. In 2012, the college once again formed a Conceptual Framework Revision Committee to revisit the Framework document. Since the current representation of the framework continues to be highly relevant to the work of the college, the ad hoc committee was charged with updating and aligning the existing Conceptual Framework with recent federal, state, university, and community policies and initiatives. The table below provides a brief summary of actions taken toward revising the CEHD Conceptual Framework since 2003.

The current Conceptual Framework reflects the vision and mission of the university and CEHD. The Conceptual Framework is fully consistent with the university's QEP and other policy documents, including the university and CEHD strategic plans.

Core Elements of Past and Present Frameworks

Past frameworks began the task of outlining the main elements that form the primary work of the college. These have been distilled in the current document as the core constructs of Inquiry, Action, and Advocacy as unified in a central vision of scholarship performed in community.

First, the work of the college is **research-based**. That is, it is informed by the research conducted by faculty and students, is responsive to the research generated by the field of educational research as a whole, and is engaged in constant discourse with that field. Second, our work is highly **collaborative** and involves partnerships with other departments, units, universities, communities, and external agencies, along with other stakeholders in the region, the nation, and the world. Third, the CEHD fosters **educational excellence** by adhering to the highest standards of performance in knowledge of content, teaching, leadership, school counseling, educational research, and other relevant professional disciplines. In this way, the college seeks to reduce achievement gaps and strives to tear down barriers to educational opportunity for all students. Fourth, CEHD scholars seek to **maximize human development** by conducting scientifically based research and employing best practices to improve the lives, educational experiences, and social, emotional, and physical well-being of children, families, and the community. This is achieved through the diverse programs represented in the CEHD, including teacher education,

organizational leadership, counseling, educational research, college student personnel services, human resource development, sports management, and the health sciences. Fifth, the CEHD embraces and celebrates *diversity* in all aspects of its curricula, scholarship, service, and faculty and student life. This involves encouraging understanding and awareness of the many aspects of diversity, including ethnicity, age, gender, socioeconomic status, national origin, language proficiency, and level of ability. For the CEHD, diversity is an asset that affords all of its members access to opportunities and experiences that inform research and practice. Finally, and perhaps most important, the CEHD embraces *social justice* by providing opportunities for our faculty and students to collaborate in the application of their knowledge toward solving problems that address equity issues. Our candidates achieve this by taking courses; participating in field experiences and practica; and engaging in research studies, including empirical, theoretical, and applied research. But the truest test of the CEHD's commitment to these concepts, and to the central concepts of Inquiry, Action, and Advocacy, may be found in the impact our graduates have on the lives and educational experiences of those they serve.

Historical Record of Conceptual Framework Revisions, 2003-2014

Year	Action	Group	Purpose of Group	Membership of Group	Results
Fall 2003	Review of the CF begins with Self-Study Committee	Self-Study Committee	To merge the three separate CFs into a coherent, cohesive document	Faculty representatives from four departments, Associate Dean	Document Version 1 shared with all faculty for input and changes
Fall 2004	Work begins on a new mission statement for the college with Self-Study Committee	Self-Study Committee	To revisit the mission and goals of the CEHD	Leadership Team	Department chairs share a draft of the mission statement with faculty
Spring 2005	Version 2 of the CF is shared with faculty	Self-Study Committee	To ensure consistency between the specific programs and the CF	Leadership Team	Faculty provide input to the committee for additional changes to Version 2
January 2005	Provost appoints a QEP Team to develop a plan for the University SACS accreditation process	QEP Team	To solicit ideas for the development of a QEP that will be implemented during the next 10 years at UofL	Administrators, faculty from all colleges and schools, students, and alumni (includes CEHD faculty and students)	Ideas solicited for the QEP from faculty in all schools and colleges
January 2005	Strategic plan for the CEHD is developed	Self-Study Committee	To develop a strategic plan that moves the college forward	Leadership Team	Adopted by CEHD departments
Spring 2005	President Ramsey invites	QEP Team	To solicit ideas from students	Administrators, faculty from all	Ideas are solicited from students and alumni via

	input from the University community for additional input		and alumni	colleges and schools, students, and alumni	email
Fall 2006	Revision of Version 2 of the CF aligned with the Quality Enhancement Plan of the University begins (SACS)	Self-Study Committee	To edit and add sections aligned with the Quality Enhancement Plan of the University	Faculty representatives from four departments	Version 3 of the CF shared and input provided by self-study facilitators and educator preparation faculty. The theme became "Scholarship in Community: Ideas into Action"
Fall 2006	Revision of the CF to align with changes to the QEP began during this semester	Self-Study Committee	To initiate revisions of the CF and alignment with the changes in the QEP	Faculty representatives from each department	Document Version 3 shared, and meetings to complete the CF began. The theme changed to "Scholarship in Community: Fostering Inquiry, Action, and Advocacy"
Spring 2007	University Strategic Plan is being rewritten to set the future direction of UofL	Strategic Planning Committee		Faculty representatives from across campus; facilitator of the process is a faculty member from CEHD	
Spring 2007	Vision, Mission, Goals of the Unit, Values of the Unit, and Philosophy and Purpose were revised and discussed by the CF committee	Self-Study Committee		Faculty representatives from each department	Document Version 4 shared with the CF committee. The CF was shared with faculty for input during May of 2007. The theme became "Shaping Tomorrow: Ideas to Action"
July 2007	CF was revised and distributed for comments by CEHD faculty, A&S faculty, and school partners	Self-Study Committee	Revisions were suggested to align the University QEP and the CF	Faculty representatives from each department in CEHD, selected faculty from A&S, and selected school partners	
September/October 2007	CF PowerPoint presentation was created for use with faculty, staff, partners, and candidates	Self-Study Standard 2 Committee	Ensure institutional and school partner knowledge of the CF	Faculty representatives for each department, other unit partners and administrators	Document Version 4 submitted to EPSB
Spring 2008	CF was revised	Self-Study	Revisions	Leadership Team	Document Version 5

	based on feedback from the EPSB Reading Committee	Committee	included clarification of how the assessment measures address CF constructs and unit goals; articulation of how unit commitments to diversity and technology are addressed	and CF Writing Team	shared with college once approved by the Reading Committee of the EPSB
Fall 2013	CF updated	Conceptual Framework Revision Ad Hoc Committee	<p>CF was revised to incorporate new areas not in existence at time of last writing and to expand so that it represents better both educator preparation and Human Development programs</p> <p>Updated literature reviews, professional standards, CARDS material (including adding the new CARDS 7, 8, 9 for the EdD program), incorporate the college's i2a work, Title II gaps, new accreditations, 21st century skills (Critical Thinking, Collaboration, Communication, and Creativity), Common Core Standards, College and</p>	CEHD faculty and staff, partners from other units; feedback provided by P-12 representatives and other unit representatives	Document Version 6 shared with the ad hoc CF committee, CEHD Curriculum Committee, faculty assembly; A&S faculty representative; OVEC and JCPS representatives.

			Career Readiness Standards; Kentucky Core Academic Standards, NCATE Alliance, the Danielson Framework, and new CAEP guidelines for Conceptual Frameworks (still being developed)		
Fall 2014	CF updated	Conceptual Framework Revision Ad Hoc Committee	CF was revised to incorporate new areas not in existence at time of last writing and to expand so that it represents better both educator preparation and Human Development programs	CEHD faculty and staff, partners from other units; feedback provided by P-12 representatives and other unit representatives	Document Version 7 shared with ad hoc CF committee, CEHD Curriculum Committee, faculty assembly; A&S faculty representative; OVEC and JCPS representatives

Appendix D.

CEHD's Professional Development Schools

Through its Signature Partnership Initiative (SPI), the University of Louisville works to improve the educational, health, economic, and social status of individuals and families of Louisville. The university partners with community residents, the Jefferson County Public Schools, Louisville Metro Government, Metro United Way, the Urban League, faith based organizations, and many others to coordinate and enhance existing programs and to launch new programs designed to eliminate or reduce disparities that West Louisville residents experience in education, health, economic and social conditions. University faculty, staff, and students collaborate to deal with the quality of life issues affecting our community.

As part of the SPI, the College of Education and Human Development is drawing on the expertise of its faculty and staff to engage low-performing urban schools in the West Louisville area in educational reform, professional development for teachers, and student achievement. SPE educational objectives are to significantly impact early childhood development and the academic performance of students in K-12, as well as to improve high school graduation rates and make the pursuit of bachelor's degrees a goal for K-12 students.

CEHD has an active faculty presence in the following SPI and SPI affiliate schools: J.B. Atkinson Academy for Excellence in Teaching and Learning, Central High School, Portland Elementary, The Academy @ Shawnee, and Westport Middle School. The work of the CEHD has focused on building teacher leader capacity, increasing the number of teachers who have National Board Certification, providing onsite comprehensive development for teachers, establishing a UofL classroom for CEHD teacher preparation students, and maintaining onsite support and resources.

CEHD's presence in these schools has encompassed the following roles and activities:

- University Liaison: Tenure-track University faculty member in literacy who supervises students in all phases of the field experience at the PDS, works with the school staff to conduct professional development, coordinates classes held on site, and conducts research on site. The University Liaison also teaches classes on site.
- Teacher in Residence: (TIR) A full-time teacher from the PDS who works with the University Liaison to support and supervise student teachers; teach university classes at the PDS and model effective teaching strategies; collaborate on research project; conduct professional development opportunities; and co-present at conferences. The TIR also provides support to the National Board for Professional Teaching Standards cohorts. The TIR also works as the school's literacy coach.
- Program Directors: Program Directors for the Kentucky Reading Project and the Louisville Writing Project work closely with teachers at the PDS to provide targeted professional development. Teachers at the PDS also collaborate with Program Directors in acting as teacher leaders for the various professional development opportunities offered by both programs.
- Cooperating Teachers: Cooperating teachers are classroom teachers who mentor students in their methods placement and mentor teacher candidates.
- Teacher Candidates: University Students completing their student teaching experience. Teacher Candidates at the PDS participate in the following: 1) a summer institute for curriculum planning; 2) weekly faculty meetings; and 3) professional development.

- Methods Students: University students at the graduate and undergraduate levels who are at the PDS one to two days a week. A majority of the work they complete at the PDS aligns with coursework from methods classes.
- Summer Boost. The Summer Boost program got its start at J.B. Atkinson Academy and has recently expanded to Westport Middle School and Cochran Elementary. The program was created to reduce the 'summer dip' that many students experience during the summer months, especially those living in economically depressed areas. This past summer, a record number of students participated in Summer Boost at J.B. Atkinson Academy.
- Comprehensive Professional Development. CEHD and the schools have collaboratively developed professional development to invoke change aimed at improved student achievement; opportunities for teacher growth such as a National Board for Professional Teaching Standards (NBPTS) cohort, the Louisville Writing Project, the Kentucky Reading Project (KRP); numerous collaborative research efforts; presentations at national conferences to disseminate progress and outcomes on identified school-based initiatives; CEHD faculty mentors; and participation by teacher candidates and experienced teachers on funded grant projects designed to improve student learning. Each school has designed a professional development plan that focuses on the instructional needs of students.
- National Board for Professional Teaching Standards Cohorts (NBPTS). To ensure that teachers at the SPE schools have the most effective instructional strategies and to encourage teacher retention, National Board for Professional Teaching Standards cohorts have been established at each of the SPI schools. The NBPTS program requires teacher to participate in a year-long process focused on the learning achievement and progress of their students.
- Clinical Fellows Program. Clinical Fellows work to advance SPI goals by coordinating and linking school, district, university, and community partnership efforts and collaborate with the Family and Youth Resource Service Center, the UofL Office of Community Engagement, and the CEHD Liaison.
- The Dynamic Classroom. The Dynamic Classroom professional learning conference introduced teachers to the philosophy and practices we believe will engage and challenge students to achieve at high levels. The first conference was held at Westport Middle School this year and teachers utilized work plans and menus, a professional library, and technology to investigate four modules: The Dynamic Mindset, The Dynamic Learner, The Dynamic Environment, and The Dynamic Teacher. The conference was structured to simulate what a student should experience in a dynamic classroom—choice, higher order thinking, differentiation, use of technology, and feedback and reflection.

Appendix E Ideas to Action Holistic Construct Rubric

	Target	Acceptable	Unacceptable
<p>Inquiry "... through active engagement and skilled training in multiple methods of rigorous Research candidates in the CEHD develop the knowledge, skills, and dispositions to become Critical Thinkers/" (CF, p.18) KY-UL-CF.1</p>	<p>Candidate demonstrates a highly developed ability to formulate vital questions and problems; gather, assess, and interpret relevant information; define and test solutions; and think open-mindedly within alternative systems of thought.</p> <p>Candidate is highly effective in the processes of generating, communicating, and questioning the results of research.</p> <p>Candidate demonstrates a highly developed ability to reflect on the quality of his or her thinking and that of others.</p>	<p>Candidate demonstrates ability to formulate vital questions and problems; gather, assess, and interpret relevant information; define and test solutions; and think open-mindedly within alternative systems of thought.</p> <p>Candidate is effective in the processes of generating, communicating, and questioning the results of research.</p> <p>Candidate demonstrates some ability to reflect on the quality of his or her own thinking and that of others.</p>	<p>Candidate demonstrates little or no ability to formulate vital questions and problems; gather, assess, and interpret relevant information; define and test solutions; and think open-mindedly within alternative systems of thought.</p> <p>Candidate is not effective in the processes of generating, communicating, and questioning the results of research.</p> <p>Candidate demonstrates limited or no ability to reflect on the quality of his or her own thinking and that of others.</p>
<p>Action "... through routine, continual and pervasive Practice—whether this be in the areas of pedagogy and instructional leadership, counseling, or research—candidates in the CEHD develop the knowledge, skills, and dispositions to become Problem Solvers in the community" (CF, p. 19) KY-UL-CF.2</p>	<p>Candidate demonstrates highly developed ability to emphasize meaning, recognize that students are multifaceted individuals, and understand the relationship of ideas and experiences to learning in and out of classrooms.</p> <p>Candidate is highly effective in modeling and stressing the importance of high-level cognitive processes, including problem-solving techniques, analytical thinking skills, and creativity.</p> <p>Candidate is highly effective in applying knowledge to address real world and community problems, including collaboration and partnerships with others.</p>	<p>Candidate demonstrates ability to emphasize meaning, recognize that students are multifaceted individuals, and understand the relationship of ideas and experiences to learning in and/or out of classrooms.</p> <p>Candidate is effective in modeling and stressing the importance of high-level cognitive processes, including problem-solving techniques, analytical thinking skills, and creativity.</p> <p>Candidate is effective in applying knowledge to address real world and community problems, including collaboration and partnerships with others.</p>	<p>Candidate does not demonstrate an ability to emphasize meaning, recognize that students are multifaceted individuals, and/or understand the relationship of ideas and experiences to learning in or out of classrooms.</p> <p>Candidate is not effective in modeling or stressing the importance of high-level cognitive processes, including problem-solving techniques, analytical thinking skills, and creativity.</p> <p>Candidate is not effective in applying knowledge to address real world and community problems.</p>
<p>Advocacy "... through dedicated, committed Service to their community, and world candidates in the CEHD develop the knowledge, skills, and dispositions to become Professional Leaders" (CF, p. 20) KY-UL-CF.3</p>	<p>Candidate demonstrates highly developed capacity to ask and answer important ideological questions regarding education for social justice, as he/she promotes knowledge in community through research, practice, and service.</p> <p>Candidate participates fully in the life of the community, practices social justice, and energetically advocates for equity of educational access for all constituents.</p>	<p>Candidate demonstrates capacity to ask and answer important ideological questions regarding education for social justice, as he/she promotes knowledge in community through research, practice, and service.</p> <p>Candidate participates in the life of the community, practices social justice, and advocates for equity of educational access for all constituents.</p>	<p>Candidate does not demonstrate a capacity to ask and answer important ideological questions regarding education for social justice.</p> <p>Candidate does not participate in the life of the community, fails to understand and practice social justice, and/or to seek equity educational access for all constituents.</p>

Appendix F

12a Critical Thinking Components Used in LiveText

KY-UL-I2A.1. Purpose: Candidate identifies and focuses on a purpose, goals, and/or objectives.

KY-UL-I2A.2. Question/Problem: Candidate demonstrates an ability to identify the problem or settle a question.

KY-UL-I2A.3. Assumptions: Candidate is able to identify and judge assumptions.

KY-UL-I2A.4. Point of View: Candidate is able to identify and address various points of view or perspectives.

KY-UL-I2A.5. Information: Candidate provides data, information, and evidence to back up statements and claims.

KY-UL-I2A.6. Concepts/Ideas: Candidate demonstrates an understanding of key concepts, ideas, theories, definitions, principles, models, etc.

KY-UL-I2A.7. Inferences/Interpretations/Conclusions: Candidate checks inferences for consistency, can identify assumptions that lead to inferences, and infers only what the evidence implies.

KY-UL-I2A.8. Implications/Consequences: Candidate traces possible consequences and implications that follow from his or her reasoning.

KY-UL-I2A.9. Clarity: Candidate expresses ideas clearly.

KY-UL-I2A.10. Accuracy: Candidate expresses ideas accurately.

KY-UL-I2A.11. Precision: Candidate demonstrates the ability to be specific, exact, and detailed.

KY-UL-I2A.12. Relevance: Candidate provides material that is relevant to the topic under consideration.

KY-UL-I2A.13. Depth: Candidate addresses the complexities of the question or problem.

KY-UL-I2A.14. Breadth: Candidate covers other ways /perspectives of looking at a problem or question and/or covers ideas closely related to the topic or question at hand.

KY-UL-I2A.15. Logic: Candidate's thoughts are mutually supporting and make sense in combination.

KY-UL-I2A.16. Significance: Candidate includes material that is significant to his or her purpose.

KY-UL-I2A.17. Fairness: Candidate considers all relevant viewpoints in good faith and does not distort information.

Standards

Educational Leadership Policy Standards:

2008

As Adopted by the National Policy Board for Educational Administration



Educational Leadership Policy Standards: ISLLC 2008

As Adopted by the National Policy Board
for Educational Administration



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Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

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National Policy Board for Educational Administration

The following organizations and councils are members of the National Policy Board for Educational Administration (NPBEA): American Association of Colleges for Teacher Education, American Association of School Administrators, Association for Supervision and Curriculum Development, Council of Chief State School Officers, National Association of Elementary School Principals, National Association of Secondary School Principals, National Council for Accreditation of Teacher Education, National Council of Professors of Educational Administration, National School Boards Association, and University Council for Educational Administration.

For the past two years, the NPBEA Interstate School Leaders Licensure Consortium (ISLLC) Steering Committee has been revising the ISLLC Standards. This steering committee asked each NPBEA organization to obtain input from its respective constituencies regarding the revision of the ISLLC Standards. The NPBEA/ISLLC Steering Committee also created a national Research Panel that identified the research base for updating these ISLLC Standards. This document presents the updated standards, explains the research behind the revisions, and provides other material explaining how the policy standards can be used.

The Wallace Foundation

The Wallace Foundation supported the development of *Educational Leadership Policy Standards: ISLLC 2008* as part of its long-term commitment to develop and share knowledge, ideas, and insights aimed at increasing understanding of how education leadership can contribute to improved student learning. Many of the resources cited in this publication and other materials on education leadership can be downloaded for free at www.wallacefoundation.org.



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To review the extensive collection of research that was studied during the development of the policy standards and additional research conducted subsequent to this work, please go to:

www.ccsso.org/ISLLC2008Research

Dear Colleagues:

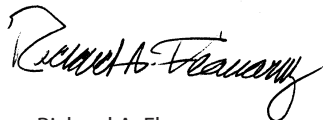
We are very pleased to announce the publication of *Educational Leadership Policy Standards: ISLLC 2008*, as adopted by the National Policy Board for Educational Administration (NPBEA).

We have been privileged over the past two years to co-chair NPBEA's Steering Committee. Convened by NPBEA (the member organizations are listed on page 21) in response to requests from our constituents for updated leadership standards, the Steering Committee developed and guided a process for updating the 1996 *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders*. We relied heavily on professional groups and stakeholders throughout the process, and the new standards are the result of this national collaboration. They incorporate what has been learned about education leadership in the past decade and address the changing policy context of American education.

These standards retain the structure or "footprint" of the six original ISLLC Standards, but they are written for new purposes and audiences. *Educational Leadership Policy Standards: ISLLC 2008* reinforces the proposition in the original ISLLC Standards that leaders' primary responsibility is to improve teaching and learning for all children. However, the updated standards are explicitly policy-oriented because the 1996 *ISLLC Standards for School Leaders* have been so widely used as a model for state education leadership policies.

We are committed to gathering reactions to and learning from experience with these new policy standards in order to keep them vibrant in the ever-changing education policy arena. We encourage you to contact your respective organizational representatives with your feedback on *Educational Leadership Policy Standards: ISLLC 2008*. These standards are intended to enhance the field by stimulating dialogue about a new conception of education leadership that will improve policies and practices nationwide.

Sincerely,



Richard A. Flanary
Co-Chair, NPBEA Steering Committee



Joseph H. Simpson
Co-Chair, NPBEA Steering Committee

Foreword

By Gene Wilhoit
Executive Director, CCSSO

Education leadership is more important than ever. States recognize that schools and districts will not meet demanding requirements for improving achievement without effective leaders. This publication, *Educational Leadership Policy Standards: ISLLC 2008*, represents the latest set of high-level policy standards for education leadership. It provides guidance to state policymakers as they work to improve education leadership preparation, licensure, evaluation, and professional development.

As adopted by the National Policy Board for Educational Administration (NPBEA), these standards reflect the wealth of new information and lessons learned about education leadership over the past decade. This document, which introduces the *Educational Leadership Policy Standards: ISLLC 2008* (hereafter referred to as *ISLLC 2008*), shows the importance of policy standards to leadership-related activities.

Part I discusses the high-profile demands placed on education leaders to raise student achievement and the role that policy standards can play in helping them meet these growing expectations. Part II describes the differences between *ISLLC 2008* and the original leadership standards, reviews the updating process, and makes the case for the development of the new policy standards. Part III describes some of the highlights from

research on education leadership conducted over the past decade, while Part IV explains how policy standards form the foundation for a continuum of policies and activities that guide education leaders throughout their careers. Part V presents the new policy

These standards reflect the new information and lessons learned about education leadership.

standards, while Part VI describes specific activities, such as leadership academies and professional development, that can be guided by *ISLLC 2008*.

This standards document builds on the Council of Chief State School Officers' tradition of leadership in this area. The *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders* (hereafter referred to as *ISLLC 1996*) were written by representatives from states and professional associations in a partnership with NPBEA in 1994–95, supported by grants from the Pew Charitable Trusts and the Danforth Foundation. The standards were published by CCSSO in 1996.

Recognizing the importance of updating that work, The Wallace Foundation provided support to review the growing base of research on education leadership and to disseminate *ISLLC 2008*.

While it was clear that school leaders were essential to the smooth and efficient operation of schools, when the 1996 standards were developed there was little research or consensus on the characteristics of good school leaders, the role principals play in raising student achievement, and the best policies and practices for expanding the nation's pool of effective administrators.

In developing the new standards, NPBEA consulted with policy-oriented, practitioner-based organizations, researchers, higher education officials, and leaders in the field. NPBEA also worked with a panel of scholars and experts in education administration to identify the research base for updating *ISLLC 1996*—research that previously did not exist.

These standards helped lay the foundation necessary for states to develop—and be more informed as they built and supported—various levels of the educator system, from preparation and induction to professional development and performance evaluation.

Since then, 43 states have used the 1996

ISLLC Standards for School Leaders in their entirety or as a template for developing their own standards. With these guiding standards in place, states have been much more successful in addressing school leadership and needs at each stage of an education leader's career.

These much-anticipated updated policy standards would not have been possible without the tireless dedication of several groups and individuals. For over ten years, they have dedicated themselves to improving the leadership of our nation's schools.

States should review the new policy standards and use them to shape, develop, and help implement the policies and practices that will give our nation's children the leaders they need and deserve to succeed in the 21st century. Most states have made important progress toward improving their school leaders, but more work needs to be done, particularly to support and train leaders at all stages along the career continuum. We believe these policy standards will provide the foundation for this work.

Introduction

Over the past decade, dramatic changes have put education leadership at the forefront of education policy research and debate. Research has taught us that school leaders are crucial to improving instruction and raising student achievement. At the policy level, school performance measures have been codified in state and federal law to hold schools increasingly accountable for raising student achievement among students from all population subgroups. At the same time, schools are under pressure to produce high school graduates who are better trained and who can adapt to an ever-changing workplace.

These mounting demands are rewriting administrators' job descriptions every year, making them more complex than ever. Today, education leaders must not only manage school finances, keep buses running on time, and make hiring decisions, but they must also be instructional leaders, data analysts, community relations officers, and change agents. They have to be able to mobilize staff and employ all the tools in an expanded toolbox.

Clear and consistent standards can help them do this. *ISLLC 2008* will help state policy-makers strengthen selection, preparation, licensure, and professional development for education leaders—giving these leaders the tools they need to meet new demands.

“The national conversation has shifted

from ‘whether’ leadership really matters or is worth the investment, to ‘how’ to train, place, and support high-quality leadership where it’s needed the most: in the schools and districts where failure remains at epidemic levels,” wrote Wallace Foundation President M. Christine DeVita in *A Bridge to School Reform*. Unfortunately, the same report also noted that “states are only beginning to put

***ISLLC 2008* keeps the “footprint” of the original ISLLC standards, but is written for new purposes and audiences.**

together coherent systems that reliably achieve the goal of placing an appropriate, well-trained principal in every school.”

Fortunately, the last decade has produced more research than ever about education leadership and the role that school leaders can and should play in raising student achievement. One of the clearest lessons from this research is that the states that are using education leadership standards are on the right track. According to an extensive review of the research literature funded by The Wallace Foundation, goal- and vision-setting, which are articulated in the standards, are areas in which education leaders can have the most impact. Standards and other guidelines have been shown to be essential tools in developing effective pre-service training programs for principals.

Therefore, incorporating clear and consistent standards and expectations into a statewide education system can be a core predictor of strong school leadership.

Drawing on this new knowledge allows policymakers and educators to devote more time and energy to strategies that have been shown to work. *ISLLC 2008* is meant to serve



as a foundational piece for policymakers as they assess current goals, regulations, policies, and practices of education leaders.

These policy standards can be used by policymakers to think about their system of

educator development. Standards are the foundation and can inform all components of an aligned and cohesive system—preparation, licensing, induction, and professional development. They can help states set expectations for licensure, guide improvements in administrator preparation programs at colleges and universities, and influence the process for screening and hiring leaders, even at the level of local school boards. Just as importantly, they can set parameters for developing assessment instruments, practice standards, and professional development to facilitate performance growth toward expert practice.

Additionally, they can inform state policies, not just for those coming into the field, but for all leaders as they move through their careers. These standards can help to further clarify expectations for professional development and the performance of veteran principals. Ultimately, the standards can help states create a seamless set of supporting policies and activities that span the career continuum of an education leader.

This document presents the newly adopted NPBEA standards coupled with the growing research base available on education leadership and suggestions for how standards can help serve as the foundation of an entire system of educator development.

Policy Standards: Building a Better Vision for Leadership

ISLLC 2008 is designed to serve as a broad set of national guidelines that states can use as a model for developing or updating their own standards. These standards provide high-level guidance and insight about the traits, functions of work, and responsibilities they will ask of their school and district leaders. Using the policy standards as a foundation, states can create a common language and bring consistency to education leadership policy at all levels so that there are clear expectations.

Gene Wilhoit, the executive director of the Council of Chief State School Officers, describes policy standards as the first step toward creating comprehensive, locally tailored approaches for developing and retaining high-quality leaders. The ultimate goal of these standards, as with any set of education standards, is to raise student achievement. These standards contribute to this effort by improving coordination among policymakers, education leaders, and organizations. They do this by beginning to answer questions such as:

- How do schools of education know what education leaders need to know as it relates to every child meeting academic achievement standards?
- How can schools of education effectively convey that knowledge in a coherent fashion?

- How does a district or school evaluate the skills and dispositions of a candidate to improve student performance?
- How does one evaluate appropriate continuing education programs or mentoring of new principals?
- How does one evaluate existing school leaders in meeting accountability goals?

Responding to the Field

In the fast-changing education policy environment, a set of standards is only as good as the input on which it is based. *ISLLC 2008* addresses changes in the field and responds to input from practitioners and policy leaders. Among the concerns addressed is

These standards provide high-level guidance and insight about the traits, functions of work, and responsibilities expected of school and district leaders.

the fact that the 1996 standards were too restrictive, as the very nature of listing examples of leadership indicators was unintentionally limiting and negated other areas that could have been included in an exhaustive listing.

The new standards also respond to concerns that the 1996 standards “froze” leadership preparation programs.

ISLLC 2008 is intended to encourage more flexibility in how leadership preparation programs define and view leadership. Also, by providing a representative sample of empirical research, the new standards provide background material that was not contained in the 1996 standards.

The most fundamental change, however, responds to the recognition that when implementing the 1996 standards, some institutions used them differently, confusing policy standards with practice standards and/or program standards. Consequently, this document states unequivocally, in its title and elsewhere, that the standards here are *policy standards* and are designed to be discussed at the policymaking level to set policy and vision. NPBEA and other organizations also are engaged in efforts to make

recommendations regarding how the policy standards in this publication can be used to influence leadership practice and policy.

Other points of comparison between *ISLLC 1996* and *ISLLC 2008* include:

- The language and framework of the six “broad standards” are similar, yet not identical.
- “Indicators” are not listed in the revised policy standards as they were in the 1996 version. Policy standards are there to set overall guidance and vision.
- Significantly, “functions” that define each standard have been added to replace the knowledge, skills, and dispositions. It is here that research findings and feedback from NPBEA and its members are addressed.

Improving Leadership Standards

Educational Leadership Policy Standards: ISLLC 2008 organizes the functions that help define strong school leadership under six standards. These standards represent the broad, high-priority themes that education leaders must address in order to promote the success of every student. These six standards call for:

1. Setting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal, and cultural contexts.

- While the titles of the standards and this publication have been changed to make clear that they are policy standards, the “ISLLC” moniker remains. Because so many states have adopted the ISLLC standards in one form or another, it is important to maintain this link.

Developing the Policy Standards

The new standards flow from a two-year revision process led by NPBEA. In revising *ISLLC 1996*, NPBEA consulted with its member organizations (see member list on page 21) and other policy-oriented, practitioner-based organizations, researchers, higher education officials, and leaders in the field. Additionally, NPBEA created a panel of scholars and experts in education administration to identify the research base for updating *ISLLC 1996*—a majority of this research did not exist when those original standards were published.

The NPBEA/ISLLC Steering Committee (see page 22 for a complete list) carried out its work in several phases. Each NPBEA member organization identified a strategy to obtain membership input regarding the revision of *ISLLC 1996*. Once a draft of the revised standards was complete, the NPBEA Steering Committee distributed copies to and gathered feedback from NPBEA member organizations, other professional groups, and the research panel.

The research panel was charged with identifying a research base for updating *ISLLC 1996* and for users of the updated standards. Because of the extensive nature of the

research identified and the interest in designing an interactive forum that can be regularly updated by researchers and practitioners, this information has been compiled into a database now available online at www.ccsso.org/ISLLC2008Research.

The initial research base, identified by the NPBEA research panel, contains empirical research reports as well as policy analyses,



leadership texts, and other resources considered to be “craft knowledge” and “sources of authority” in the field.

Based on this extensive process of input and feedback, the NPBEA Steering Committee revised drafts and finalized *ISLLC 2008*,

recommending the standards for adoption by the NPBEA Executive Board.

Starting in January 2008, NPBEA began updating the Educational Leadership Constituent Council (ELCC) Program Standards, which are used by the National Council for Accreditation of Teacher Education (NCATE) to review preparation programs in education leadership. The 2002 ELCC Program Standards are based on the original *ISLLC 1996*. Updating them will contribute to a coherent vision and system of leadership that can guide state policies and leadership programs.

The policy standards in this publication will form the foundation for further thought, research, dialogue, and debate on creating standards and guidelines that specifically meet the needs of practitioners. The intent of NPBEA is to continue to refine the process of policy standard revision so that the standards reflect changes in the knowledge base. *ISLLC 2008* will serve as a catalyst for research efforts to study the implementation and effects of these policy standards and the program and practice expectations aligned with or resulting from the policy standards.

Setting the Stage for ISLLC 2008

The following principles set the direction and priorities during the development of the new policy standards:

1. Reflect the centrality of student learning;
2. Acknowledge the changing role of the school leader;
3. Recognize the collaborative nature of school leadership;
4. Improve the quality of the profession;
5. Inform performance-based systems of assessment and evaluation for school leaders;
6. Demonstrate integration and coherence; and
7. Advance access, opportunity, and empowerment for all members of the school community.

Research Offers New Insight on Education Leadership

As noted in The Wallace Foundation 2007 report, *A Bridge to School Reform*, until recently there was little evidence about what effective education leadership looks like and the best ways to evaluate this leadership. In the past decade, a new research literature has filled this void. The research has drawn attention to the crucial connection between school leadership and student achievement. It gives state officials, education leaders, and the institutions that train school leaders new resources to guide their standards, policies, and practices.

ISLLC 2008 reflects the input of over 100 research projects and studies, which helped guide the standards revision process and, ultimately, influence the standards presented in this document.

Effective Leaders Promote Better Teaching

This research consistently points out that states and districts are right to focus on standards for education leaders. School leaders are critical to helping improve student performance. Research now shows that leadership is second only to classroom instruction among school-related factors that influence student outcomes, according to an extensive review of the research literature conducted in 2004 by Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson, and Kyla Wahlstrom.

In *How Leadership Influences Student Learning*, they report that direct and indirect leadership effects account for about one-quarter of total school effects on student learning.

Effective principals and school administrators set the organizational direction and culture that influences how their teachers perform. According to *How Leadership*

Studies find leadership is second only to classroom instruction in influencing student outcomes.

Influences Student Learning, the category called “setting directions” is the area in which education leaders have the greatest impact, as the goals and sense of purpose they provide strengthens the entire staff.

Strong education leaders also attract, retain, and get the most out of talented teachers. Drawing on previous research reviews, Leithwood and his colleagues judged the research supporting this conclusion “substantial” and that effective education leaders can enhance teachers’ performance by providing targeted support, modeling best practice, and offering intellectual stimulation.

Research also finds that successful leadership preparation programs—particularly those that train principals who are willing and able to work in our most challenging schools—are modeled and organized around

clear goals for systemwide values and learning. A 2007 report by Linda Darling-Hammond and colleagues at Stanford University found that exemplary pre- and in-service development programs for principals have many common components, including “a comprehensive and coherent curriculum aligned to state and professional standards, in particular the NCATE/Interstate School Leaders Licensure Consortium (ISLLC) standards, which emphasize instructional leadership.”

According to *Leadership for Learning*:

Making the Connections Among State, District and School Policies and Practices (2006), there are three core system elements (namely standards, training, and conditions) that determine the quality of school leadership. Adequate training and the right mix of incentives and conditions are needed to help facilitate strong leadership. But the most important element is “standards that spell out clear expectations about what leaders need to know and do to improve instruction and learning and that form the basis for holding them accountable for results.”



IV A Comprehensive Strategy to Improve Education Leadership

ISLLC 2008 should be the starting point for future thought, research, dialogue, and debate about standards for school leaders. CCSSO and NPBEA envision these standards as the foundation for a comprehensive framework that addresses each stage of an education leader's career. The new policy standards build on *ISLLC 1996* and complement other standards and expectations related to education leadership.

As a set of policy standards, *ISLLC 2008* offers high-level guidance to policymakers and education leaders as they set goals and design their own standards. Because improving student achievement at the state level requires coordinated policies to cultivate excellent leadership at the school and district levels, policy standards establish common goals for policymakers and organizations as they form policies regarding school leadership and set statewide goals for school leadership development.

These policy standards were updated to provide a framework for policy creation, training program performance, life-long career development, and system support. Given their broad nature, they can influence and drive many system supports and changes which will ultimately lead to effective instructional leadership that positively impacts student achievement (please refer to graphic on page 13).

Training Programs with Established Performance Expectations

Serving as a foundation, these policy standards are well poised to influence and drive training and preparation programs. *ISLLC 2008* plays out at the preparation program level by establishing performance expectations and lends itself to aid in and can facilitate curriculum development, candidate assessment, and accountability. Certainly *ISLLC 2008* is already informing the NCATE accreditation process and the program standards that guide NCATE's work. In 2002, the NPBEA-appointed Educational Leadership Constituent Council released *Standards for Advanced Programs in Educational Leadership*; they are now reviewing those standards so that they will be aligned with *ISLLC 2008*.

The CCSSO State Consortium on Education Leadership (SCEL) will release in the spring of 2008 *Performance Expectations and Indicators for Education Leaders: A Companion Guide to the Educational Leadership Policy Standards—ISLLC 2008*. Describing those expectations through dispositions, elements, and indicators will help to operationalize the policy standards at a more granular level.

Licensing and Induction

In turn, *ISLLC 2008* can inform licensing and induction programs, which assess new leader professional knowledge. This helps to ensure that the new leaders in the system can

demonstrate adequate professional knowledge before moving into their position. These policy standards are an anchor and will help states formulate in very concrete and direct terms what they expect of their school leaders entering the profession.

Evaluating Performance

States additionally have the ability to set guidelines for evaluating performance of their school leaders and can use *ISLLC 2008* as a basis for this work. These evaluative measures must be performance-based and can more readily formalize what is expected of each leader in the system. Many states have successfully implemented assessment structures to ensure that there are resources in place to continually evaluate leaders' performance. The Wallace Foundation has funded a large evaluation effort with Vanderbilt University. In the fall of 2008, the Vanderbilt Assessment of Leadership in Education (Val-Ed) will be available. It was developed in recognition that leader assessment is an important step in evaluating school performance and is a key determinant of student success. Linking the assessment to *ISLLC 2008* helps states, districts, and schools create an aligned performance-based system.

Supporting Leaders Throughout the Career Continuum

Many states have recognized the need for continuing evaluation. Missouri, for example has developed the *Performance-Based Superintendent Evaluation* and the

Performance-Based Principal Evaluation. These evaluations, developed collaboratively by the Missouri Department of Elementary and Secondary Education and the state's 17 preparation institutions, set out what high-quality education leadership looks like and what school and district leaders must be able to do. Missouri has shown that policy standards can form the basis for ongoing professional development throughout the career continuum. They allow one to think about continuous improvement through high-quality career development and planning. Taken to a different level of granularity, these standards can also serve as a basis for developing descriptors of practice from aspiring to retiring.

Improving Working Conditions

As articulated previously, *ISLLC 2008* is designed to provide a framework and foundation as each state develops and aligns its expectations for education leaders. As states and districts work toward all of these improvements, they must also consider improving working conditions. *ISLLC 2008* can drive and influence how one aligns and assigns roles, responsibilities, and authority. They can also form the basis for implementing incentives for leaders to choose certain positions in specific locations. They can additionally serve as the foundation in developing an advanced professional certification for leaders. Making systemwide changes to the work environment can certainly help leaders meet their professional goals.

What Standards Can Influence and Drive within the System

Standards

Educational Leadership Policy Standards: ISLLC 2008

Provides a framework for policy creation, training program performance, life-long career development, and system support

Training programs with established performance expectations
Aid in curriculum development, candidate assessment and accountability, with established performance expectations and appropriate program accreditation

Licensing and induction
Assessing new leader professional knowledge

Evaluating performance
Formal evaluation of leader performance

Supporting ongoing training and professional development throughout the career continuum
Use descriptions of practice (behaviors and actions) to develop annual career goals for leader development at different career stages from aspiring to retiring

Improving working conditions
Aligning roles, authority, accountability, and incentives to support leader performance

Focus

High-quality accredited preparation programs with explicit performance expectations

Ensure that new leaders can demonstrate adequate professional knowledge

High-quality annual evaluation of leader performance with improvement planning provided

Continuous professional improvement through quality career planning and development

Systemwide changes to help leaders accomplish their goals

Outcome

Effective instructional leadership that positively impacts student achievement

V. Educational Leadership Policy Standards

Educational
Leadership
Policy Standards:
ISLLC 2008
as adopted by
the National Policy
Board for Educational
Administration
(NPBEA) on
December 12, 2007.

Standard 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

VI. Making the Standards Work

Educational Leadership Policy Standards: ISLLC 2008 is now ready for state policymakers to adopt or adapt as they develop coherent education leadership policies that promote student success. These standards are the first step toward creating innovative policies and programs that ensure our investments of time and resources deliver the best possible results for our schools.

Ensuring that the standards are used at different levels of education leadership to influence student achievement should be the primary goal for policymakers. By painting a portrait of effective education leadership—the traits and objectives that all education leaders should share—the standards enable state policymakers to guide improvements. While Part IV described in more general terms how these standards can drive and influence different parts of the educator development system, here are some specific examples in making standards work.

Setting Common Expectations

As a national standards document, *ISLLC 2008* can help state leaders create a common language when discussing expectations for education leaders. They bring greater consistency to education leadership policy, while providing high-level guidance that can serve as the foundation for other portions of

the system. Just as importantly, they can set parameters for developing professional development and evaluation systems that can readily facilitate performance growth of all education leaders. By and large, states have yet to evaluate performance assessments for education leaders against policy standards—this is a promising area for pioneering states.

Guidance for Leadership

Academy Activities

New, comprehensive systems of education leadership standards are only as good as their implementation. To ensure that these standards improve education leadership statewide, policymakers should consider creating or expanding leadership academies for school and district leaders. These academies create opportunities to bring together faculty members from leadership preparation programs throughout a particular state and improve the coordination and consistency of expectations for education leaders. For example, Missouri's Department of Elementary and Secondary Education operates a leadership academy in cooperation with university-based preparation programs that provides standards-based evaluation and professional development for education leaders.

Improving Professional Development

The policy standards outlined in this publication can be used in evaluating current professional development offerings for education leaders. Ohio's Department of Education has collaborated with the state elementary and secondary principals associations to create a two-year induction program for new principals. Each new principal selects a content track for performance-based professional development based on *ISLLC 1996*. However, states can do much more to create standards-based mentoring programs for educational leaders and collect performance data that link areas of weakness to professional learning plans for leaders.

Strengthening State Systems

States need to do more to comprehensively monitor and report the impact that preparation and professional development programs are having on the quality of education leadership—*ISLLC 2008* can help with this task. Some states have taken initial steps: Delaware, for example, has developed assessments to report on preparation programs; and Kentucky has commissioned validation studies on certification exams. Standards-based professional evaluation remains an area ripe for additional development and leadership by states.

Maximizing Returns for Student Results

By drawing on the latest research on education leadership, these new standards orient policymakers toward the most important aspects of education leadership, allowing them to maximize the impact of limited resources on student achievement. State policymakers can adopt or adapt them into statute and/or regulation. Chief state school officers can work closely with governors and legislators to pass new standards and policies and allocate funding for implementation. These standards can also provide greater clarity to the public by outlining the expectations we should have for each and every leader.

ISLLC 2008 supports the role of principals as instructional leaders and the importance of sound education leadership at all levels to raising student achievement—and offers concrete policy recommendations that flow from these standards. As such, they are an important resource for guiding the next generation of education leadership policies and programs.

Appendix 1: Comparing ISLLC 1996 and ISLLC 2008

Changes made to the text of each standard are underlined below.

ISLLC Standards for School Leaders (1996)	Educational Leadership Policy Standards: ISLLC 2008
<p>STANDARD 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p>Knowledge, Skills & Dispositions: 29</p>	<p>STANDARD 1: <u>An education leader promotes the success of every student</u> by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by <u>all stakeholders</u>.</p> <p>Functions: 5</p>
<p>STANDARD 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Knowledge, Skills & Dispositions: 39</p>	<p>STANDARD 2: <u>An education leader</u> promotes the success of <u>every student</u> by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Functions: 9</p>
<p>STANDARD 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p> <p>Knowledge, Skills & Dispositions: 38</p>	<p>STANDARD 3: <u>An education leader</u> promotes the success of <u>every student</u> by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p> <p>Functions: 5</p>
<p>STANDARD 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Knowledge, Skills & Dispositions: 29</p>	<p>STANDARD 4: <u>An education leader</u> promotes the success of <u>every student</u> by collaborating with <u>faculty</u> and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Functions: 4</p>
<p>STANDARD 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</p> <p>Knowledge, Skills & Dispositions: 29</p>	<p>STANDARD 5: <u>An education leader</u> promotes the success of <u>every student</u> by acting with integrity, fairness, and in an ethical manner.</p> <p>Functions: 5</p>
<p>STANDARD 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p>Knowledge, Skills & Dispositions: 19</p>	<p>STANDARD 6: <u>An education leader</u> promotes the success of <u>every student</u> by understanding, responding to, and influencing the <u>**</u> political, social, economic, legal, and cultural context.</p> <p>Functions: 3</p>

Appendix 2: ISLLC 2008 at a Glance

Educational Leadership Policy Standards: ISLLC 2008

An education leader promotes the success of every student by...

STANDARDS

FUNCTIONS

<p>Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders</p>	<p>A. Collaboratively develop and implement a shared vision and mission</p> <p>B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning</p> <p>C. Create and implement plans to achieve goals</p> <p>D. Promote continuous and sustainable improvement</p> <p>E. Monitor and evaluate progress and revise plans</p>
<p>Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth</p>	<p>A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations</p> <p>B. Create a comprehensive, rigorous, and coherent curricular program</p> <p>C. Create a personalized and motivating learning environment for students</p> <p>D. Supervise instruction</p> <p>E. Develop assessment and accountability systems to monitor student progress</p> <p>F. Develop the instructional and leadership capacity of staff</p> <p>G. Maximize time spent on quality instruction</p> <p>H. Promote the use of the most effective and appropriate technologies to support teaching and learning</p> <p>I. Monitor and evaluate the impact of the instructional program</p>
<p>Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment</p>	<p>A. Monitor and evaluate the management and operational systems</p> <p>B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources</p> <p>C. Promote and protect the welfare and safety of students and staff</p> <p>D. Develop the capacity for distributed leadership</p> <p>E. Ensure teacher and organizational time is focused to support quality instruction and student learning</p>
<p>Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources</p>	<p>A. Collect and analyze data and information pertinent to the educational environment</p> <p>B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources</p> <p>C. Build and sustain positive relationships with families and caregivers</p> <p>D. Build and sustain productive relationships with community partners</p>
<p>Acting with integrity, fairness, and in an ethical manner</p>	<p>A. Ensure a system of accountability for every student's academic and social success</p> <p>B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior</p> <p>C. Safeguard the values of democracy, equity, and diversity</p> <p>D. Consider and evaluate the potential moral and legal consequences of decision-making</p> <p>E. Promote social justice and ensure that individual student needs inform all aspects of schooling</p>
<p>Understanding, responding to, and influencing the political, social, economic, legal, and cultural context</p>	<p>A. Advocate for children, families, and caregivers</p> <p>B. Act to influence local, district, state, and national decisions affecting student learning</p> <p>C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies</p>

Appendix 3: Glossary of Terms

Craft Knowledge: Abilities, awareness, information, and other accumulated knowledge based on field and classroom experience.

Empirical: A type of evidence “gained from observation or experiment rather than theory” (Source: *Webster’s II: New Riverside Dictionary*).

Function: The action or actions for which a person or thing is responsible.

Policy Standards: High-level, broad national standards that policymakers and states use as a model for developing their own policy standards. Policy standards are typically used for visioning, policy development, and identifying general goals for education leaders.

Practice Standards: Observable behaviors and actions required to meet performance standards. They are measurable and can be used as guides to establish individual performance goals, professional development plans, and evaluation conferences within a system of continuous improvement focused on expert performance.

Program Standards: Guide curriculum planning, program and candidate assessment design, and implementation of the accreditation process for school building and district leadership preparation programs at colleges and universities undergoing NCATE accreditation.

Results: Outputs and outcomes achieved by an organization.

Stakeholders: Individuals or groups that might be affected by a particular action and/or activity.

Standards: The knowledge and skills that should be mastered in order to achieve a level of proficiency in a particular area. Standards are also a means of setting criteria for accomplishing or judging a particular activity or event.

Systematic: Processes that are repeatable and predictable, rather than anecdotal and episodic.

Systemic: Interrelatedness and interdependency of parts and people within the system.

Acknowledgements

National Policy Board for Educational Administration (NPBEA) Members

NPBEA is committed to improving educational administration and practice by fostering models for the preparation and professional development of educational leaders and improving certification standards. The development of *ISLLC 2008* was a product of the collaboration among the leaders from each NPBEA membership organization.

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We would like to acknowledge and give special thanks to the committee members for sharing their perspectives and ideas in the development of *ISLLC 2008*.

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A tremendous amount of research and resources underpins the 2008 policy standards (www.ccsso.org/ISLLC2008Research). We would like to give special thanks to the members of the research panel for their efforts in providing the relevant research. Joseph Murphy and Rosemary Papalewis, co-chairs of this research panel, provided remarkable leadership in this endeavor.

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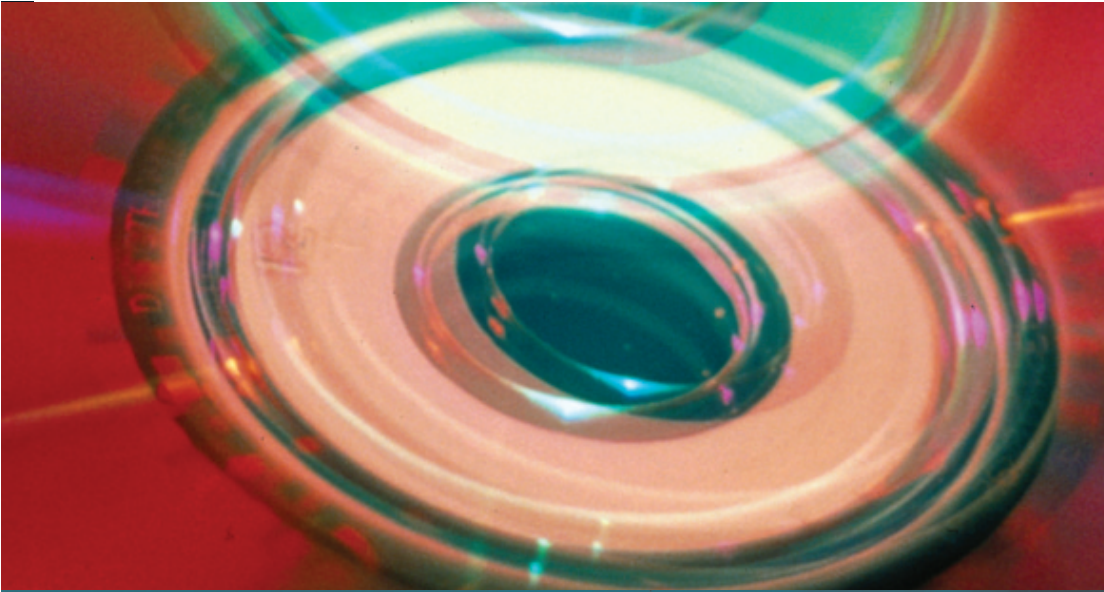
The Wallace Foundation. 2007. *A Bridge to School Reform*. New York, NY: The Wallace Foundation.

The production and release of the *Educational Leadership Policy Standards: ISLLC 2008* were made possible by:

CCSSO: Lois Adams-Rodgers, Melissa Zack Johnston
Communication**Works**, LLC: Robert Johnston, Shep Ranbom, Thomas Showalter
Design: David Kidd
Printing: Beacon Printing, Inc.

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One Massachusetts Avenue, NW, Suite 700
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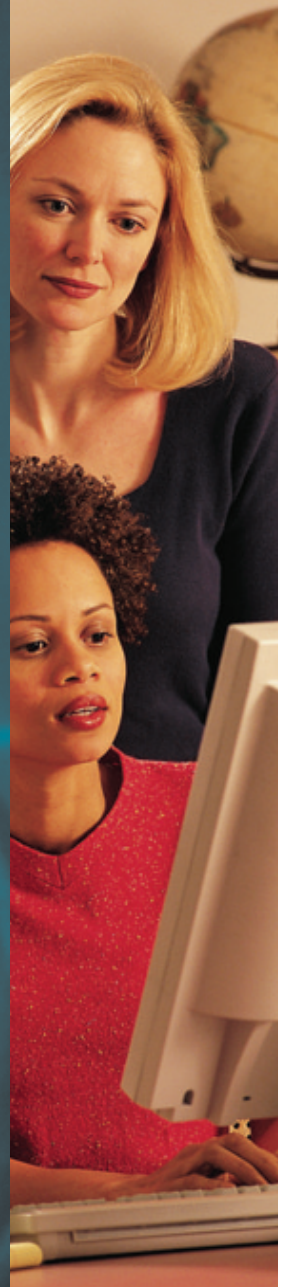
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Collaborative
for Technology
Standards
for School
Administrators

T S S A

Technology
Standards
for School Administrators



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*Design and printing provided by
North Central Regional Technology in Education Consortium*

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Message from the TSSA Collaborative

On behalf of the TSSA Collaborative, I am pleased to present the Technology Standards for School Administrators. The impetus for the development of these Standards was the recognition that administrators play a pivotal role in determining how well technology is used in our schools. These Standards enable us to move from just acknowledging the importance of administrators to defining the specifics of what administrators need to know and be able to do in order to discharge their responsibility as leaders in the effective use of technology in our schools.

The Technology Standards for School Administrators fit with and complement the exemplary work done by the International Society for Technology and Education (ISTE) in the NETS Projects, which produced educational technology standards for teachers and students. As a member of the Consortium, and particularly as the operational host for TSSA, ISTE played a very important role in this Project. We were able to accomplish this Project faster and better because of the expertise the ISTE team brought to it as a result of their previous work developing educational technology standards.

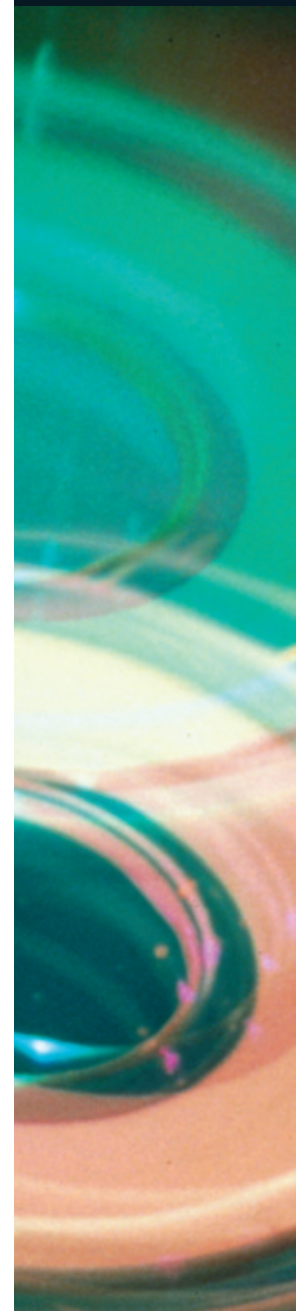
You will see in this document the names of the organizations in the Collaborative. These organizations provided the leadership for this effort. All of these organizations recognized the need for technology standards for school administrators and recognized that it made sense for us to work together rather than to devise divergent and competing sets of standards. You will also see the list of Participating Organizations. These organizations lent their support and council in the development of the standards. We expect that all of these organizations and others who may join with us will be involved in the most important task ahead – the implementation of the Standards.

I also wish to acknowledge the support provided by our Project Contributors. Their vote of confidence in us though their investment of funds and in-kind support is deeply appreciated.

Finally, I want to thank the hundreds of administrators, teachers, school board members, higher education faculty, state officials, and others who engaged in the process of developing the Standards with us. Working with you in this Project made the past year and a half a productive and rewarding experience.

*James Bosco, Chairperson
Technology Standards for School Administrators
Professor, Department of Educational Studies
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James Bosco
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TSSA
Collaborative





Technology
Standards
for School
Administrators

The Collaborative for Technology Standards for School Administrators (TSSA Collaborative) has facilitated the development of a national consensus on what P-12 administrators should know and be able to do to optimize the effective use of technology. This consensus is presented by the Collaborative (November 2001) as Technology Standards for School Administrators (TSSA).

The Collaborative believes that comprehensive implementation of technology is, in itself, large-scale systemic reform. Leadership plays a key role in successful school reform. The Collaborative's standards, therefore, focus on the role of leadership in enhancing learning and school operations through the use of technology.

These standards are indicators of effective leadership for technology in schools. They define neither the minimum nor maximum level of knowledge and skills required of a leader, and are neither a comprehensive list nor a guaranteed recipe for effective technology leadership.

Rather, these standards are a national consensus among educational stakeholders of what best indicates accomplished school leadership for comprehensive and effective use of technology in schools. The standards challenge almost every school administrator in some areas, yet each individual standard is attainable by the professional educational leader. Although a national consensus, in no way should these standards inhibit new development, innovation, or progress for schools or for school leadership.

The TSSA Collaborative and the many professionals who contributed to this effort realize the wide range of roles administrators play in schools, even when titles are similar. School and system size, degree of site-based governance, community characteristics, and strengths of individual administrators are but a few of the parameters that may cause variations in actual job roles. For this reason, wise consumers of these standards will apply this national resource in a way that acknowledges the local context of school leadership.

A rich array of expectations exists for use of these standards. They will find application in:

- **administrator preparation and professional development program design**
- **assessment and evaluation**
- **role definition and job descriptions**
- **individual and system accountability**
- **accreditation of schools and of administrator preparation programs**
- **certification (credentialing) of administrators**
- **self-assessment and goal setting**
- **design of technology tools for school administrators**

The audiences for these standards also are varied. School boards, administrators, human resources staff, staff developers, higher education personnel, and state education agencies will make use of this resource. Others include state and federal policy-makers, industry representatives and service providers, professional organizations, parents, taxpayers, and other community constituents. This places priority, then, on clarity and simplicity of language, free from specific education jargon. The document speaks to a variety of audiences, and it encourages accomplished leaders to stay abreast of current strategies and accepted principles as these evolve.

An underlying assumption to these standards is that administrators should be competent users of information and technology tools common to information-age professionals. The effective 21st Century administrator is a hands-on user of

technology. Much of the benefit of technology is lost for administrators who rely on an intermediary to do their e-mail, manipulate critical data, or handle other technology tasks for them.

While technology empowers administrators by the information it can readily produce and communicate, it exponentially empowers the administrator who masters the tools and processes that allow creative and dynamic management of available information.

Administrators who recognize the potential of technology understand that leadership has a responsibility to ensure digital equity. They must also know that technology can unlock tremendous potential in learners and staff with special and diverse needs. Administrators are responsible for incorporating assistive technologies that enable a school system to more comprehensively serve its constituents.



Highly successful school districts carefully align educational initiatives to address district priorities. Leaders must acknowledge this need for alignment as technology is integrated across the district. The shared vision for technology must be consistent with the district's overall educational vision, and technology plans must smoothly integrate with overall planning for school effectiveness.

The vision of the TSSA Collaborative is that the Technology Standards for School Administrators identify knowledge and skills that constitute the "core" – what every P-12 administrator needs regardless of specific job role – and, then extends the core to include the specific tasks of administrators in each of three job roles: (1) superintendent and executive cabinet, (2) district-level leaders for content-specific or other district programs, and (3) campus-level leaders, including principals and assistant principals. This phase of the effort does not address role-specific standards for business officers or technology directors.

The TSSA Collaborative recommends the standards be communicated as six standards statements along with a corresponding set of performance indicators for each. In addition, there are three sets of role-specific technology leadership tasks describing different expectations in three distinct administrative job roles. Also included are illustrative scenarios of practice corresponding to each job role. For clarity and brevity, performance indicators and leadership tasks that correspond to more than one standard are listed with the most closely aligned standard.

“Integrating technology throughout a school system is, in itself, significant systemic reform. We have a wealth of evidence attesting to the importance of leadership in implementing and sustaining systemic reform in schools. It is critical, therefore, that we attend seriously to leadership for technology in schools.”

**Don Knezek, Director
TSSA Standards Project
ISTE**

Technology Standards for School Administrators

I. Leadership and Vision:

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching:

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. Productivity and Professional Practice:

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. engage in sustained, job-related professional learning using technology resources.
- E. maintain awareness of emerging technologies and their potential uses in education.
- F. use technology to advance organizational improvement.

Framework, Standards, and Performance Indicators

IV. Support, Management, and Operations:

Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.

V. Assessment and Evaluation:

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. Social, Legal, and Ethical Issues:

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

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The following notice must accompany reproduction of these standards:

“This material was originally produced as a project of the Technology Standards for School Administrators Collaborative.”

I Leadership and Vision

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Performance Indicators

Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.**
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.**
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.**
- D. use data in making leadership decisions.**
- E. advocate for research-based effective practices in use of technology.**
- F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.**

Role-Specific Technology Leadership Tasks:

Superintendent

Superintendents who effectively lead integration of technology typically perform the following tasks:

- ensure that the vision for use of technology is congruent with the overall district vision.
- engage representatives from all stakeholder groups in the development, implementation, and ongoing assessment of a district technology plan consistent with the district improvement plan.
- advocate to the school community, the media, and the community at large for effective technology use in schools for improved student learning and efficiency of operations.

District Program Director

District program directors who effectively lead integration of technology typically perform the following tasks:

- assure that program technology initiatives are aligned with the district technology vision.
- represent program interests in the development and systematic review of a comprehensive district technology plan.
- advocate for program use of promising practices with technology to achieve program goals.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- participate in an inclusive district process through which stakeholders formulate a shared vision that clearly defines expectations for technology use.
- develop a collaborative, technology-rich school improvement plan, grounded in research and aligned with the district strategic plan.
- promote highly effective practices in technology integration among faculty and other staff.

II

Learning and Teaching

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Performance Indicators

Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.**
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.**
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.**
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.**
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.**

Role-Specific Technology Leadership Tasks:

Superintendent

Superintendents who effectively lead integration of technology typically perform the following tasks:

- provide equitable access for students and staff to technologies that facilitate productivity and enhance learning.
- communicate expectations consistently for the use of technology to increase student achievement.
- ensure that budget priorities reflect a focus on technology and its relationships to enhanced learning and teaching.

District Program Director

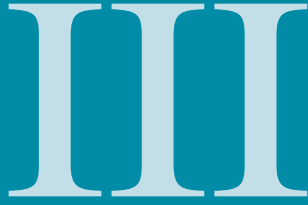
District program directors who effectively lead integration of technology typically perform the following tasks:

- participate in developing and providing electronic resources that support improved learning for program participants.
- provide rich and effective staff development opportunities and ongoing support that promote the use of technology to enhance program initiatives and activities.
- ensure that program curricula and services embrace changes brought about by the proliferation of technology within society.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- assist teachers in using technology to access, analyze, and interpret student performance data, and in using results to appropriately design, assess, and modify student instruction.
- collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes effective integration of technology for improved student learning.



Productivity and Professional Practice

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Performance Indicators

Educational leaders:

- A. model the routine, intentional, and effective use of technology.**
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.**
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.**
- D. engage in sustained, job-related professional learning using technology resources.**
- E. maintain awareness of emerging technologies and their potential uses in education.**
- F. use technology to advance organizational improvement.**

Role-Specific Technology Leadership Tasks:

Superintendent

Superintendents who effectively lead integration of technology typically perform the following tasks:

- establish a culture that encourages responsible risk-taking with technology while requiring accountability for results.
- maintain an emphasis on technology fluency among staff across the district and provide staff development opportunities to support high expectations.
- use current information tools and systems for communication, management of schedules and resources, performance assessment, and professional learning.

District Program Director

District program directors who effectively lead integration of technology typically perform the following tasks:

- use technology and connectivity to share promising strategies, interesting case studies, and student and faculty learning opportunities that support program improvement.
- model, for program staff, effective uses of technology for professional productivity such as in presentations, record keeping, data analysis, research, and communications.
- use online collaboration to build and participate in collaborative learning communities with directors of similar programs in other districts.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- use current technology-based management systems to access and maintain personnel and student records.
- use a variety of media and formats, including telecommunications and the school Web site, to communicate, interact, and collaborate with peers, experts, and other education stakeholders.

IV

Support, Management, and Operations

Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Performance Indicators

Educational leaders:

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.**
- B. implement and use integrated technology-based management and operations systems.**
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.**
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.**
- E. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.**

Role-Specific Technology Leadership Tasks:

Superintendent

Superintendents who effectively lead integration of technology typically perform the following tasks:

- provide adequate staffing and other resources to support technology infrastructure and integration across the district.
- ensure, through collaboration with district and campus leadership, alignment of technology efforts with overall district improvement efforts in instructional management and district operations.

District Program Director

District program directors who effectively lead integration of technology typically perform the following tasks:

- implement technology initiatives that provide instructional and technical support as defined in the district technology plan.
- determine financial needs of the program, develop budgets, and set timelines to realize program technology targets.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- provide campus-wide staff development for sharing work and resources across commonly used formats and platforms.
- allocate campus discretionary funds and other resources to advance implementation of the technology plan.
- advocate for adequate, timely, and high-quality technology support services.

V

Assessment and Evaluation

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Performance Indicators

Educational leaders:

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.**
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.**
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.**
- D. use technology to assess, evaluate, and manage administrative and operational systems.**

Role-Specific Technology Leadership Tasks:

Superintendent

Superintendents who effectively lead integration of technology typically perform the following tasks:

- engage administrators in using district-wide and disaggregated data to identify improvement targets at the campus and program levels.
- establish evaluation procedures for administrators that assess demonstrated growth toward achieving technology standards for school administrators.

District Program Director

District program directors who effectively lead integration of technology typically perform the following tasks:

- continuously monitor and analyze performance data to guide the design and improvement of program initiatives and activities.
- employ multiple measures and flexible assessment strategies to determine staff technology proficiency within the program and to guide staff development efforts.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- promote and model the use of technology to access, analyze, and interpret campus data to focus efforts for improving student learning and productivity.
- implement evaluation procedures for teachers that assess individual growth toward established technology standards and guide professional development planning.
- include effectiveness of technology use in the learning and teaching process as one criterion in assessing performance of instructional staff.

VI

Social, Legal, and Ethical Issues

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Performance Indicators

Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.**
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.**
- C. promote and enforce privacy, security, and online safety related to the use of technology.**
- D. promote and enforce environmentally safe and healthy practices in the use of technology.**
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.**

Role-Specific Technology Leadership Tasks:

Superintendent

Superintendents who effectively lead integration of technology typically perform the following tasks:

- ensure that every student in the district engages in technology-rich learning experiences.
- recommend policies and procedures that protect the security and integrity of the district infrastructure and the data resident on it.
- develop policies and procedures that protect the rights and confidentiality of students and staff.

District Program Director

District program directors who effectively lead integration of technology typically perform the following tasks:

- involve program participants, clients, and staff in dealing with issues related to equity of access and equity of technology-rich opportunities.
- educate program personnel about technology-related health, safety, legal, and ethical issues, and hold them accountable for decisions and behaviors related to those issues.
- inform district and campus leadership of program-specific issues related to privacy, confidentiality, and reporting of information that might impact technology system and policy requirements.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- secure and allocate technology resources to enable teachers to better meet the needs of all learners on campus.
- adhere to and enforce among staff and students the district's acceptable use policy and other policies and procedures related to security, copyright, and technology use.
- participate in the development of facility plans that support and focus on health and environmentally safe practices related to the use of technology.



A Day in the Life of a Superintendent...

Imagining the Very Near Future

Dr. Sue Steinbeck's day begins at home with a quick check of her PDA (personal digital assistant) for the day's calendar. She then logs on to access email messages from board members, central office personnel, principals, teachers, parents, and community members. Messages demanding an immediate response from the superintendent are handled directly by email. Board members, using their district-supplied workstations, typically get "priority" response. Tasks more appropriately handled by other staff members are referred via email for attention by directors, principals, and other district personnel. For responses requiring additional research, the superintendent "files" the message, tags it for follow-up, and sets an electronic "tickler" as a reminder to complete the response.

Upon arriving at her office, Dr. Steinbeck accesses the administrative team's online calendar to review schedules of senior administrators and determine an appropriate time for a special cabinet meeting. Reviewing the district calendar, she also gets a sense of what is happening across the district, and where she might best spend time attending functions or visiting classrooms.


Following her attendance at a Rotary Club luncheon, where she makes a multimedia presentation that highlights the district's new technology plan, Sue checks legislative Web sites to learn about pending action that may impact her school district. Dr. Steinbeck emails two influential legislators regarding a school funding bill under consideration, and she schedules herself to testify in support of a bill requiring technology competency for certification of new teachers in the state. An unusually high percentage of the district's graduating seniors were admitted to competitive colleges and universities this year, so Dr. Steinbeck emails the district chief information officer. She requests that he draft a story (complete with digital photos) that she will review online prior to publication in the local newspaper and posting on the district Web site.

Superintendent Steinbeck reviews requested electronic end-of-year reports from cabinet members and directors regarding transportation, food service, facilities, budget, personnel actions, and curriculum enhancement activities. An electronic reminder by her PDA of an upcoming meeting with an unhappy parent alerts her to query the student database to gain background information about the student's schedule and performance. She reviews a priority email requested that morning from the student's principal to gain further insight on this parent issue before moving to the conference. Following the meeting, Sue visits a campus improvement team meeting at the new middle school, and then a grand "re-opening" of an elementary library that had been damaged earlier in the year because of roof failure during an intense

thunderstorm. Dr. Steinbeck observes with pride the success of re-opening the library as a model, technology-rich, 21st Century library as she observes a student who served with her on the library redesign team guiding a parent through one of the new online, full-text periodical services.

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Driving home from the office, Superintendent Steinbeck reflects upon the vision she hopes to advance for the use of technology across the school district. She begins to develop in her own mind strategies for using community connectivity to optimize her efforts to communicate and advocate that vision. Later that evening, Dr. Steinbeck connects via the Internet to prepare for a collaborative online course that involves other superintendents meeting virtually the next day to explore curriculum-based budgeting. Before retiring, she reviews her calendar for the following day and checks her email messages, which include a brief district budget update from the Associate Superintendent.



Technology Lessons

from the Central Office
Leading Curriculum and Technology Use

Curriculum Director Rick Tan rises early in the morning and checks his personal digital assistant (PDA) for the calendar of the day's events and appointments. He logs on and checks email and then syncs his computer to his PDA. Upon arriving in the office he moves his work to his office workstation, checks voice mail and email, and responds. His first appointment is an 8:30 a.m. budget meeting with some staff physically present and others connected via compressed video. The department budget is projected, and changes are made simultaneously on the screen and on the server via wireless connectivity. Participants interact via voice and video and by sharing data and text using a collaborative software package. Everyone leaves the meeting with new budget figures at their fingertips whether on a laptop or PDA.

After a quick calendar check, Mr. Tan proceeds down the hall to his next scheduled appointment, a district accountability meeting. District program leaders, participating at local and remote sites, download district performance reports, analyze the data in smaller focus groups, and report out areas of acute district concern. As participants brainstorm various plans of action to address areas of identified need, Rick uses concept-mapping software to construct an organizing framework for the ideas generated. Following the meeting, he posts the plans for review and comment on the district intranet within an online discussion area prepared earlier in the week.

On the way back to his office, Rick checks for new email. As he prepares for a lunch meeting with the association of local realtors, Mr. Tan reviews his presentation summarizing recently published school performance data and highlighting the newly adopted district reading program. Curriculum Director Tan uses multimedia and presentation software to present a brief program overview and to introduce the new reading standards Web page. The presentation also includes a live link back to a first grade classroom for a peek at a demonstration lesson.

On the way to his office, Rick stops for an initial meeting with university personnel to plan graduate-level Master's Degree offerings delivered from local school sites and distributed via compressed video and Web-based courses. He logs on and shares with university personnel several model online programs he has researched during the previous week.


Upon returning to the office, Mr. Tan meets with the P-12 Curriculum Committee to discuss the progress of the student assessment/electronic portfolio project. He uses his own prepared Web pages to show examples of student portfolios gathered from other districts, and he invites the committee to browse these at their leisure.

Upon returning to the office, Mr. Tan meets with the P-12 Curriculum Committee to discuss the progress of the student assessment/electronic portfolio project. He uses his own prepared Web pages to show examples of student portfolios gathered from other districts, and he invites the committee to browse these at their leisure.

Meeting with a group of middle school teachers after school, Rick joins the review of model standards-based lessons developed to demonstrate the use of technology to better address district curriculum priorities. The lessons have been posted temporarily on a password-protected district intranet site. Mr. Tan facilitates the group's selection of a committee to "jury" proposed lessons for posting on the district intranet, and the meeting adjourns.

Rick returns to his office and sends email to all district principals with an attached announcement of next week's principals' meeting and a private Web site address through which principals are to submit next year's professional development plans for review and approval.

Before he leaves for the day, he logs on to the district intranet and digitally approves purchase orders received that day for curriculum support materials.



Welcome to my World...

The Principal

Visioning the Not-Too-Distant Future

Upon arriving at school, Ms. Linda Thompson keys her code into the door security pad and heads to her office to begin the day. The first order of business is to check her email. After logging on, she reads and responds to a number of messages, reviews the school improvement plan on the district Web site, and pulls up her presentation for the morning staff meeting to make a few enhancements she thought of on the way to school. Yesterday, Ms. Thompson developed graphs to be used in her presentation utilizing data from the state department, central office, and building-level surveys. Ms. Thompson's secretary arrives at work and pops in to remind her about the 11:30 a.m. student council luncheon. Ms. Thompson pulls out her personal digital assistant (PDA) to verify the appointment before heading to the 7:30 a.m. staff meeting.

During the meeting, Ms. Thompson encourages staff to post comments on two topics through the school Web site. The school improvement team is requesting feedback on the draft of the new school improvement plan, and the school's technology planning team has requested comments on and a prioritization of strategies for implementing the district vision for technology use. Ms. Thompson returns to her office and her email. In response to a message from the superintendent asking for data on SAT scores, she forwards the message to the counseling department and asks that they send to the superintendent an updated spreadsheet containing SAT information from the last five years.

Later that morning, Mr. Paul, who teaches Freshman English, comes in and closes the door behind him. He presents the Principal with a paper he believes was downloaded from a Web site. Ms. Thompson asks the teacher to work with the campus technology facilitator and library/media specialist to verify a violation of the district's acceptable use policy and intellectual code of conduct. Receiving verification of a violation using school computers, Ms. Thompson emails the district technology coordinator requesting the site be blocked using filtering software, and schedules a conference with the student and parents to outline the consequences spelled out in school policies. After reading an email from the student council president asking her to approve a live band for the homecoming dance next month, she replies with a request for music samples and more information to assist in her review of the band and their repertoire of music.

After lunch, Ms. Thompson grabs her laptop and goes to Mr. Garcia's room to do a classroom observation. Through the district's new wireless network, she downloads Mr. Garcia's lesson plan from the school file server as she observes the class. Ms. Thompson is excited to see that Mr. Garcia has incorporated technology use into his lesson. Using exciting new software supporting

sophisticated mathematical reasoning, students are engaged as pairs, with each pair sharing a wireless laptop. Mr. Garcia moves from group to group offering support as students prepare to publish their solutions to a class Web page and to project their contribution for whole-class review and discussion. Ms. Thompson writes up a rough draft of the evaluation, thanks and applauds Mr. Garcia for his efforts, and heads back to the office to finish the observation report. In completing her report, she reviews Mr. Garcia's professional goals and last year's summative evaluation in his electronic portfolio on the secure district file server. After the final draft is completed, Ms. Thompson uploads the report to the evaluation folder on the district file server and emails Mr. Garcia complimenting his effective lesson design and use of technology and suggesting a time for his follow-up conference.

Using exciting new software supporting sophisticated mathematical reasoning, students are engaged as pairs, with each pair sharing a wireless laptop.

Before Ms. Thompson leaves for the day, she makes one final check of her email. She sees that her secretary has added a few dates to her calendar, and the assistant superintendent has forwarded a first draft of next year's budget. She synchs to her PDA to update her calendar and drops the budget information into her planning folder. She turns out the lights and heads for the door. After dinner, Ms. Thompson connects to the Internet to do some leisurely research on motivating reluctant learners through student use of digital photography and digital video.

TSSA Standards Development – The following information identifies the standards development team.

Project Leadership Team – The TSSA Collaborative acknowledges the wealth of expertise and hard work contributed to this effort by those named here and by the thousands of practicing administrators and other stakeholders who reviewed and responded to the work. The Collaborative especially recognizes the contribution to this effort by the International Society for Technology in Education (ISTE) who, in addition to its role as a member of the TSSA Collaborative, provided tireless leadership in fundraising, management, and logistics support for the project. Special thanks go to the three individuals accepting formal leadership roles for this initiative:

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PARTICIPATING ORGANIZATIONS IN THE TSSA STANDARDS INITIATIVE

Not-for-profit organizations that have applied and been approved by the TSSA Collaborative as Participating Organizations in the TSSA Standards Initiative are committed to supporting the standards by providing expertise in the development and refinement of the standards, assistance in disseminating the standards, and support in implementing the TSSA Standards.

Current members are:

The American Council on the Teaching of Foreign Languages (ACTFL)
California Computer Using Educators (CUE)
Corporation for Public Broadcasting (CPB)
Louisiana State Department of Education
Maryland Instructional Computer Coordinators Association (MICCA)
MASS Networks Educational Partnership (MNEP)
Massachusetts Elementary School Principal's Education Foundation, Inc.
Michigan Association of Computer Users in Learning (MACUL)
National Educational Computing Association (NECA)
Nebraska State Department of Education
New Mexico Council on Technology in Education (NMCTE)
Oklahoma Technology Administrators (OTA)
Teaching Matters, Inc.
Technology and Innovation in Education - South Dakota (TIE)
Texas Association of School Administrators (TASA)
University of Maryland

Utah Association of Elementary School Principals (UAESP)
Virginia Association of School Superintendents (VASS)
Virginia Educational Technology Alliance (VETA)
Virginia State Department of Education
WestED RTEC

PROJECT CONTRIBUTORS

The following entities provided funding to support development and dissemination of the TSSA Standards.

TSSA Collaborative Members
Preparing Tomorrow's Teachers to Use Technology (PT3) Program of the U.S. Department of Education
International Society for Technology in Education
Apple
Chancery Software, Ltd
Enterasys Networks, Inc.
Microsoft Corporation
NCRTEC at NCREL
NetSchools Corporation
NSBA ITTE Network
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Dispositions, Dimensions, and Functions for School Leaders

Preparation and Support for the Next Generation of Kentucky’s School and District Leaders

Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development	ISLLC Standards
<p>A school administrator is an educational leader who promotes the success of all students by becoming a:</p> <ul style="list-style-type: none"> • VISIONARY LEADER – facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community. • CURRICULAR LEADER – advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. • MANAGERIAL LEADER – ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. • CULTURAL LEADER – collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources. • ETHICAL LEADER – acting with integrity, fairness, and in an ethical manner. • POLITICAL LEADER – understanding, responding to, and influencing the larger political, social, legal, and cultural context. 	<p>Dimensions and Functions for School Leaders</p> <p>Overarching Capacity: <i>Principal Dispositions</i></p> <p>Dimension 1. Leading Teaching and Learning Function: 1.1 Curriculum Function: 1.2 Instruction and Learning Interventions</p> <p>Dimension 2. Assessing the Instructional Program and Monitoring Student Performance Function: 2.1 Assessment Function: 2.2 Data Driven Decision-Making, Monitoring Student Learning and Ensuring Accountability</p> <p>Dimension 3. Securing and Developing Staff Function: 3.1 Staff Selection Function: 3.2 Personnel Evaluation Function: 3.3 Work Conditions and Environment Function: 3.4 Professional Development (PD)</p> <p>Dimension 4. Building Culture and Community Function: 4.1 School Culture Function: 4.2 Learning Communities for Students and Staff Function 4.3 Professional Ethics</p> <p>Dimension 5. Creating Organizational Structures and Operations Function: 5.1 Operational Vision and Mission Function: 5.2 School Improvement Planning and Implementation Function: 5.3 Functions and Procedures and Structures Function 5.4: Legal Framework</p> <p>Dimension 6. Leveraging Community Systems and Resources Function: 6.1 Family and Community Function 6.2 District Function 6.3 Policy Environment</p>

Dispositions

The administrator believes in, values, and is committed to:

1. *The educability of and life-long learning for everyone;*
2. *Student learning as the fundamental purpose of schooling;*
3. *Making management decisions to enhance learning and teaching;*
4. *Schools operating as an integral part of the larger community;*
5. *Bringing ethical principles to the decision making process for the common good of the community;*
6. *The importance of continual engagement with families, community stakeholders, and other decision makers;*
7. *Education as key to opportunity and social mobility;*
8. *Being an advocate for the protection of student rights and the improvement of student opportunities.*

The following guide indicates the dimensions that address each disposition.

Disposition	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Dimension 6
1	X	X	X	X	X	X
2	X	X	X	X	X	X
3	X	X	X	X	X	X
4		X		X	X	X
5	X	X	X	X	X	X
6	X	X	X	X	X	X
7	X	X	X	X	X	X
8	X	X	X	X	X	X

Dimensions and Functions

Standards for School Leaders	Dimension 1. Leading Teaching and Learning	Aspiring Principal Indicators
<p>ISLLC: 2, 3, 4 McRel: 4, 5, 7, 18, 21 SISI: 1, 2, 3, 7, 8 SREB: 2, 3, 4 Wallace Driver Behaviors: 2, 4, 7 Attributes of Successful Schools- Disciplined Process: Systems & Structure</p>	<p>Function: 1.1 Curriculum</p>	<p>1.1.a Understands the processes to align, audit, monitor, and evaluate curriculum</p> <p>1.1.b Understands the design, purpose and analysis of curriculum maps and pacing guides that are aligned with Program of Studies, performance standards, and core content</p> <p>1.1.c Understands how to design course schedule(s) and sequences that provide rigorous programs accessible by all students</p> <p>1.1.d Understands the strategies and structures to support improvements in literacy and numeracy as the priority in a well rounded curriculum.</p> <p>1.1.e Understands the importance of diversity in developing and implementing curriculum.</p>
<p>ISLLC: 2, 3, 4 McRel: 4, 5, 7, 18, 21 SISI: 1, 2, 3, 7, 8 SREB: 2, 3, 4 Wallace Driver Behaviors: 2, 4, 7 Attributes of Successful Schools – Disciplined PROCESS: Systems & Structure</p>	<p>Function: 1.2 Instruction and Learning Interventions</p> <p>Function: 1.2 Instruction and Learning Interventions cont'd</p>	<p>1.2.a Understands learning interventions to address skill deficits and learning needs of students.</p> <p>1.2.b Understands the process of providing multiple opportunities to learn by regrouping students, re-teaching lessons, and modifying strategies based on formal and informal assessments.</p> <p>1.2.c Understands appropriate use of varied research-based instructional strategies.</p> <p>1.2.d Understands the appropriate use of technology in instructional settings.</p>

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Adapted from the "Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development" by the Education Professional Standards Board, May, 2008

Standards for School Leaders	Dimension 2. Assessing the Instructional Program and Monitoring Student Performance	Aspiring Principal Indicators
<p>ISLLC: 2, 3, 4, 5, 6 McRel: 1, 3, 4, 5, 7, 18, 21 SISI: 1, 2, 3, 4, 6, 7, 8, 9 SREB: 2, 3, 4, 5, 12 Wallace Driver Behaviors: 2, 4, 6, 7 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning</p>	<p>Function: 2.1 Assessment</p>	<p>2.1.a Understands the connection between national, state, district, school and classroom assessments and their impact on curriculum and instruction.</p> <p>2.1.b Understands how to use the results of multiple assessments to provide meaningful feedback on learning</p> <p>2.1.c Understands, analyzes and applies school data to: Identify learning and achievement gaps Determine system, instructional, and student needs Develop a monitoring and improvement process for curriculum, instruction, evaluation, and professional development.</p> <p>2.1.d Knows a variety of protocols to promote teacher collaboration in analyzing student work.</p>
<p>ISLLC: 2, 3, 4, 5, 6 McRel: 1, 3, 4, 5, 7, 18, 21 SISI: 1, 2, 3, 4, 6, 7, 8, 9 SREB: 2, 3, 4, 5, 12 Wallace Driver Behaviors: 2, 4, 6, 7 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning</p>	<p>Function: 2.2 Data-Driven Decision Making, Monitoring Student Learning and Ensuring Accountability</p>	<p>2.2.a Understands how to use data to prioritize decisions and drive change.</p> <p>2.2.b Understands how to use assessment data to determine and address curricular gaps.</p> <p>2.2.c Understands the importance of monitoring classroom assessments to inform instructional practice.</p> <p>2.2d Understands how to conduct and interpret research to improve student performance</p> <p>2.2e Understands how to be a good consumer of research</p> <p>2.2f Understands the need to identify and remove barriers to student learning</p>

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Adapted from the "Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development" by the Education Professional Standards Board, May, 2008

Standards for School Leaders	Dimension 3. Securing and Developing Staff	Aspiring Principal Indicators
<p>ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff</p>	<p>Function: 3.1 Staff Selection</p>	<p>3.1.a Understands the dispositions, content knowledge and pedagogy of effective teachers. 3.1.b Understands methods of assessing the dispositions, content knowledge and pedagogy of teaching applicants. 3.1.c Understands the importance of aligning the staff recruitment and selection process with the diversity needs of the school, school mission, vision, and school improvement plan. 3.1.d Understands how to apply legal requirements, state and district personnel policies and procedures.</p>
<p>ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff</p>	<p>Function: 3.2 Personnel Evaluation</p>	<p>3.2.a Understands how to evaluate staff performance and plan professional growth of staff. 3.2.b Understands the Kentucky Teacher Standards and instructional best practices for use in personnel evaluation. 3.2.c Understands the components and legal requirements of formative and summative staff evaluation. 3.2.d Understands effective classroom observation techniques and teacher conferencing methods. 3.2.e Understands how to collaboratively develop professional growth plans based on instructional needs identified through the evaluation process.</p>

▼ | Dimensions and Functions

Adapted from the "Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development" by the Education Professional Standards Board, May, 2008

<p>ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff</p>	<p>Function: 3.3 Work Conditions and Environment</p>	<p>3.3.a Understands the effective use of instructional time and resources for effective learning. 3.3.b Develops effective methods for open communications between staff and administrators . 3.3.c Recognizes strategies of motivation, recognition, and rewards in sustaining and improving teacher performance. 3.3.d Understands the importance of professional relationships with and among school staff.</p>
<p>ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff</p>	<p>Function: 3.4 Professional Development (PD)</p>	<p>3.4.a Knows theories and research underlying effective professional development. 3.4.b Understands the significance of continual attention to effective teaching practices and discussions about current research and theory. 3.4.c Understands the critical attributes of an effective PD system. 3.4.d Demonstrates a commitment to learning.</p>

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Adapted from the "Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development" by the Education Professional Standards Board, May, 2008

Standards for School Leaders	Dimension 4. Building Culture and Community	Aspiring Principal Indicators
<p>ISLLC: 1, 2, 3, 4, 5 McRel: 1, 3, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21 SISI: 4, 5, 7, 8 SREB: 2, 3, 4 Wallace Driver Behaviors: 1, 5, 7 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff</p>	<p>Function: 4.1 School Culture</p>	<p>4.1.a Understands strategies to reinforce norms of behavior within a school culture conducive to student learning and achievement.</p> <p>4.1.b Understands strategies to promote effective change.</p> <p>4.1.c Understands the elements of and impact of formal and informal school culture.</p> <p>4.1.d Understands how data can be used to influence and inform school culture.</p> <p>4.1e Understands that individuals, families and communities need to be active partners in school success.</p> <p>4.1f Understands how to engage all stakeholders.</p> <p>4.1g Understands the importance of treating all individuals with fairness, dignity and respect.</p> <p>4.1h Understands the need to use the influence of the office to enhance student learning and achievement rather than for personal gain.</p>
<p>ISLLC: 1, 2, 3, 4, 5 McRel: 1, 3, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21 SISI: 4, 5, 7, 8 SREB: 2, 3, 4 Wallace Driver Behaviors: 1, 5, 7 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff</p>	<p>Function: 4.2 Learning Communities for Students and Staff</p>	<p>4.2.a Understands how to create and sustain a school wide learning environment based on a shared sense of community and cooperation.</p> <p>4.2b Understands the importance of varied values and opinions.</p> <p>4.2.c Understands characteristics of professional learning communities that focus on student learning and achievement.</p> <p>4.2d Understands how to foster individual and collective accountability among staff members to improve student learning and achievement.</p>

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Adapted from the "Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development" by the Education Professional Standards Board, May, 2008

<p>ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff</p>	<p>Function 4-3 Professional Ethics</p>	<p>4-3.a Understands the need to model beliefs, ideals, and professional ethics conducive to student learning and achievement. 4-3.b Understands the importance of a commitment to equity and diversity. 4-3.c Understands the roles and responsibilities of all school administrative, departmental and support staff, leadership teams, committees, and school-based council. 4-3.d Understands the importance of modeling a personal and professional code of ethics.</p>
<p>Standards for School Leaders</p>	<p>Dimension 5. Creating Organizational Structures and Operations</p>	<p>Aspiring Principal Indicators</p>
<p>ISLLC: 1, 3, 5, 6 McRel: 2, 4, 6, 8, 10, 12, 15, 16, 17, 19, 20, 21 SISI: 5, 7, 8, 9, 11 SREB: 1,2,3,4 Wallace Driver Behaviors: 2, 4, 5, 6 Attributes of Successful Schools - Disciplined PROCESS: Systems and Structure</p>	<p>Function: 5.1 Operational Vision and Mission</p>	<p>5.1.a Understands the importance of vision and developing a personal vision for school leadership. 5.1.b Understands the importance of a collaborative process to develop shared beliefs, vision and mission that supports student learning and achievement. 5.1.c Knows a variety of strategies to align resources, operational procedures and organizational structures with the school vision and mission. 5.1d Understands how modeling values, beliefs, and attitudes can inspire others to higher levels of performance.</p>

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Adapted from the "Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development" by the Education Professional Standards Board, May, 2008

<p>ISLLC: 1, 3, 5, 6 McRel: 2, 4, 6, 8, 10, 12, 15, 16, 17, 19, 20, 21 SISI: 5, 7, 8, 9, 11 SREB: 1,2,3,4 Wallace Driver Behaviors: 2, 4, 5, 6 Attributes of Successful Schools - Disciplined PROCESS: Systems and Structure</p>	<p>Function: 5.2 School Improvement Planning and Implementation</p>	<p>5.2.a Understands systems thinking as related to student learning and achievement and designs appropriate strategies. 5.2.b Understands the role of leadership and shared decision making in school improvement planning. 5.2.c Understands the development, implementation and monitoring of a school improvement plan aligned with data, policy and regulation.</p>
<p>ISLLC: 1, 3, 5, 6 McRel: 2, 4, 6, 8, 10, 12, 15, 16, 17, 19, 20, 21 SISI: 5, 7, 8, 9, 11 SREB: 1,2,3,4 Wallace Driver Behaviors: 2, 4, 5, 6 Attributes of Successful Schools - Disciplined PROCESS: Systems and Structure</p>	<p>5.3 Functions, Procedures, and Structures</p>	<p>5.3.a Understands basic management skills to foster student safety, learning and achievement. 5.3.b Understands problem-solving techniques for decision making purposes.</p>
<p>ISLLC: 1, 3, 5, 6 McRel: 2, 4, 6, 8, 10, 12, 15, 16, 17, 19, 20, 21 SISI: 5, 7, 8, 9, 11 SREB: 1,2,3,4 Wallace Driver Behaviors: 2, 4, 5, 6 Attributes of Successful Schools - Disciplined PROCESS: Systems and Structure</p>	<p>Function 5.4 Legal Framework</p>	<p>5.4a Understands the laws, regulations, and policies under which the school must function.</p>

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Adapted from the "Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development" by the Education Professional Standards Board, May, 2008

Standards for School Leaders	Dimension 6. Leveraging Community Systems and Resources	Aspiring Principal Indicators
<p>ISLLC: 1, 2, 3, 4 McRel: 1, 2, 4, 5, 6, 7, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21 SISI: 4, 7, 8, 9 SREB: 1, 2, 3, 4, 8 Wallace Driver Behaviors: 1, 2, 4, 5, 6 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning</p>	<p>Function: 6.1 Family and Community</p>	<p>6.1.a Understands strategies to build learning relationships with families. 6.1b Understands strategies to build partnerships with community stakeholders 6.1.c Understands strategies to leverage multiple resources to improve student learning and achievement 6.1d Understands and considers the prevailing values of the diverse community. 6.1e Understands the importance of community stakeholder involvement in student learning and achievement 6.1f Understands how to assess family and community concerns, expectations and needs. 6.1g Understands how the community environment in which schools operate can be influenced on behalf of all students and their families. 6.1h Understands the need for ongoing dialogue with representatives of diverse community groups. 6.1i Understands the importance of being engaged in the larger community outside of the local school.</p>

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Adapted from the "Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development" by the Education Professional Standards Board, May, 2008

<p>ISLLC: 1, 2, 3, 4 McRel: 1, 2, 4, 5, 6, 7, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21 SISI: 4, 7, 8, 9 SREB: 1, 2, 3, 4, 8 Wallace Driver Behaviors: 1, 2, 4, 5, 6 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning</p>	<p>Function: 6.2 Districts</p>	<p>6.2a Understands the district protocol for accessing additional external resources 6.2b Understands how to allocate and integrate district resources available for addressing all student needs. 6.2c Understands how to leverage district resources for school improvement. 6.2d Understands the importance of monitoring and evaluating district resources based on changing student needs.</p>
<p>ISLLC: 1, 2, 3, 4 McRel: 1, 2, 4, 5, 6, 7, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21 SISI: 4, 7, 8, 9 SREB: 1, 2, 3, 4, 8 Wallace Driver Behaviors: 1, 2, 4, 5, 6 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning</p>	<p>Function: 6.3 Policy Environment</p>	<p>6.3a Understands how to influence public policy to provide quality education for all students. 6.3b Understands how to operate within the political environment in which the school exists.</p>

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Adapted from the "Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development" by the Education Professional Standards Board, May, 2008

Appendix G-7

STANDARDS FOR GUIDANCE COUNSELING PROGRAMS

These standards were approved January 2005 by the Kentucky Education Professional Standards Board. The Kentucky Standards for Guidance Counselor Programs are derived from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards and are incorporated by reference in 16 KAR 5:010 that include core curriculum experiences and demonstrated knowledge and skills.

PREAMBLE

Professional guidance counselors represent a significant and important component of the educational leadership team within the P-12 schools of the Commonwealth. The standards for training and preparation for guidance counselors evolved from a synthesis of the American School Counselor Association (ASCA) National Model and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) national counselor preparation standards. The standards acknowledge the importance of a common core of knowledge, skills, and abilities as well as the specific skills and knowledge unique to the practice of professional school counseling. The standards for counselor training and preparation represent the foundation for the profession of guidance counseling in the Commonwealth of Kentucky.

A. FOUNDATIONS OF SCHOOL COUNSELING

1. history, philosophy, and current trends in school counseling and educational systems;
2. relationship of the school counseling program to the academic and student services program in the school;
3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
4. strategies of leadership designed to enhance the learning environment of schools;
5. knowledge of the school setting, environment, and pre-K-12 curriculum;
6. current issues, policies, laws, and legislation relevant to school counseling;
7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and
10. ethical and legal considerations related specifically to the practice of school counseling (e.g., the *ASCA Ethical Standards for School Counselors*, and the *ACA Code of Ethics*).

B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

1. advocacy for all students and for effective school counseling programs;
2. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;
3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development.
4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;
5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;
6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and
7. knowledge of prevention and crisis intervention strategies.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

1. Program Development, Implementation, and Evaluation

- a. use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) to improve student outcomes;
- b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the *ASCA National Standards for School Counseling Programs*) including an awareness of various systems that affect students, school, and home;
- c. implementation and evaluation of specific strategies that meet program goals and objectives;
- d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;
- e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;
- f. strategies for seeking and securing alternative funding for program expansion; and
- g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

2. Counseling and Guidance

- a. individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all;
- b. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career, and personal/social development;
- c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
- d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide);
- e. developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);
- f. constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;
- g. systems theories and relationship among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and
- h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

3. Consultation

- a. strategies to promote, develop, and enhance effective teamwork within the school and larger community;
- b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;
- c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and
- d. knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

D. CLINICAL INSTRUCTION

For the School Counseling Program, practicum/internship experiences must occur in a school counseling setting under the supervision of a site supervisor.

The program must clearly define and measure the outcomes expected of practicum/intern students, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs).

PROGRAM OBJECTIVES AND CURRICULUM

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow:

1. **PROFESSIONAL IDENTITY** – studies that provide an understanding of all of the following aspects of professional functioning:
 - a. history and philosophy of the counseling profession, including significant factors and events;
 - b. professional roles, functions, and relationships with other human service providers;
 - c. technological competence and computer literacy;
 - d. professional organizations, including ASCA/ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
 - e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
 - g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
 - h. ethical standards of ASCA, ACA, and related entities, and applications of ethical and legal considerations in professional counseling.

2. **SOCIAL AND CULTURAL DIVERSITY** – studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:
 - a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
 - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
 - c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
 - d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body;
 - e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
 - f. ethical and legal considerations.

3. **HUMAN GROWTH AND DEVELOPMENT** – studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:
 - a. theories of individual and family development and transitions across the life-span;
 - b. theories of learning and personality development;

- c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- d. strategies for facilitating optimum development over the life-span; and
- e. ethical and legal considerations.

4. CAREER DEVELOPMENT – studies that provide an understanding of career Development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques that are relevant to career planning and decision making;
- g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
- h. career counseling processes, techniques, and resources, including those applicable to specific populations; and
- i. ethical and legal considerations.

5. HELPING RELATIONSHIPS – studies that provide an understanding of counseling and consultation processes, including all of the following:

- a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
- b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of the counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

- e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;
 - f. integration of technological strategies and applications within counseling and consultation processes; and
 - g. ethical and legal considerations.
- 6. GROUP WORK** – studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:
- a. principles of group dynamics, including group process components, developmental stage theories, groups members' roles and behaviors, and therapeutic factors of group work;
 - b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
 - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
 - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
 - e. approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups;
 - f. professional preparation standards for group leaders; and
 - g. ethical and legal considerations.
- 7. ASSESSMENT** – studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:
- a. historical perspectives concerning the nature and meaning of assessment;

- b. basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- i. ethical and legal considerations.

8. RESEARCH AND PROGRAM EVALUATION – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research and opportunities and difficulties in conducting research in the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
- d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
- e. use of research to improve counseling effectiveness; and
- f. ethical and legal considerations.

National Association of Social Work's (NASW) Standards for School Social Work Practice

Standards 1- 28: Standards for practice and professional preparation and development: These standards define the training required for school social work practice. ***The seventeen (17) standards with an asterisk are considered to be entry level and must be addressed through course work and practicum to complete the school social work preparation program.** The remaining standards are indicative of an experienced practitioner.

Standards for Professional Practice

***Standard 1. A school social worker shall demonstrate commitment to the values and ethics of the social work profession and shall use NASW's Code of Ethics as a guide to ethical decision making.**

The school social worker shall demonstrate a recognition of basic human rights, including the right of students to human services; a willingness to act on professional judgment and convictions, and be informed by the NASW Code of Ethics; and the recognition that change is constant and requires school social workers to remain current by continuously scrutinizing and improving theory, policy, and practice.

As integral staff of local education agencies, school social workers have a responsibility to know and comply with local, state, and federal legislation, regulations, and policies. In the event that conflicts arise among competing expectations, school social workers are directed to the NASW Code of Ethics as a tool in their decision making.

Standard 2. School social workers shall organize their time, energies, and workloads to fulfill their responsibilities and complete assignments of their position, with due consideration of the priorities among their various responsibilities.

School social workers must manage their work in an efficient and effective manner. Priorities for practice must be developed collaboratively between the school social worker and his or her supervisor. Priorities should be established on the basis of their effect on student needs, the professional skills of the school social worker, program needs, and the availability of other resources. School social workers shall make use of technology systems in the local education agency to enhance communication, obtain and organize information, and demonstrate accountability.

***Standard 3. School social workers shall provide consultation to local education agency personnel, school board members, and community representatives to promote understanding and effective utilization of school social work services.**

School social workers provide consultation to facilitate an understanding of factors in the home, local education agency, and community that affect students' educational experiences. They also serve as consultants on such issues as discipline, attendance, confidentiality, race, ethnicity and language, mental health, behavior management, crisis intervention, and child abuse and neglect.

School social workers shall constantly be aware of the overall goals, objectives, and tasks of their specialty area and interpret them to local education agency personnel, so that the primary professional activities and competencies of school social workers are maintained.

***Standard 4. School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence that enhance families' support of students' learning experiences.**

Increasing diversity in U.S. classrooms requires that school social workers increase their awareness and appreciation of cultural differences. School social workers must develop competencies that include heightened self-awareness, knowledge, and practice skills consistent with the *NASW Standards for Cultural Competence in Social Work Practice*. * They must also recognize racial and ethnic barriers within the local education agency and develop strategies to lessen and overcome these barriers on students and improve the climate of the local education agency.

***Standard 5. School social work services shall be extended to students in ways that build students' individual strengths and offer students maximum opportunity to participate in the planning and direction of their own learning experience.**

In developing a plan of action, school social workers must consider the characteristics of an individual student and the capacity of all students to communicate about themselves, to choose among options, and to be involved in directing their own learning.

***Standard 6. School social workers shall help empower students and their families to gain access to and effectively use formal and informal community resources.**

Empowerment is based on the principle of using student and family strengths and structure to enable families to function as advocates for themselves. It is particularly appropriate for school social workers to identify and collaborate with individuals who function as formal or informal leaders in their communities to develop and enhance the natural helping networks that can complement the formal services of the local education agency and community agencies.

***Standard 7. School social workers shall maintain adequate safeguards for the privacy and confidentiality of information.**

School social workers must be familiar and comply with the various local, state, and federal mandates related to confidentiality. Professional judgment in the use of confidential information shall be based on best practice, legal, and ethical considerations. Students, families, and other professionals should be informed of the confidentiality limitations and requirements when services are initiated.

***Standard 8. School social workers shall advocate for students and their families in a variety of situations.**

Issues of concern affecting students may include limited educational opportunities; discipline; punitive, arbitrary, and exclusionary policies and procedures in schools; institutional racism; discrimination against and among students based on protected classifications such as race, sex, national origin, sexual orientation, and religion; homophobia; and sexism. Advocacy should support the needs of students who are immigrants and refugees, students who are homeless, students living with HIV I AIDS, students with substance abuse problems, and other at risk student populations. Effective advocacy can best be accomplished when school social workers are informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice.

Standard 9. As leaders and members of interdisciplinary teams and coalitions school social , workers shall work collaboratively to mobilize the resources of local education agencies and

communities to meet the needs of students and families.

As team leaders and members, school social workers initiate and support activities to overcome institutional barriers and gaps in services. School social workers must demonstrate trust, open communication, mutual respect, ongoing collaboration, and effective coordination to facilitate the achievement of the interdisciplinary team objectives. The unique contribution of the school social worker to the interdisciplinary team is to bring home, school, and community perspectives to the interdisciplinary process.

Standard 10. School social workers shall develop and provide training and educational programs that address the goals and mission of the educational institution.

School social workers shall provide training programs for parents, teachers, other local education agency personnel, and the staff of community agencies. These programs may involve teamwork and collaboration with other disciplines. Content should address the prevention, intervention, and remediation factors that affect students' success in school.

School social workers shall support the academic standards of their school districts. This is accomplished through services to prepare students for learning and the actual teaching of social and behavioral skills.

***Standard 11. School social workers shall maintain accurate data that are relevant to planning, management, and evaluation of school social work services.**

Timely and accurate records document school social work services, demonstrate outcomes, and promote accountability to the local education agency and community. Analyses of activity reports, program statistics, and outcome measures can support the effective use of school social work services to better meet the needs of students and families.

***Standard 12. School social workers shall conduct assessments of student needs that are individualized and provide information that is directly useful for designing interventions that address behaviors of concern.**

Assessments should take an ecological perspective, focusing on the students, as well as their interactions in the school environment, at home, and in community settings. A functional approach to assessment enhances understanding of the purpose and effect of problematic behaviors and provides information for developing interventions.

Standard 13. School social workers shall incorporate assessments in developing and implementing intervention and evaluation plans that enhance students' abilities to benefit from educational experiences.

Plans are based on assessments relevant to the concerns in the referral and include goals, objectives, and interventions to achieve desired outcomes; methods of evaluation; and outcome criteria. Plans are designed to enhance positive educational experiences and involve the student, the family, other team members, and school and community resources as appropriate.

Standard 14. School social workers, as systems change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs.

School social workers shall initiate activities to address deficiencies in resources and services of the local education agency or community that affect the ability of students to benefit from the

educational system. Advocacy should include leadership on committees and advisory boards at the local, state, and national levels.

Standard 15. School social workers shall be trained in and use mediation and conflict resolution strategies to promote students' resolution of their nonproductive encounters in the school and community and to promote productive relationships.

Attempts are often made to resolve conflicts and impasses between parents and the local education agency through formal, costly, and often adversarial due process procedures. Mediation and conflict resolution are effective strategies that school social workers should use both to undo the results of nonproductive encounters among students, parents, and school and agency personnel and to build positive, collaborative relationships. School social workers are, by training and experience, well suited to these roles and should seek opportunities to engage in these processes.

Standard 16. School social workers shall meet the provisions for practice set by NASW.

School social workers shall have a graduate degree in social work from a program accredited by the Council on Social Work Education (CSWE). As a distinct specialty within the social work profession, school social work requires specialized knowledge and understanding of educational systems. The school social worker should actively seek this specialized training when the CSWE accredited program does not provide it.

***Standard 17. School social workers shall possess knowledge and understanding basic to the social work profession.**

School social workers shall have an understanding of human behavior in the social environment and be skilled in implementing various practice modalities to help empower disadvantaged and oppressed populations. School social workers shall use research to inform practice and understand social policies related to services in schools.

***Standard 18. School social workers shall understand the backgrounds and broad range of experiences that shape students' approaches to learning.**

School social workers shall be knowledgeable about child development and biological factors that affect students' ability to function effectively in school. School social workers shall understand the influence of socioeconomic status, gender, culture, disability, and sexual orientation on educational opportunities for students. School social workers also shall understand how emphasizing students' strengths and protective factors can enhance educational success.

***Standard 19. School social workers shall possess knowledge and understanding of the organization and structure of the local education agency (school district).**

School social workers shall understand the historical and current perspectives of public school education at the local, state, and national levels, including educational reform and legislation affecting educational opportunity, problems, and policy issues. In addition, school social workers shall be knowledgeable about the financial base of the local education agency, the nature and scope of its authority, and the politics of school-community relations. School social workers also shall be knowledgeable about approaches to teaching and learning, including standards-based curricula, and the roles and areas of competence of various professionals in the local education agency.

***Standard 20. School social workers shall possess knowledge and understanding of the reciprocal influences of home, school, and community.**

School social workers shall be knowledgeable about how family dynamics, health, wellness, and mental health; and social welfare policies, programs, and resources in the community affect students' success in the school environment.

***Standard 21. School social workers shall possess skills in systematic assessment and investigation.**

School social workers shall gather data using multiple methods and sources to assess the needs, characteristics, and interactions of students, families, local education agency personnel, individuals, and groups in the neighborhood and community. When appropriate, school social workers shall collect information to document and assess aspects of the biological, medical, psychological, cultural, sociological, emotional, legal, and environmental factors that affect student's learning. School social workers shall integrate bio-psychosocial assessment data into reports that include educationally relevant recommendations as well as performance objectives and measurable outcomes as needed.

***Standard 22. School social workers shall understand the relationship between practice and policies affecting students.**

School social workers shall be knowledgeable about current and proposed policies, analyze their effect on students, and advocate for policies that maximize student success.

***Standard 23. School social workers shall be able to select and apply empirically validated or promising prevention and intervention methods to enhance students' educational experiences.**

School social workers shall possess skills to assess problems and determine whether interventions should occur at the primary, secondary, or tertiary level. School social work practice should be based on empirically supported interventions.

Standard 24. School social workers shall be able to evaluate their practice and disseminate the findings to consumers, the local education agency, the community, and the profession.

Using scholarly literature or program research designs, school social workers shall evaluate interventions and share findings with consumers, local education agency administrators, the community, and other school social workers through in-service training, conferences, and professional publications.

Standard 25. School social workers shall possess skills in developing coalitions at the local, state, and national levels that promote student success.

School social workers shall be able to work with individuals, groups, and organizations that have diverse interests, but whose common purpose is to develop programs or systems of care that support and enhance the health, social and emotional well-being, and safety of students.

***Standard 26. School social workers shall be able to promote collaboration among community health and mental health services providers and facilitate student access to these services.**

School social workers shall support the development and implementation of comprehensive school-based and school-linked programs (for example, full-service schools, full service community schools, family resource centers, community schools, school-based health clinics) that promote student health and mental health. School social workers shall be able to address issues such as information sharing and accountability and shall be able to coordinate community resources that support student success.

Standard 27. School social workers shall assume responsibility for their own continued professional development in accordance with the NASW Standards for Continuing Professional Education * and state requirements.

To practice effectively, school social workers must remain knowledgeable of reforms in education and best practice models in the social work profession. Opportunities for enhancing professional identity and development include participation and leadership in NASW and other professional organizations and coalitions at local, state, and national levels; participation in and contribution to professional conferences, training events, and other activities; and assisting in the ongoing development of the school social work knowledge base by contributing to and promoting professional publications.

Standard 28. School social workers shall contribute to the development of the profession by educating and supervising school social work interns.

School social workers may provide field instruction through the supervision of school social work interns and through the provision of other appropriate learning experiences in relation to school social work practice.

CEC Special Education Specialist Advanced Preparation Standards¹

Among the sine qua non characteristics of mature professions are the identification of the specialized knowledge and skill and the assurance to the public that practicing professionals possess the specialized knowledge and skill to practice safely and effectively (Neville, Herman, & Cohen, 2005).

Through credentialing of professionals and professional recognition of preparation programs, special educators assure the public that practicing professionals have mastered the specialized skills for safe and effective practice.

Reflective of the personalized needs of individuals with exceptionalities, agencies prepare and credential special educators in a variety of specialty areas. To address these important specialty preparation areas, CEC has developed the seven CEC Preparation Standards on a three-step foundation. CEC uses a rigorous consensual validation process to identify sets of knowledge and skills for entry-level and advanced special educators in the variety of specialty areas. These specialty sets capture the professional knowledge base, including empirical research, disciplined inquiry, informed theory, and the wisdom of practice for their area of expertise for each proposed knowledge and skill. As a part of the validation process, CEC uses a rigorous consensual validation process (CEC Validation Study Resource Manual, 2010).

CEC synthesizes the specialty sets into seven major preparation standards organized around: learners and learning environments, curricular knowledge, assessment, specialized pedagogical skills, and professional and collaborative skills. CEC has further analyzed the seven preparation standards into key elements with which preparation programs align program assessments of special education candidates for CEC Professional Program Recognition.

Headings and Foci for the CEC Advanced Preparation Standards	
Learner and Learning	
1	Assessment
Content Knowledge and Professional Foundations	
2	Curricular Content Knowledge
Instructional Pedagogy	
3	Program, Services, and Outcomes
4	Research and Inquiry
Professionalism and Collaboration	
5	Leadership and Policy
6	Professional and Ethical Practice
7	Collaboration

While the CEC Preparation Standards cross special education specialty areas, CEC uses the specialty sets to inform and differentiate the content, contexts, and issues among and between the respective specialty areas (e.g., early childhood, mild/moderate, developmental disabilities, and learning disabilities). Preparation program faculties align their program assessments to the seven preparation standards with the key elements and program reviewers review for alignment between the program assessments and the seven preparation standards with the key elements.

¹ NCATE approved November 2012

CEC Advanced Preparation Standard 1

Assessment

1.0 <i>Special education specialists use valid and reliable assessment practices to minimize bias.</i>
Key Elements
1.1 Special education specialists minimize bias in assessment.
1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Supporting Explanation

The raison d'être for special education lies in the specialized professional knowledge and skills to individualize² or personalize learning in both specialized and general curricula for individuals with exceptionalities.

Since its earliest days, special education has been based on the understanding of individuals and the contexts in which they live and learn in order to plan for the education of individuals with exceptionalities. This begins with the understanding of and respect for similarities and differences in human growth and development, and it extends to designing and implementing assessments to evaluate the effectiveness of practices and programs. To assure relevant and valid assessment information, nonbiased procedures are critical in the selection of assessment instruments, methods, and procedures for both individuals and programs. Frequently, special education specialists are a resource to school teams in selecting accommodations in assessments to minimize bias and ensure validity.

Special education specialists bring experience and engage in reflection to inform their understanding of human diversity and its influence on families, cultures, and schools, and their interaction with the delivery of education services. They use this experience to personalize instruction for individuals with exceptionalities. The identification and use of strategic accommodations and modifications depend on the understanding of specific individuals and their contexts.

With respect to assessment of individuals with exceptionalities, special education specialists apply their knowledge and skill to all stages and purposes of assessment in decision-making including: prereferral and screening, preplacement for special education eligibility, and monitoring and reporting learning progress in the general education curriculum and in other individualized educational program goals.

CEC Advanced Preparation Standard 2

Curricular Content Knowledge

2.0 <i>Special education specialists use their knowledge of general³ and specialized⁴ curricula to improve programs, supports, and services at classroom, school, community, and system levels.</i>
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² As used herein the term "individualize" is used as synonymous with terms such as "personalize", "customize", "adapt", and "differentiate".

³ As used, "general curricula", means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts.

Key Elements	
2.1	Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.
2.2	Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
2.3	Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Supporting Explanation

Special education specialists have a comprehensive knowledge of special education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and issues that have influenced and continue to influence special education and the education of and services for individuals with exceptionalities both in school and in society. Special education specialists use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptionalities to support all individuals with exceptionalities to access challenging curriculum standards.

Special education specialists work within the limits of their professional skill, and facilitate access to the general education curricula and special supplementary curricula, e.g. academic, strategic, social, emotional, transition, independence curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

Special education specialists continuously broaden and deepen their professional knowledge, and expand their expertise with instructional, augmentative, assistive technologies, curriculum standards, and effective teaching strategies to support learning.

CEC Advanced Preparation Standard 3 Programs, Services, and Outcomes

3.0	<i>Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</i>
Key Elements	
3.1	Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
3.2	Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
3.3	Special education specialists apply knowledge of theories, evidence-based practices,

⁴ As used, “specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.

and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.
3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Supporting Explanation

Special education specialists apply their knowledge of cognitive and behavioral science, learning theory, evidence-based practice, and instructional technologies to improve programs, services, and supports for individuals with exceptionalities.

Special education specialists continuously broaden and deepen their professional knowledge, and expand their expertise with instructional, augmentative, and assistive technologies, curriculum standards, and effective teaching strategies to support access to learning.

They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of a continuum of programs and services to ensure the appropriate instructional supports for individuals with exceptionalities and their families

Special education specialists have a sufficient facility with the breadth and scope of instructional augmentative, assistive technologies so that they select alternatives that will improve programs, supports, and services for individuals with exceptionalities and their families, and facilitate others' selection and use.

CEC Advanced Preparation Standard 4 Research & Inquiry

4.0 <i>Special education specialists conduct, evaluate, and use inquiry to guide professional practice.</i>
Key Elements
4.1 Special education specialists evaluate research and inquiry to identify effective practices.
4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families
4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Supporting Explanation

Research and inquiry inform the professional practice of special education specialists. As professionals, special education specialists view science as the principal source for information on effective practice.

Special education specialists know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education, and they use research to improve instructional techniques, intervention strategies, and curricula.

Special education specialists evaluate the appropriateness of research methodologies in relation to the validation of practices, and use the literature to inform professional practice.

Special education specialists foster a collegial environment supportive of continuous instructional improvement, and engage in the design and implementation of research with professional colleagues.

In addition, special education specialists design and implement research and evaluation activities to evaluate progress toward the organizational vision, mission, and goal, and the effectiveness of programs, services, and supports for individuals with exceptionalities.

CEC Advanced Preparation Standard 5 Leadership and Policy

5.0 <i>Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.</i>
Key Elements
5.1 Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
5.2 Special education specialists support and use linguistically and culturally responsive practices.
5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Supporting Explanation

Special education specialists model respect for all individuals and encourage challenging expectations for individuals with exceptionalities. Special education specialists use their knowledge of the needs of different groups in a pluralistic society to support and use linguistically and culturally responsive practices.

Special education specialists hold high professional self-expectations and help others more completely understand the needs of individuals with exceptionalities.

Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families,

They support quality education for individuals with exceptionalities, and advocate for policy based on solid scientific evidence. In addition, they advocate for appropriate resources to ensure that all personnel involved have effective preparation.

Special education specialists use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptionalities.

They mentor others and promote high expectations for themselves, other professionals, and

CEC Advanced Preparation Standard 6 Professional and Ethical Practice

6.0 <i>Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.</i>
Key Elements
6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.
6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.
6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.
6.4 Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.
6.7 Special education specialists actively promote the advancement of the profession.

Supporting Explanation

A deep understanding of the history of special education, legal policies, ethical standards, and emerging issues informs the leadership of special education specialists. They use this broad foundation to construct their own professional understanding of special education professional practice and to facilitate others' understanding the education of and services for individuals with exceptionalities and their families in both school and society.

Special education specialists understand how and why special education organizes its programs and services in relation to school systems and other agencies. They model and facilitate high professional expectations and ethical practice to create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

They design and deliver ongoing professional development designed to improve practice at all relevant organizational levels. Special education specialists plan, present, and evaluate

professional development based on models that apply the principles of adult learning theory and focus on the use of effective practice at all organizational levels.

Special education specialists view themselves as lifelong learners, and model their commitment to improving their own professional practice by participating in professional development continuously. Special education specialists actively plan and engage in activities that foster their own as well as their colleagues' professional growth with evidence-based practices. In addition, they develop and use personalized professional development plans and facilitate the development and use of personalized professional development plans of colleagues.

Special education specialists recognize their responsibility to promote the advancement of the profession including facilitating and participating in the preparation and induction of prospective special educators.

CEC Advanced Preparation Standard 7 Collaboration

7.0 <i>Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.</i>
Key Elements
7.1 Special education specialists use culturally responsive practices to enhance collaboration.
7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities
7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

Supporting Explanation

Special education specialists have a deep understanding of the significance of collaboration for education colleagues, families, related service providers, and others from the community and use collaboration to promote understanding, resolve conflicts, and build consensus.

Based on the theory and research on elements and models of effective collaboration, special education specialists use their skills to improve programs, services, and outcomes for individuals with exceptionalities. They possess current knowledge of the related ethical and legal issues, and use culturally responsive practices to enhance collaboration.

Glossary

Individuals with Exceptionalities

Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected whose needs differ sufficiently so as to require personalized special education services in addition to or in tandem with regular educational services available through general education programs and other human service delivery systems.

Special Education Service

Special education services are personalized services that appropriately credentialed special educators provide directly or indirectly to individuals with exceptionalities.

Appendix G-10

Doctoral Program Standards and Performances EdD in Educational Leadership and Organizational Development (ELFH)

Standard 1: The candidate for the EdD is a scholarly practitioner who uses knowledge of education leadership and organization development to lead improvement initiatives in P-12 organizations.

1. Performs essential administrative functions and uses organizational skills to lead educational organizations.
2. Synthesizes and applies principles of leadership and administrative theory and best practices.

Standard 2: The candidate for the EdD is a scholarly practitioner who uses knowledge of historical, social, political, economic, equity, and social justice issues in P-12 education to lead improvement initiatives in P-12 organizations.

1. Identifies and addresses social, political, economic, equity issues affecting stakeholders.
2. Identifies and attends to inequities with respect to service delivery in the organization.

Standard 3: The candidate for the EdD is a scholarly practitioner who uses knowledge of research and evaluation to lead improvement initiatives in P-12 organizations.

1. Critiques existing research to determine applicable findings.
2. Frames problems and questions.
3. Collects, analyzes, and interprets data.
4. Analyzes and evaluates processes, programs, and policies.

Standard 4: The candidate for the EdD is a scholarly practitioner who is a steward of and visionary for the profession.

1. Makes ethical decisions.
2. Critically examines issues related to education.
3. Shares information and critiques in publications and presentations.
4. Communicates and collaborates with stakeholders and the community.
5. Participates in advocacy activities.
6. Models and mentors to others in P-12 education.

Appendix H-1

Continuous Assessment Record and Documentation System (CARDS 1-3)

updated 09-14-15

Initial Certification Programs: CARDS 1-3

The College of Education and Human Development (CEHD) has defined three continuous assessment plan transition points for monitoring candidates through initial certification programs. Initial certification programs are represented in CARDS 1-3 of the Continuous Assessment Record and Documentation System (CARDS). The CEHD assessment system collects and analyzes data on applicant qualifications and candidate and graduate performance in order to evaluate and improve the unit and its programs. Some assessments may vary depending on the program. See the Program Review Document (PRD) for individual program information.

CARDS 1 Transition Point

Admission to the initial certification programs is based on university requirements and additional program requirements. Undergraduate candidates are required to have a minimum of 45 semester credit hours for admission to the professional program and a minimum 2.75 cumulative and 3.0 professional GPA (suggested). Candidates must have a Praxis I PPST Reading score of 176 and Praxis I PPST Writing and Math scores of 174. Candidates must attain a "C" or better in written communication (English 102 or equivalent) and oral communication (Speech Communication course or equivalent). MAT candidates must have a minimum GRE Verbal score of 150, Quantitative score of 143, and Analytical Writing score of 4.0. Candidates must also provide evidence of having taken the PRAXIS II (MAT candidates) and evidence of having passed the PRAXIS II (Alt. Cert. MAT) for program application. Candidates seeking alternative route certification must also complete the Medical/TB form and a State Criminal Records check.

Assessment at the Point of Entry requires candidates to submit a Professional Statement, which is evaluated using the *Ideas to Action* Holistic Construct (aligned with 21st Century Critical Thinking Skills) rubric of Inquiry, Action, and Advocacy, the *Ideas to Action* Unit Dispositions rubric of Inquiry, Action, and Advocacy (see Appendices E and J), assessment of 21st Century Skills (University of Louisville Effective Communication Rubric, Assessment of Creativity, and Assessment of Collaboration). Candidates submit a Tuberculosis test form and sign a Statement of Understanding of Admissions Guidelines, an Acceptable Use of Technology Agreement, and a Professional Code of Ethics for Kentucky School Personnel form. As a part of the application process candidates need three (3) letters of recommendation: one from a university/college faculty member, one concerning work in the community (for example: employer, church, organizations, etc.), and one that describes their ability to work with children. Teams of faculty from program committees (occasionally including admissions counselors and doctoral students) interview candidates and submit admission decisions to the Office of Education Advising and Student Services (EASS) based on the above criteria. Upon admission, candidates are required to

attend a program orientation and to have a signed Curriculum Contract from their assigned advisor.

CARDS 2 Transition Point

Ongoing Assessment. Hallmark assessments are used for ongoing candidate assessment in every CEHD course. Each Hallmark assessment rubric for Initial candidates is aligned with Kentucky Teacher Standards and/or the CEHD Diversity Standard, and the Hallmark assessment is defined with a purpose, process, and product. As candidates progress through the program, there is ongoing development of an electronic portfolios or work samples, which incorporates Hallmark assessments, as well as other course and field/clinical experiences artifacts related to standards. The portfolio or work sample is assessed by the faculty advisor at midpoint, prior to student teaching. The candidate's midpoint portfolio undergoes a required evaluation using the *Ideas to Action* Holistic Construct rubric (see Appendix E). The evaluator checks that the candidate's work reveals an understanding of the definitions and value of Inquiry, Action, and Advocacy. In addition to the *Ideas to Action* Holistic Construct rubric, three unit dispositions based on the Conceptual Framework are also assessed (i.e., the candidate exhibits a disposition to inform practice through inquiry and reflection; to critique and change practice through content, pedagogical, and professional knowledge; and to affirm principles of social justice and equity and a commitment to making a positive difference [see Appendix J]). The Teacher Candidate Dispositions Assessment is completed in a Methods course for initial certification candidates. Undergraduate candidates must maintain a cumulative GPA of 2.75 and professional GPA of 3.0 (suggested minimums). Graduate candidates must maintain a cumulative GPA of 3.0 (required).

Assessment of Progress in Field and Clinical Experiences. Prior to entering field work, candidates must complete a background check. Prior to clinical experience (student teaching) candidates must complete a State Criminal Records Check, TB test form, medical/physical examination form, and are notified of insurance liability options. Candidates engage in 200 hours of field experiences in a variety of primary through grade 12 (P-12) school settings prior to student teaching. Candidates are assessed in field experiences by cooperating teachers and the university supervisor and during the clinical experience by the cooperating teacher. Programs work closely with the CEHD Office of Educator Development and Clinical Practice for candidate placements, evaluations, and disposition assessments. Candidates are required to attend a student teaching orientation, during which the Kentucky Code of Ethics is addressed. Candidates must also complete mid-program portfolios or work samples to be assessed using the Kentucky Teacher Standards prior to approval for student teaching. Once all evidence is presented the Office of Educator Development and Clinical Practice provides a recommendation for student teaching.

CARDS 3 Transition Point




Assessment at completion of student teaching. Candidates are once again evaluated for the Conceptual Framework constructs of Inquiry, Action, and Advocacy evident in the candidate's exit portfolio or work sample (using the *Ideas to Action* Holistic Construct rubric; see Appendix E). The portfolio or work sample evaluator (university supervisor, faculty advisor, or program faculty member) checks that the candidate's work reveals an understanding of the definitions and value of Inquiry, Action, and Advocacy. In addition, the three unit dispositions based on the Conceptual Framework are also assessed (i.e., the candidate exhibits a disposition to inform

practice through inquiry and reflection; to critique and change practice through content, pedagogical, and professional knowledge; and to affirm principles of social justice and equity and a commitment to making a positive difference [see Appendix J, the *Ideas to Action* Unit Dispositions rubric]). The Teacher Candidate Dispositions Assessment is completed by the candidate, cooperating teacher(s), and university supervisor during Student Teaching. Student Teaching Evaluation of candidate performance (using the Student Teaching Observation form) occurs a minimum of four times during the clinical experience. The four evaluations of student teaching are entered into the assessment system.

Assessment at completion/exit of an initial certification program. Candidates must maintain a cumulative 2.75 GPA and a professional 3.0 GPA. Candidates take the appropriate Praxis Content exams and the PLT Praxis exam. The candidate’s exit portfolio or work sample receives a final evaluation by the faculty advisor at completion of student teaching and course work. Candidates must show evidence of meeting the key assessment, “Impact on P-12 Student Learning.” All Kentucky Teacher Standards must be met in the exit portfolio or work sample. The Office of Education Advising and Student Services (EASS) conducts a degree audit prior to the candidate’s completion of the program. Candidates are informed of graduation application and TC1 employment application procedures.

The table below is a graphic representation of the CARDS 1-3 assessment system used for all initial certification programs. The CARDS charts for individual programs are located with the Program Review Document (PRD) of the program on the PRD website. Due to the nature of specific programs, there are variations in the type of assessments in different programs. PRDs provide the most accurate picture of the assessments for each of the programs.

Initial Certification Programs: Continuous Assessment Record and Documentation System (CARDS 1-3)

			
Criteria	CARDS 1 Admission	CARDS 2 Pre-clinical /Mid-point	CARDS 3 Clinical Practice/ Completion
Required Check-Points:	<p>Admissions Check-Points: Written Communication: ENG 102 or equivalent (C or above) Oral Communication: Speech communication COM 115 or equivalent (C or above) or speech proficiency exam; 3 letters of Recommendations (Academic/Faculty, Professional, and Work with Children)</p>	<p>Mid-Program Check-Points: Field Experience Required Checks: Background Check /TB Student Teaching Required Checks: State Criminal Check/TB Medical/Federal Criminal Check /Insurance Satisfactory mid-point portfolio</p>	<p>Program Completion Check-Points: Degree Check Graduation Application (EASS) TC 1 Completed</p>

	<p>Statement of Understanding of Admissions Guidelines Signed statement in application</p> <p>Academic Program Sheet (must be signed by advisor and candidate and submitted to the Education Advising Student Services)</p> <p>Character and Fitness Form</p>	Positive recommendation from the Elementary Program Committee	
21st Century Skills (Critical Thinking, Collaboration, Communication, and Creativity)	<p>Critical Thinking Ideas to Action Holistic Construct Rubric (Professional Statement, Interview, and Letters of Recommendation)</p> <p>Assessment of Collaboration (Based on Interview Question 5 and/or Professional Statement)</p> <p>UofL Effective Communication Rubric (Professional Statement, Letters of Recommendation, and Interview)</p> <p>Assessment of Creativity (Professional Statement and Interview)</p>		
Orientations	Candidates are required to attend a Program Orientation upon admission	Student Teaching Orientations	
Academic Content and Professional Knowledge GPA and Minimum Credit Hours	<p>GPA: Suggested minimum cumulative 2.75 OR A grade point average of 3.00 on a 4.0 scale on the last thirty (30) hours of credit completed; and</p> <p>Cumulative Pre-professional GPA is 3.0 or higher for the following courses: EDTP 201, EDTP 107, MATH 151 and MATH 152</p> <p>45 Semester Credit Hours (UG)</p>	<p>GPA: Cumulative 2.75 Professional 3.0 (Suggested Minimums)</p> <p>Completion of required courses on program sheet, with required GPA. See program sheet for specifics.</p>	<p>GPA: Cumulative 2.75 Professional 3.0 (Suggested Minimums)</p>
Academic Competency – Content Knowledge	Academic Competency: Suggested minimum PPST scores (R-176, M-174, W-174)		<p>Praxis II: Elementary Praxis Content Exams</p> <p>PLT Exam</p>
Conceptual Framework Constructs	Ideas to Action Holistic Construct Rubric –See also under 21st Century Skills (Professional Statement, Letters of Recommendation, Interview, etc.)	Ideas to Action Holistic Construct Rubric (Hallmark Assessments and Rationale provided in the mid-program portfolio)	Ideas to Action Holistic Construct Rubric (Hallmark Assessments and Rationale provided in the exit portfolio)
Field and Clinical Placements		<p>Field Hours- Minimum of 200 hours (UG)</p> <p>Field Hours documented in EPSB KFETS System</p>	Student Teaching Observation Forms 4 formal observations by the university supervisor.
Conceptual Framework Dispositions	Ideas to Action Unit Dispositions Rubric (Professional Statement, Interview, Letters of Recommendation)	Ideas to Action Unit Dispositions Rubric Mid-Program Portfolio Satisfactory Dispositions Assessment for Candidates	Ideas to Action Unit Dispositions Rubric Exit Portfolio Student Teacher Candidate Dispositions Assessment from

		Completing Content and Special Methods from Mentor Teachers, Supervisor and/or Instructors	Cooperating Teachers, Supervisor and/or Instructors
Code of Ethics	Kentucky Code of Ethics Signed statement in application	Kentucky Code of Ethics Student Teaching Orientation	
Technology	Signed Acceptable Use of Technology Agreement	Unit Assessment for Technology (Kentucky Teacher Standard 6 assessed in Mid-Program Portfolio)	Unit Assessment for Technology (Kentucky Teacher Standard 6 assessed in Exit Portfolio)
Diversity	Interview Question 3	Unit Assessment for Diversity (UofL Standard 11 assessed in Mid-Program Portfolio)	Unit Assessment for Diversity (UofL Standard 11 assessed in Exit Portfolio)
Evidence of Planning		Unit Assessment for Evidence of Planning (Kentucky Teacher Standard 2 assessed in Mid-Program Portfolio)	Unit Assessment for Evidence of Planning (Kentucky Teacher Standard 2 assessed in Exit Portfolio)
Impact on P-12 Student Learning			Unit Assessment for Impact on P-12 Student Learning (Student Teaching Instructional Unit – EDTP 477)
Portfolio	CARDS 1 Interview: Program Faculty and School Partners	CARDS 2 Portfolio: Kentucky Teacher Standards (KTS) (½ standards,) and Letter to Reader, Statement of Authenticity	CARDS 3 Portfolio: Kentucky Teacher Standards (KTS) (all standards), revised Letter to Reader, Statement of Authenticity

Appendix H-2

Advanced Certification Programs: CARDS 4-6

Updated 09-14-15

The College of Education and Human Development (CEHD) has defined three continuous assessment plan transition points for monitoring candidates through Advanced programs and endorsements. These programs are represented in CARDS 4-6 of the Continuous Assessment Record and Documentation System (CARDS). The CEHD assessment system collects and analyzes data on applicant qualifications and candidate and graduate performance in order to evaluate and improve the unit and its programs. Some assessments may vary depending on the program. See the Program Review Document (PRD) for individual program information.

CARDS 4 Entry Point

Admission to an Advanced program is based on university Graduate requirements and additional program requirements. Candidates have a suggested minimum cumulative GPA of 2.75 and a suggested minimum GRE Verbal score of 146 and GRE Quantitative score of 140. All candidates must provide a letter of intent (personal statement) and two (2) letters of recommendation (persons familiar with the applicant's academic work). *(Exception: Candidates who graduated from the University of Louisville Educator Preparation Program are exempt from submitting Letters of Recommendation and a Letter of Intent or Personal Statement.)*

Assessment at the Point of Entry requires that all candidates be evaluated using the *Ideas to Action* Holistic Construct rubric of Inquiry, Action, and Advocacy (see Appendix E). The Education Advising and Student Services (EASS) Center uses the *Ideas to Action* Unit Dispositions rubric to assess the candidate's disposition to inform practice through inquiry and reflection; to critique and change practice through content, pedagogical, and professional knowledge; and to affirm principles of social justice and equity and a commitment to making a positive difference (see Appendix J). Candidates submit a signed Statement of Understanding of Admissions Guidelines, Acceptable Use of Technology Agreement, and the Professional Code of Ethics for Kentucky School Personnel.

EASS staff organizes admission files and works collaboratively with a program faculty committee. The program committee continuously reviews applications and submits the admission decisions in consultation with the EASS based on the above criteria. Upon admission candidates meet with an assigned faculty advisor who prepares a Curriculum Contract in collaboration with the candidate.

Candidates are also required to complete an orientation to the CEHDs electronic performance assessment system upon admission to the program. After completion of the orientation candidates must submit their Professional Growth Plan (PGP) and self-assessment using Kentucky's Guide to Reflective Classroom Practice in the electronic performance assessment system.

CARDS 5 Transition Point

Ongoing Assessment and Assessment of Progress at Midpoint. Hallmark assessments are used for ongoing candidate assessment in every CEHD course in a M.Ed. or Rank I program. Each Hallmark Assessment Task (HAT) is defined with a rubric that includes a purpose, process, product, and assessment elements and is aligned with the appropriate professional standards (e.g., Kentucky Teacher Standards, University of Louisville CEHD Diversity Standard). The M.Ed. program has mapped the Kentucky Teacher Standards and assessments to the core course work to support student development of a work sample which is used to track student progress throughout the program. Candidates must meet all standards at an acceptable or higher level. In addition to assessments of the Kentucky Teacher Standards, candidates are assessed using the 5 Advanced Program rubrics (Advanced Program Rubric for Clinical Practice, Advanced Program Rubric for Diversity, Advanced Program Rubric for Impact on P-12 Student Learning, Advanced Program Rubric for Planning, and Advanced Program Rubric for Technology). Candidates must maintain a cumulative GPA of 3.0 in graduate course work.




CARDS 6 Exit Point

Exit from an Advanced program. As candidates progress through the program, they continue to develop their work sample through Hallmark Assessment Tasks and other required assignments. Candidates are assessed on all of the Kentucky Teacher Standards and must be receive an overall rating of Acceptable or higher. Candidates must show academic competency as evidenced by the assessment of Kentucky Teacher Standard 1 for Content Knowledge. In addition to assessments of the Kentucky Teacher Standards, candidates are assessed using the 5 Advanced Program rubrics (Advanced Program Rubric for Clinical Practice, Advanced Program Rubric for Diversity, Advanced Program Rubric for Impact on P-12 Student Learning, Advanced Program Rubric for Planning, and Advanced Program Rubric for Technology) if not assessed at mid-point of the program. Also, during the exit there is a required evaluation by the candidate's advisor using the *Ideas to Action* Holistic Construct rubric and *Ideas to Action* Unit Dispositions rubric (see Appendices E and J), which are aligned with the Conceptual Framework Constructs of Inquiry, Action, and Advocacy. The candidates submits an exit reflection on the his/her professional growth plan to the advisor and the advisor uses the *Ideas to Action* Unit Dispositions rubric to assess the candidate's disposition to inform practice through inquiry and reflection; to critique and change practice through content, pedagogical, and professional knowledge; and to affirm principles of social justice and equity and a commitment to making a positive difference. Candidates must maintain a cumulative GPA of 3.0 in graduate course work. All candidates are evaluated for clinical practice/internship/practicum at least once during their program. Depending on the program, in lieu of a portfolio a candidate may have a thesis option or National Board for Professional Teaching Standards Certification for the exit requirement. If a candidate selects the thesis option, a committee of faculty supports the development, research methodology, writing, and defense of the candidate's study. The Office of Education Advising and Student Services (EASS) conducts a degree audit prior to the candidate's completion of the program. Candidates are informed of TC1 application procedures.

The table below is a graphic representation of the CARDS 4-6 assessment system used for all initial certification programs. The CARDS charts for individual programs are located with the Program Review Document (PRD) of the program on the PRD website. Due to the nature of

specific programs, there are variations in the type of assessments in different programs. PRDs provide the most accurate picture of the assessments for each of the programs.

Advanced Certification Programs: Continuous Assessment Record and Documentation System (CARDS 4-6)

	 CARDS 4 Admission	 CARDS 5 Mid-Program	 CARDS 6 Completion
Criteria			
Required Check-Points	<p>Admissions Application</p> <p>2 Letters of Recommendation</p> <p>Professional Growth Plan Completed within the first semester of the program – Monitored by Faculty Advisor</p> <p>Self-Assessment on <i>Kentucky Guide to Reflective Practice</i> (all 7 standards) Completed within the first semester of the program – Monitored by the Faculty Advisor</p> <p>Personal Statement</p> <p>Agreements</p> <p>In the acceptance letter for admission to the program (CARDS 4), the CEHD Education Advising Center and Department will document that the university will monitor the program to ensure that in practice the processes and procedures of NBPTS will be honored. The letter will also state that candidate assessments completed during the program must be individually prepared and completed as the program integrates several NBPTS components (described in the Program Review Document).</p> <p>The advisor has reviewed with the candidate the “Explication of the NBPTS Policy Governing Use of National Board Certified Teacher and Veteran Candidate Assessment Performances” and “National Board for Professional Teaching Standards (NBPTS®) Guidelines for Ethical Candidate Support” documents during the advising session at which the curriculum contract is reviewed and signed.</p> <p>Live Text Orientation Completed upon admission to the</p>	<p>Curriculum Contract based on candidate self-assessment and Professional Growth Plan (must be signed by advisor and candidate and submitted to the EASS)</p> <p>Midpoint Self-assessment on <i>Kentucky Guide to Reflective Practice</i> (standards 1-4 only) – COMPLETED IN EDAP 638</p>	<p>Revised Professional Growth Plan Final Self-Assessment on <i>Kentucky Guide to Reflective Practice</i> (all 7 standards) SUBMITTED TO ADVISOR</p> <p>Graduation Application</p> <p>Degree Audit</p> <p>TC 1</p>

	program. (Students who have transitioned from under initial certification program and used LiveText prior to admission to the Teacher Leader program are exempt from having to attend an orientation.)		
Academic Content and Professional Knowledge	GPA Cumulative, at least 2.75 Minimum GRE Minimums Verbal – 146 Quantitative – 140	GPA: Cumulative, at least 3.0	GPA: Cumulative, at least 3.0
Academic Competency: Content Knowledge		Midpoint HAT check (Level I HATs) THIS WILL INCLUDE HALLMARKS FROM EDAP 638, EDAP 637, AND EDSP 639	Level II and III Assessment Check THIS WILL INCLUDE HALLMARKS FROM EDAP 677 AND EDAP 607
Code of Ethics	Signed Professional Code of Ethics for KY School Personnel		
Conceptual Framework Constructs	<i>Ideas to Action Holistic Construct Rubric</i> PERSONAL STATEMENT PROVIDED AT ADMISSIONS (RUBRIC COMPLETED BY PROGRAM SCREENING COMMITTEE)	<i>Ideas to Action Holistic Construct Rubric</i> EDAP 638	<i>Ideas to Action Holistic Construct Rubric</i> EDAP 677
Conceptual Framework Unit Dispositions	<i>Ideas to Action Unit Dispositions Rubric</i> PERSONAL STATEMENT PROVIDED AT ADMISSIONS (RUBRIC COMPLETED BY PROGRAM SCREENING COMMITTEE)	<i>Ideas to Action Unit Dispositions Rubric</i> IDEAS TO ACTION HOLISTIC CONSTRUCT RUBRIC AND UNIT DISPOSITIONS RUBRICS WILL BE COMPLETED AT THE END OF EDAP 638	<i>Ideas to Action Unit Dispositions Rubric</i> (Level II & III HATs; Exit Work Samples) EDAP 677
Field and Clinical Placements		Reflection on Diversity Field Experience Advanced Program Diversity Rubric EDAP 638	Clinical Practice/ Internship/Practicum Observation Form – ADVANCED PROGRAM CLINICAL PRACTICE RUBRIC COMPLETED IN EDAP 607
Technology	Signed Technology Agreement	Unit Assessment for Technology (Level I HATs) ADVANCED PROGRAM TECHNOLOGY RUBRIC WILL BE COMPLETED IN EDAP 637	Unit Assessment for Technology EDAP 677
Diversity		Reflection on Diversity Field Experience Unit Assessment for Diversity (Level I HATs) ADVANCED PROGRAM DIVERSITY RUBRIC WILL BE COMPLETED IN EDAP 638	Unit Assessment for Diversity
Evidence of Planning		Unit Assessment for Evidence of Planning (Level I HATs) ADVANCED PROGRAM PLANNING RUBRIC WILL BE COMPLETED IN EDAP 637 and 638	
Impact on P-12 Student Learning		Unit Assessment for Impact on P-12 Student Learning (Level I)	Unit Assessment for Impact on P-12 Student Learning (Level III)

		HATs) EDAP 637, 638, 639	HATs; NBPTS Entry #4) ADVANCED PROGRAM RUBRIC FOR IMPACT ON P-12 STUDENT LEARNING WILL BE COMPLETED BY THE ADVISOR WHEN THE CANDIDATE SUBMITS NBPTS ENTRY #4, REFLECTIVE PRACTICE ENTRY, AND REVISED PROFESSIONAL GROWTH PLAN EDAP 637
Culminating Project			NBPTS Entry #4 and Rubrics

Appendix H-3

Advanced Certification Programs: CARDS 7-9

The College of Education and Human Development (CEHD) has defined three continuous assessment plan transition points for monitoring candidates through the Education Specialist (Ed.S) and Doctor of Education (Ed.D.) programs. Advanced programs are represented in CARDS 7-9 of the Continuous Assessment Record and Documentation System (CARDS). The CEHD assessment system collects and analyzes data on applicant qualifications and candidate and graduate performance in order to evaluate and improve the unit and its programs. Some assessments may vary depending on the program. See the Program Review Document (PRD) for individual program information.

CARDS 7 Entry Point

Admission to an Advanced program is based on university Graduate requirements and additional program requirements. Candidates for the Ed.S. program must have a 3.3 grade point average from their master's degree and receive a GRE verbal score of 147 and GRE quantitative score of 143. Candidates of the Ed.D. must have at least a 3.5 GPA for prior undergraduate and graduate degrees and receive a GRE verbal score of 148 and a GRE quantitative score of 147. All candidates must provide a letter of intent or personal statement and two (2) letters of recommendation (persons familiar with the applicant's academic work).

Assessment at the Point of Entry requires that all candidates be evaluated using the *Ideas to Action* Holistic Construct rubric of Inquiry, Action, and Advocacy (see Appendix E). The Education Advising and Student Services Center uses the *Ideas to Action* Unit Dispositions rubric to assess the candidate's disposition to inform practice through inquiry and reflection; to critique and change practice through content, pedagogical, and professional knowledge; and to affirm principles of social justice and equity and a commitment to making a positive difference (see Appendix J). Candidates submit a signed Statement of Understanding of Admissions Guidelines, Acceptable Use of Technology Agreement, and the Professional Code of Ethics for Kentucky School Personnel.

EASS staff organizes admission files and works collaboratively with a program faculty committee. The program committee continuously reviews applications and submits the admission decisions in consultation with the EASS based on the above criteria. Upon admission candidates meet with an assigned faculty advisor who prepares a Curriculum Contract in collaboration with the candidate.

CARDS 8 Transition Point

Ongoing Assessment and Assessment of Progress at Midpoint. Hallmark assessments are used for ongoing candidate assessment in every CEHD course in the Ed.S. and Ed.D programs. Each Hallmark Assessment Task (HAT) is defined with a rubric that includes a purpose, process, product, and assessment elements and is aligned with the appropriate professional standards (e.g., ISLLC Standards, University of Louisville CEHD Diversity Standard). The Ed.S. and Ed.D. programs have mapped the standards and assessments to the core course work to support




student development of a work sample or portfolio which is used to track student progress throughout the program. The Ed.S. program requires candidates to complete a mid-program portfolio aligned with the ISLLC standards. The Ed.D. program committee completes and official mid-program assessment of the ISLLC standards at completion of the candidate's course work and comprehensive exams. In addition to assessments of the Kentucky Teacher Standards, candidates are assessed using the 5 Advanced Program rubrics (Advanced Program Rubric for Clinical Practice, Advanced Program Rubric for Diversity, Advanced Program Rubric for Impact on P-12 Student Learning, Advanced Program Rubric for Planning, and Advanced Program Rubric for Technology). Candidates must maintain a cumulative GPA of 3.5 in graduate course work.

CARDS 9 Exit Point

Exit from an Advanced program. As Ed.S candidates progress through the program they continue to develop Hallmark Assessment Tasks and the exit portfolio. The exit portfolio is then assessed by the program faculty using the ISLLC standards. The exit phase for Ed.D. candidates consists of the development and successful defense of the dissertation. Upon successful completion and defense of the dissertation, the faculty on the dissertation complete an assessment of the ISLLC standards. In addition to assessments of the ISLLC standards, candidates are assessed using the 5 Advanced Program rubrics (Advanced Program Rubric for Clinical Practice, Advanced Program Rubric for Diversity, Advanced Program Rubric for Impact on P-12 Student Learning, Advanced Program Rubric for Planning, and Advanced Program Rubric for Technology) if not assessed at mid-point of the program. Also, during the exit there is a required evaluation of the Conceptual Framework Constructs of Inquiry, Action, and Advocacy, using the *Ideas to Action* Holistic Construct rubric and *Ideas to Action* Unit Dispositions rubric (see Appendices E and J). Candidates must maintain a cumulative GPA of 3.5 in graduate course work. All candidates are evaluated for clinical practice/internship/practicum at least once during their program. The Office of Education Advising and Student Services (EASS) conducts a degree audit prior to the candidate's completion of the program. Candidates are informed of TC1 application procedures.

The table below is a graphic representation of the CARDS 7-9 assessment system used for all initial certification programs. The CARDS charts for individual programs are located with the Program Review Document (PRD) of the program on the PRD website. Due to the nature of specific programs, there are variations in the type of assessments in different programs. PRDs provide the most accurate picture of the assessments for each of the programs.

Ed.S. and Ed.D. Advanced Programs: Continuous Assessment Record and Documentation System (CARDS 7-9)

	 CARDS 7 Admission	 CARDS 8 Mid-Program	 CARDS 9 Completion
Criteria	CARDS 7 Admission	CARDS 8 Mid-Program	CARDS 9 Completion
Required Check-Points	<p>Application Requirements:</p> <p>Application to Graduate School:</p> <ul style="list-style-type: none"> • Suggested GRE Scores (150 verbal and 150 quantitative minimum on new GRE; 1000 total on previous GRE) • GPA (3.5) • Two forms/letters of recommendation (each person completes a form and a letter) • Resume (apply Ideas to Action Holistic Construct rubric & Ideas to Action Dispositions rubric) <p>• Participation in the Assessment Seminar:</p> <ul style="list-style-type: none"> • Written & timed response to prompt (apply Assessment of Academic Writing, Ideas to Action Holistic Construct rubric & Ideas to Action Dispositions rubric). • Small group interactive activity. • Interview (apply Ideas to Action Holistic Construct rubric & Ideas to Action Dispositions rubric) • Set of signed statements: Understanding Admissions, Technology, Code of Ethics, Dispositions Assessments • Signed Program sheet 	<p>Mid-Program Exam Requirements:</p> <p>Comprehensive Exams:</p> <ul style="list-style-type: none"> • To be taken during 8th semester of coursework. • Students will be expected to display a breadth and depth of knowledge. • Exam will be specialized to student by advisor and committee. • Students will be given 90 days to prepare for examination. • Students will be allowed to complete each of the three questions over a 48-hour period within a designated window. 	<p>Completion Requirements:</p> <p>Capstone: Problems of Interest OR Individual Dissertations</p> <p>Capstones: Problems of Interest</p> <ul style="list-style-type: none"> • Students are to complete common introduction and recommendation sections. • Students are to complete individual literature review, methods, and findings sections. • Students must also individually complete a managerial report to be presented to JCPS partners. • Students must successfully defend dissertation in front of selected committee members. <p><i>Dissertation</i></p> <ul style="list-style-type: none"> • Students are to individually complete a five chapter dissertation (introduction, literature review, methods, findings, recommendations). • Students must also individually complete a managerial report to be presented to JCPS partners. • Students must successfully defend dissertation in front of selected committee members.
Academic Content and Professional Knowledge	<p>GPA: Suggested minimum cumulative 3.5</p> <p>Academic Competency:</p> <ul style="list-style-type: none"> • Suggested GRE Scores (150 verbal and 150 quantitative minimum on new GRE; 1000 total on previous GRE) <p>Professional Knowledge:</p> <ul style="list-style-type: none"> • Two to Three letters of reference from professional peers. Each letter must suggest a mastery of professional duties as assigned. <p>Unit Assessment 1: Norm References National Examination of Content Knowledge – GPA & GRE Test Scores</p> <p>Unit Assessment 2: Evaluation of Content Knowledge – Assessment</p>	<p>GPA: Suggested minimum cumulative 3.5</p>	<p>GPA: Suggested minimum cumulative 3.5</p>

	Instruments GPA & GRA Test Scores		
Academic Competency: Content Knowledge	ISLLC Standard V: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. 5.2 Model principles of self-awareness, reflective practice, transparency, and ethical behavior ii. Candidates will have knowledge about the effect of ethical behavior on one's own leadership (ELCC) 5.4 Consider and evaluate the potential moral and legal consequences of decision-making ii. Candidates will have knowledge about current ethical and moral issues facing education, government, and business and their consequences. (ELCC)	ISLLC Standard II	ISLLC Standard II
Code of Ethics	Signed Understanding of the Kentucky Code of Ethics		
Conceptual Framework Constructs	Unit Assessment 7: Ideas to Action Holistic Construct Rubric - Applicant will be assessed with this rubric based upon the Letter of Intent, Letters of Recommendation, Assessment Seminar Activities, and Education Platform	Unit Assessment 7: Ideas to Action Holistic Construct Rubric - Professors associated with program committee to assess candidate with this rubric upon completion of the candidate's comprehensive exams.	Unit Assessment 7: Ideas to Action Holistic Constructs Rubric - Professors associated with dissertation committee to assess candidate with this rubric upon completion of the candidate's capstone or dissertation.
Conceptual Framework Unit Dispositions	Unit Assessment 8: Ideas to Action Unit Dispositions Rubric - Applicant will be assessed with this rubric based upon the Letter of Intent, Letters of Recommendation, Assessment Seminar Activities, and Education Platform	Unit Assessment 8: Ideas to Action Unit Dispositions Rubric - Professors associated with program committee to assess candidate with this rubric upon completion of the candidate's comprehensive exams.	Ideas to Action Unit Dispositions Rubric - Professors associated with program committee to assess candidate with this rubric upon completion of the candidate's capstone or dissertation.
Field and Clinical Placements	NA	Unit Assessment 5: Clinical Practice – Advanced Programs Clinical Practice Rubric – Supervising professor to assess candidate using this rubric upon candidate's completion of ELFH 704.	Advanced Program Clinical Practice Rubric - Professors associated with program committee to assess candidate with this rubric upon completion of the candidate's capstone or dissertation.
Technology	Acceptable Use of Technology Agreement	Unit Assessment 10: Advanced Program Technology Rubric - Supervising professor to assess candidate with this rubric upon candidate's completion of ELFH 601.	
Diversity		Unit Assessment 9: Advanced Program Diversity Rubric – Supervising professor to assess candidate with this rubric upon completion of ELFH 689.	
Evidence of Planning		Unit Assessment 4: Advanced Program Rubric for Planning – Supervising professor to assess candidate with this rubric upon completion of ELFH 715.	
Impact on P-12 Student Learning		Unit Assessment 6: Advanced Program Rubric for Impact on P-12 Student Learning – Supervising professor to assess candidate with this rubric upon completion of ELFH 623.	Unit Assessment 6: Advanced Program Rubric for Impact on P-12 Student Learning – Professors associated with the dissertation committee to assess candidate with this rubric upon completion of the candidate's capstone or dissertation.
Culminating Project		CARDS 8 Evaluation of ISLLC Standards: Professors associated with program committee to assess candidate upon completion of the candidate's	CARDS 9 Evaluation of ISLLC Standards: Professors associated with program dissertation committee to assess

		comprehensive exams.	candidate upon completion of the candidate's capstone or dissertation.
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Appendix I

Standard 11: U of L Program Diversity Standard

THE TEACHER UNDERSTANDS THE COMPLEX LIVES OF STUDENTS AND ADULTS IN SCHOOL AND SOCIETY.

Standard 11 Indicators

KY-UL.11.1

> The teacher's instructional and assessment materials affirm differences and groups honestly, realistically, and sensitively and accommodate the special needs, behavioral patterns, learning styles and orientations of diverse group members. The teacher creates instructional activities that will improve learning opportunities for all students.

KY-UL.11.2

> The teacher designs, plans and accommodates objectives, instructional strategies and learning materials that reflect the cultures, cognitive and physical special needs and styles of the various ethnic, cultural, linguistic, religious, gender and socioeconomic groups within the classroom.

KY-UL.11.3

> The teacher's curriculum experiences and resources offer a variety of materials on the histories, experiences, and cultures of diverse groups.

KY-UL.11.4

> The teacher respects the dignity and worth of students as individuals and as members of racial, ethnic, cultural, linguistic, religious, gender and economic groups.

KY-UL.11.5

> The teacher seeks professional development opportunities to gain knowledge and understanding and to affirm various and diverse groups.

KY-UL.11.6

> The teacher provides continuous opportunities for students to develop a better sense of self, to strengthen their self-identities, to develop greater self-understanding, and to better understand themselves in light of their ethnic, cultural, linguistic, and religious heritages, gender and special needs. The teacher supports students to explore learning and career options in light of this knowledge.

KY-UL.11.7

> The teacher designs curriculum that reflects knowledge of historical and societal problems some group members experience, such as racism, prejudice, discrimination, and exploitation.

KY-UL.11.8

> The teacher creates and maintains a classroom atmosphere reflecting an acceptance of and respect for differences and promotes values, attitudes, and behaviors that support diversity.

KY-UL.11.9

> The teacher supports students to develop decision-making abilities, social participation skills, and a sense of efficacy necessary to be critical, participatory and productive life citizens.

KY-UL.11.10

> The teacher provides opportunities for students to use knowledge, valuing, and thinking in decision making and awareness on issues related to special needs, race, ethnicity, culture, gender, language, religion and social class.

KY-UL.11.11

> The teacher works with parents, families and caretakers of students to serve the best interests of their children, makes use of local community resources and encourages students in the study of the local community by enlisting members and contexts within the community as classroom resources.

KY-UL.11.12

> The teacher demonstrates knowledge of equity, ethics, legal and human issues concerning use of computers and technology, designs learning activities that foster equitable, ethical and legal use of technology by students and applies theories of learning, teaching and instructional design and their relationships to the uses of technology to support the diverse learning needs of students.

Appendix J

Ideas to Action Unit Dispositions Rubric

	Target (3,000 pts)	Acceptable (2,000 pts)	Unacceptable (1,000 pt)
I: Exhibits a disposition to inform practice through inquiry and reflection KY-UL-CF.1.D	<p>Candidate strongly and consistently demonstrates a disposition to ask and answer vital questions and problems; to think open-mindedly within alternative systems of thought; to reflect on research and experiences; and to apply critical thinking skills to inform practice.</p>	<p>Candidate consistently demonstrates a disposition to ask and answer vital questions and problems; to think open-mindedly within alternative systems of thought; to reflect on research and experiences; and to apply critical thinking skills to inform practice.</p>	<p>Candidate does not consistently demonstrate a disposition to ask and answer vital questions and problems; to think open-mindedly within alternative systems of thought; to reflect on research and experiences; and to apply critical thinking skills to inform practice.</p>
II: Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge KY-UL-CF.2.D	<p>Candidate strongly and consistently demonstrates a disposition to seek and apply professional knowledge to address real world and community problems, including collaboration and partnerships with others; very effectively models and stresses the value of problem-solving and analysis to enhance learning opportunities.</p>	<p>Candidate consistently demonstrates a disposition to seek and apply professional knowledge to address real world and community problems, including collaboration and partnerships with others; models and stresses the value of problem-solving and analysis to enhance learning opportunities.</p>	<p>Candidate rarely demonstrates a disposition to seek and apply professional knowledge to address real world and community problems, including collaboration and partnerships with others; does not model and stress the value of problem-solving and analysis to enhance learning opportunities.</p>
III: Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference KY-UL-CF.3.D	<p>Candidate strongly and consistently demonstrates a disposition to ask and answer important ideological questions regarding education for social justice; as he/she promotes knowledge in community through research, practice, and service; energetically seeks equity of educational access for all constituents.</p>	<p>Candidate consistently demonstrates a disposition to ask and answer important ideological questions regarding education for social justice; as he/she promotes knowledge in community through research, practice, and service; regularly seeks equity of educational access for all constituents.</p>	<p>Candidate rarely demonstrates a disposition to ask and answer important ideological questions regarding education for social justice; does not regularly seek equity of educational access for all constituents.</p>

Appendix K. CEHD Programs' Diversity Components from 2013 Student Learning Outcomes Reports (SLOs)

Educational Leadership and Organizational Development (EdD)

Admission

Students will be assessed on the Advanced Program Rubric for Diversity in ELFH 640, Developing a Philosophy of Education. In addition, the HAT for ELFH 640 asks students to design a dept/school/district, describing philosophical assumptions on which decisions are made. Additionally, students are informed during recruitment about the specific aims of the program relating to educating future leaders within a social justice framework.

Mid-Program

Program faculty will integrate an assignment that addresses diversity into ELFH 689, Special Problems in Educational Leadership.

Exit

Comprehensive Exam prompt #1 asks that students define and describe remedies for chronically low-performing schools, with attention to students identified as being in gap groups (free/reduced lunch, special education, ethnic and language minority members).

Education Administration

Admission

ELFH 634 – P-12 Leadership for Curriculum, Instruction and Assessment. In this course candidates learn how to analyze and apply school data to identify learning and achievement gaps. They develop a monitoring and improvement process for curriculum, instruction, evaluation, and professional development. The Hallmark Assessment is to identify and analyze relevant data to prepare a school's achievement profile (including assessments, curricula, and instruction), will present the profile, and recommend one improvement strategy (including goal, activities, timelines, resources, evaluation strategies).

Mid-Program

ELFH 637 – Leveraging Community Systems and Resources for School Improvement. In this course candidates learn effective leadership strategies to build relationships with families, develop partnerships with community stakeholders, and work collaboratively to support shared goals and objectives. The Hallmark for this course is for candidates to work with two to three social service agencies that serve P-12 at-risk students in their assigned school and collect information about the agencies and their mission and present a plan to show how interacting with those agencies can better serve the needs of P-12 students.

Exit

Exit Portfolio – The exit portfolio is submitted in the last semester of a candidate's program and includes work samples in each of the six ISLLC Standards. Five of the ISSLC standards address diversity and students develop artifacts and reflections to demonstrate dispositions of fairness, effectively working with all groups, and responding to contextual factors that enhance human dignity and democratic ideals. The exit portfolio also includes the "Dispositions, Dimensions, and Functions for School Leaders" adapted from the "Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development" by the Education Professional Standards Board.

Educational Leadership and Organizational Development (EdD)

Admission

Students will be assessed on the Advanced Program Rubric for Diversity in ELFH 640, Developing a Philosophy of Education. In addition, the HAT for ELFH 640 asks students to design a dept/school/district, describing philosophical assumptions on which decisions are made. Additionally, students are informed during recruitment about the specific aims of the program relating to educating future leaders within a social justice framework.

Mid-Program

Program faculty will integrate an assignment that addresses diversity into ELFH 689, Special Problems in Educational Leadership.

Exit

Comprehensive Exam prompt #1 asks that students define and describe remedies for chronically low-performing schools, with attention to students identified as being in gap groups (free/reduced lunch, special education, ethnic and language minority members).

ESL

Admission

Six semester hours of a second or foreign language in addition to an initial area of teacher certification

Mid-Program

EDAP 521 Strategies for Teaching English Language Learners

Exit

Passing score on the ESL Praxis plus the ESL Portfolio component embedded in EDAP 521 plus the completion of 30 hours of field work under the supervision of an ESL-endorsed teacher.

Gifted and Talented Endorsement

Admission

During the admission process to the GT endorsement, candidates will be required to complete a signed Professional Code of Ethics for Kentucky School Personnel form and a personal statement, which will be evaluated using an *Ideas to Action Unit Dispositions Rubric* and *Ideas to Action Holistic Construct Rubric* by a faculty committee. The personal statement and Ideas to Action disposition address the candidate's disposition with regard to diversity upon admission.

Mid-Program

Each Hallmark Assessment Task (HAT) is defined with a purpose, process, product, and an assessment rubric which is aligned with the appropriate professional standards (National Association of Gifted Education Standards, Council of Exceptional Children (CEC) Initial Special Education Teachers of Individuals with Exceptional Learning Needs with Gifts and Talents, Kentucky Teacher Standards: Advanced-Level Performance and University of Louisville CEHD Diversity Standard). For example, the HAT for EDAP 581 meets numerous Advanced Level Kentucky Teacher Standards, the University of Louisville Diversity Standard, and several NAGC standards.

Exit

The final course in the GT endorsement is a EDAP 684: Practicum in Gifted Education that requires candidates to create the Ideal District Gifted Services Plan for their school district, modeled from the actual plan districts submit to the Kentucky Department of Education. The plan must be consistent with Kentucky laws and regulations regarding gifted education and address the needs of the schools and students in their school district. The state assurances, and regulations governing for Gifted and Talented programs will guide the development. A key aspect of this task is the recognition that gifted students are a diverse group with varied needs and gifts, and planning a gifted education program that recognizes this population diversity.

MED Elementary Education

Admission

EDAP 638 Instructional Strategies for Diverse Learner HAT

Mid-Program

Concentration area and course work will vary per student

Exit

EDAP 607 Teacher Leadership in Practice HAT

MED Instructional Technology

Admission

EDAP 585: Teaching Educational Technology (Hallmark Assessment); [Copy of HAT EDAP 585 The Digital Native Classroom](#)

Mid-Program

EDAP 690 – Teaching with Multimedia; Developing PowerPoints that Teach; [Developing PowerPoints that Teach](#)

Exit

EDAP 688 Designing Technology-Rich Curricula; Technology Rich Curriculum Unit [Hallmark Assessment]; [EDAP 688 - HAT - Summer 2011](#)

MED Reading and Writing

Admission

Diversity Rubric upon admission

Mid-Program

EDAP 642 Literacy Learning and Cultural Difference, Hallmark Assessment, Analysis of equity teaching and learning - Each course in our program has a diversity strand as per the International Reading Association guidelines and standards for Literacy

Professionals.

Exit

Final Portfolio - Diversity Rubric and artifacts representing culturally relevant pedagogy in literacy instruction.

MED Special Education LBD

Admission

None

Mid-Program

Advanced Program Diversity Rubric is scored using evidence from midpoint of the portfolio

Exit

Advanced Program Diversity Rubric is scored using evidence from the portfolio

MED Special Education MSD

Admission

Diversity Rubric applied to application materials

Mid-Program

EDSP 520 Assessment Report; a measure of diversity is scored using U of L Diversity Standard 11

Exit

EDSP 670; Inclusion/ equity paper; the Advanced Program Diversity Rubric is scored using evidence from the EDSP 670 HAT Rubric

MED Special Education VI

Admission

EDSP 624 Characteristics and Needs of Students who are Blind and Visually Impaired: Understanding eye conditions: Demonstrates knowledge of eye conditions through description of eye problems including an understanding visual issues for all learners including diverse learners and discussion of the social and contextual context of the particular disability. Hallmark assessed

EDSP 628 Seminar: Assessment of the Visually Impaired Students: The gathering of background information (e.g., academic, ethnic and social, medical and family history) and include in written assessment reports and collaborate with educational professionals (e.g., TVI, orientation and mobility specialist (COMS), regular classroom teacher, parents and others to complete reports). Grading is maintained.

Mid-Program

EDSP 634 Characteristics & Needs of Students with Moderate and Severe Disabilities: Weekly course reflections, Diversity is covered by a focus on noting differences and aspects of different groups covered in class. Reflections are graded weekly

Exit

EDSP 629 Visuals Impairment Practicum: Demonstrate a code of ethics and professional manner in personal dress, demeanor, standards of conduct, and when dealing with student's individual education program, behavioral problems, diverse learners and school records. Observation collected on a rubric.

MED Teacher Leader

Admission

Application materials include developing their personal statement, applicants are encouraged to identify and describe personal characteristics, abilities, beliefs and goals as well as diverse experiences with children and adolescents, which will contribute to their success as an outstanding educator. Applicants should also review the College of Education and Human Development's [Conceptual Framework](#), reflecting on the concepts of inquiry, action, and advocacy. Applicants consider the following questions:

- How do you demonstrate intellectual curiosity?
- How do you develop positive relationships and work collaboratively with peers, teachers, and others?
- How do you demonstrate the interpersonal skills necessary to do the daily work of teaching?
- Can you give examples of your commitment to diversity, equity and social justice?
- Can you identify characteristics critical to successful teaching (such as dependability, initiative, organization) and give examples of how you exhibit those traits?

The personal statement is evaluated by two rubrics:

- a) Ideas to Action Unit Dispositions Assessment: The measurement reviews to what extent the Candidate demonstrates highly developed capacity to ask and answer important ideological questions regarding education for social justice, as he/she promotes knowledge in community through research, practice, and service. Candidate participates fully in the life of the community, practices social justice, and energetically advocates for equity of educational access for all constituents.
- b) Ideas to Action Holistic Construct Rubric: The measurement reviews to what extent the Candidate strongly and consistently demonstrates a disposition to ask and answer important ideological questions regarding education for social justice, as he/she promotes knowledge in community through research, practice, and service; energetically seeks equity of educational access for all constituents.
- by the faculty admissions committee

Mid-Program

The Teacher Leadership Master's program prepares all teachers, whatever their years of experience, to become leaders in their classrooms and schools. The program's developmental model includes three levels of leadership:

Level I - Teaching Expertise *EDAP 638 Instructional Strategies for Diverse Learners*

Level II - Specialized Expertise (*becoming a leader in an area of interest*)

Candidates engage in the level I and level II focus by honing skills as a classroom teacher, employing skills to support leading research, planning and assessing student needs for implications of instruction within the candidates own classroom or supporting an intern in their practice. Teacher leaders tend to be experts in an area within teaching, but will refine their teaching, through collaboration, and feedback that supports instructional implications for diverse learners within schools and/or the community.

Exit

- **Level III**- Beyond the Classroom (*becoming a leader in your school*) (two classes) targets the skills needed in order to work effectively at the school or district level to support other teachers meet the needs of their diverse learners, or work with departments, schools, and districts to lead others in practicum, coaching and mentoring.

School Counseling

Admission

ECPY 663 Multicultural Issues and Diversity

Hallmark Assessment: Students will write a conceptualization based on Fadiman (1997). Students can choose to conceptualize one or more of the family members from the book. Concepts from the course should be infused into the paper, such as barriers, discrimination, microaggressions, acculturation, intersecting identities, identity processes, etc. Within the conceptualization, students should discuss the presenting concerns of the client(s), primary considerations with mental health issues and the client, diagnostic issues that are presented within the book, and possible psychotherapeutic interventions that would take place. In addition, there should be self-reflection within the paper to indicate difficulties that may arise for you as a clinician/professional based on the presenting issue of the client(s) and how you would deal with these difficulties. Students must use readings from within the course as well as provide at least five citations (of which at least 2 must be research citations) from outside sources to support your points within the paper. The paper should be typed, double-spaced, times new roman, 1 inch margins and 10-15 pages long. This paper must be submitted on Livetext at the beginning of the second to last class. 35 points. Data is collected on this HAT assignment

Mid-Program

unit key assessment--look at the midpoint and endpoint analysis

There is not a diversity specific assignment included in ECPY 630, Theories and Techniques for School Counselors. There are however, specific readings that students have to complete that relate to multicultural counseling and diversity issues. Students are assessed with the Unit Assessment for Diversity at the end of the course.

Exit

unit key assessment--look at the midpoint and endpoint analysis

ECPY 674, Practicum in School Counseling

ECPY 684, Internship in School Counseling

Hallmark Assessment: Classroom Guidance Intervention and Outcome Evaluation: Students are to identify a need within the school that centers on emotional/social, career, and/or academic issue that affects high-risk populations or addresses relevant social justice issues within the school setting. Students conduct a needs assessment, gather data on the student population of focus, create and implement a classroom guidance intervention, and conduct an outcome evaluation after the intervention has been implemented.

Data is collected on this HAT assignment.

Students are assessed with the Unit Assessment for Diversity at the end of the course.

BS Middle and Secondary

Admission

Applicants address Diversity within their application Professional Statement by answering the following question *What knowledge, skills, and dispositions do you have that will make you an effective teacher?* To answer this question, they must select at least one of the 2 following Advocacy dispositions:

- I develop and nurture positive relationships with students/colleagues/ peers, including effective collaborations toward a shared goal.
- I respect and affirm differences among people.

Applicants answer the following interview question at *Target, Acceptable* or *Needs Improvement* levels: *Describe experiences you have had with people of racial, ethnic, or socioeconomic groups different than your own.* If rated as *Needs Improvement*, the applicant provides some evidence of the characteristics of a good teacher, with notable deficiencies, but those will likely be overcome in the program. Applicants are not accepted into the program with an *Unacceptable* rating on this interview question. In the first semester of their program, BS candidates enroll in EDTP 506, Public Schools in America. In this course, candidates consider the historical and philosophical foundations of education in a socially and culturally diverse country. All candidates write a Pedagogic Creed, requiring them to substantiate their beliefs in three focal areas. In articulating their beliefs, candidates must include considerations for a) children from low income families and b) within an urban or rural context. Data are collected for this assignment and reviewed in order to improve instruction in these areas.

Mid-Program

Candidates enroll in EDTP 345, Special Populations in schools, while concurrently enrolled in EDTP 346 a field placement course. In the course, candidates consider the characteristics and needs of gifted / talented students, students with disabilities, English language learners, and other special populations as well as curricular and instructional approaches to challenge and support them in the regular classroom. The Hallmark Assessment, The Collaborative Design for Instructional Support Plan, requires that they collaborate with their mentor teacher, among others, to design and implement instructional support for a student who may benefit from such support. As a Hallmark assessment, data are routinely gathered and analyzed to improve instruction and monitor student performance.

Exit

At the end of their program, BS candidates enroll in EDTP 477 Capstone seminar, taken simultaneously with Student Teaching, a field based course. The Capstone Hallmark assessment is the Instructional Sequence, identified as a key assessment, that documents candidate performance on the CEHD Standard 11, also known as the Diversity Standard. Throughout the planning and teaching of the instructional sequence, candidates must demonstrate an understanding of the context and needs of the students s/he is teaching. The contextual and needs based information include the diversity elements addressed throughout the program including race, ethnicity, language, ability, gender, socio economic status, Because the Hallmark for EDTP 477 is a Key Assessment, data are collected and analyzed in order to improve instruction throughout the program and monitor student performance.

BS Elementary

Admission

EDTP 107, 201

Mid-Program

EDTP 301, 311, 313, 320, 328, 322, 324, 345, 355

Exit

EDTP 450, 477

BS Elementary dual cert with IECE

Admission

For admission to the program students must write a Personal Statement which includes any experiences they have had working with a diverse population of students. They are also asked during the application interview to explain any opportunities they have had to interact with not only students and people in general, different from themselves.

Mid-Program

Because of the interdisciplinary nature of this teacher certification, all courses in the program include course work and/or field experiences that prepare students to work with children and families from diverse populations. Data is only collected from Hallmark assessments for these courses.

Exit

EDTP 450 and 451 - students teaching

Hallmark Assignment: Instructional Sequence

Candidates will plan, teach, and analyze a week-long instructional sequence appropriate for students in their student teaching or teaching context, with an emphasis on designing, using, and analyzing assessment data to inform subsequent instruction. This instructional sequence, reflection, and analysis of student learning will demonstrate the candidate's ability to design and plan instruction based on sound content knowledge, Kentucky content standards and Common Core Standards, and an understanding of the context and needs of the students s/he is teaching. It will also demonstrate the candidate's ability to create appropriate assessments, use data from those assessments to plan and adjust instruction, and to analyze student work to determine the effectiveness of instruction.

BS Elementary dual cert with LBD or MSD

Admission

Applicants address Diversity within their application Professional Statement by answering the following question *What knowledge, skills, and dispositions do you have that will make you an effective teacher?* To answer this question, they must select at least one of the 2 following Advocacy dispositions:

- I develop and nurture positive relationships with students/colleagues/ peers, including effective collaborations toward a shared goal.
- I respect and affirm differences among people.

Applicants answer the following interview question at *Target, Acceptable* or *Needs Improvement* levels: *Describe experiences you have had with people of racial, ethnic, or socioeconomic groups different than your own.* If rated as *Needs Improvement*, the applicant provides some evidence of the characteristics of a good teacher, with notable deficiencies, but those will likely be overcome in the program. Applicants are not accepted into the program with an *Unacceptable* rating on this interview question.

Mid-Program

Diversity rubric that relates to the conceptual framework

Exit

Diversity rubric that relates to the conceptual framework

BS Middle and Secondary

Admission

Applicants address Diversity within their application Professional Statement by answering the following question *What knowledge, skills, and dispositions do you have that will make you an effective teacher?* To answer this question, they must select at least one of the 2 following Advocacy dispositions:

- I develop and nurture positive relationships with students/colleagues/ peers, including effective collaborations toward a shared goal.
- I respect and affirm differences among people.

Applicants answer the following interview question at *Target, Acceptable* or *Needs Improvement* levels: *Describe experiences you have had with people of racial, ethnic, or socioeconomic groups different than your own.* If rated as *Needs Improvement*, the applicant provides some evidence of the characteristics of a good teacher, with notable deficiencies, but those will likely be overcome in the program. Applicants are not accepted into the program with an *Unacceptable* rating on this interview question.

In the first semester of their program, BS candidates enroll in EDTP 506, Public Schools in America. In this course, candidates consider the historical and philosophical foundations of education in a socially and culturally diverse country. All candidates write a Pedagogic Creed, requiring them to substantiate their beliefs in three focal areas. In articulating their beliefs, candidates must include considerations for a) children from low income families and b) within an urban or rural context. Data are collected for this assignment and reviewed in order to improve instruction in these areas.

Mid-Program

Candidates enroll in EDTP 345, Special Populations in schools, while concurrently enrolled in EDTP 346 a field placement course. In the course, candidates consider the characteristics and needs of gifted / talented students, students with disabilities, English language learners, and other special populations as well as curricular and instructional approaches to challenge and support them in the regular classroom. The Hallmark Assessment, The Collaborative Design for Instructional Support Plan, requires that they collaborate with their mentor teacher, among others, to design and implement instructional support for a student who may benefit from such support. As a Hallmark assessment, data are routinely gathered and analyzed to improve instruction and monitor student performance.

Exit

At the end of their program, BS candidates enroll in EDTP 477 Capstone seminar, taken simultaneously with Student Teaching, a field based course. The Capstone Hallmark assessment is the Instructional Sequence, identified as a key assessment that documents candidate performance on the CEHD Standard 11, also known as the Diversity Standard. Throughout the planning and teaching of the instructional sequence, candidates must demonstrate an understanding of the context and needs of the students s/he

is teaching. The contextual and needs based information include the diversity elements addressed throughout the program including race, ethnicity, language, ability, gender, socio economic status, Because the Hallmark for EDTP 477 is a Key Assessment, data are collected and analyzed in order to improve instruction throughout the program and monitor student performance.

BS Secondary (All Content Areas)

Admission

Applicants address Diversity within their application Professional Statement by answering the following question *What knowledge, skills, and dispositions do you have that will make you an effective teacher?* To answer this question, they must select at least one of the 2 following Advocacy dispositions:

- I develop and nurture positive relationships with students/colleagues/ peers, including effective collaborations toward a shared goal.
- I respect and affirm differences among people.

Applicants answer the following interview question at *Target, Acceptable* or *Needs Improvement* levels: *Describe experiences you have had with people of racial, ethnic, or socioeconomic groups different than your own.* If rated as *Needs Improvement*, the applicant provides some evidence of the characteristics of a good teacher, with notable deficiencies, but those will likely be overcome in the program. Applicants are not accepted into the program with an *Unacceptable* rating on this interview question. In the first semester of their program, BS candidates enroll in EDTP 506, Public Schools in America. In this course, candidates consider the historical and philosophical foundations of education in a socially and culturally diverse country. All candidates write a Pedagogic Creed, requiring them to substantiate their beliefs in three focal areas. In articulating their beliefs, candidates must include considerations for a) children from low income families and b) within an urban or rural context. Data are collected for this assignment and reviewed in order to improve instruction in these areas.

Mid-Program

Candidates enroll in EDTP 345, Special Populations in schools, while concurrently enrolled in EDTP 346 a field placement course. In the course, candidates consider the characteristics and needs of gifted / talented students, students with disabilities, English language learners, and other special populations as well as curricular and instructional approaches to challenge and support them in the regular classroom. The Hallmark Assessment, The Collaborative Design for Instructional Support Plan, requires that they collaborate with their mentor teacher, among others, to design and implement instructional support for a student who may benefit from such support. As a Hallmark assessment, data are routinely gathered and analyzed to improve instruction and monitor student performance.

Exit

At the end of their program, BS candidates enroll in EDTP 477 Capstone seminar, taken simultaneously with Student Teaching, a field based course. The Capstone Hallmark assessment is the Instructional Sequence, identified as a key assessment that documents candidate performance on the CEHD Standard 11, also known as the Diversity Standard. Throughout the planning and teaching of the instructional sequence, candidates must demonstrate an understanding of the context and needs of the students s/he is teaching. The contextual and needs based information include the diversity elements addressed throughout the program including race, ethnicity, language, ability, gender, socio economic status, Because the Hallmark for EDTP 477 is a Key Assessment, data are collected and analyzed in order to improve instruction throughout the program and monitor student performance.

MAT Art

Admission

Candidates are interviewed by the committee to share past and current experiences with others who are different than the candidate. Candidates accepted enroll in EDTP 503 Developing Cross Cultural Competence. In the course, candidates consider how they will work with students from diverse, ethnic, racial, linguistic, and socioeconomic backgrounds and consider issues related to sexual orientation and national origin as they relate to the classroom. The Hallmark Assessment, a unit of study, requires that candidates apply the theories they learn to classroom instruction in order to create an interdisciplinary unit of study. Because this is the Hallmark Assessment, data are gathered and routinely analyzed to improve instruction and monitor student performance.

Mid-Program

Candidates enroll in EDTP 545, Exceptional Child in the Regular Classroom which includes a field placement component. In the course, candidates consider the characteristics and needs of gifted / talented students, students with disabilities, English language learners, and other special populations as well as curricular and instructional approaches to challenge and support them in the general education classroom with typically developing peers. The Hallmark Assessment, The Collaborative Design for Instructional Support Plan, requires that they collaborate with their mentor teacher, among others, to design and implement instructional support for a student who may benefit from such support. As a Hallmark assessment, data are routinely gathered and analyzed to improve instruction and monitor student performance.

Exit

At the end of their program, MAT candidates enroll in EDTP 677 Capstone seminar, taken simultaneously with Student Teaching, a field based course. The Capstone Hallmark assessment is the Instructional Sequence, identified as a key assessment, that documents candidate performance on the CEHD Standard 11, also known as the Diversity Standard. Throughout the planning and teaching of the instructional sequence, candidates must demonstrate an understanding of the context and needs of the students s/he is teaching. The contextual and needs based information include the diversity elements addressed throughout the program including race, ethnicity, language, ability, gender, socio economic status, Because the Hallmark for EDTP 677 is a Key Assessment, data are collected and analyzed in order to improve instruction throughout the program and monitor student performance.

MAT Elementary (P-5)

Admission

Applicants address Diversity within their application Professional Statement by answering the following question *What knowledge, skills, and dispositions do you have that will make you an effective teacher?* To answer this question, they must select at least one of the 2 following Advocacy dispositions:

- I develop and nurture positive relationships with students/colleagues/ peers, including effective collaborations toward a shared goal.
- I respect and affirm differences among people.

Applicants answer the following interview question at *Target, Acceptable* or *Needs Improvement* levels: *Describe experiences you have had with people of racial, ethnic, or socioeconomic groups different than your own. If rated as Needs Improvement, the applicant provides some evidence of the characteristics of a good teacher, with notable deficiencies, but those will likely be overcome in the program.* Applicants are not accepted into the program with an *Unacceptable* rating on this interview question.

Mid-Program

Teacher Candidates have the option in EDTP 621: Content Methods Field Placement to complete 2 of the following Kentucky Teacher Standards 1, 4, 9 (all Indicators) OR UofL Std. 11 (Indicators 1, 2, 3, 8, & 9 OR 10).

Teacher Candidates have completed A-1 for their field placements school(s). This A-1 is assessed in Science Methods, Social Studies Methods, Language Arts Methods and Mathematics Methods. A-1 requires that students plan lessons upon identified public school information that could include Comprehensive School Improvement Plan (CSIP), School Report Card (CATS/CTBS results), or any relevant data about achievement gap groups. Non-public schools should include similar data. A-1 also requires that teacher candidates describe any language, cultural, and/or achievement/developmental level differences that create instructional concerns in your class. Teacher candidates are required to address those concerns with each lesson.

Exit

Teacher candidates complete EDTP 503 Developing Cross-Cultural Competence with a C or better; candidates complete the course assignment (HAT) by developing a meaningful and culturally responsive unit of study for a teaching context and providing rationales for instructional decisions based on empirical and theoretical notions of culturally responsive teaching. Candidates must research and select multicultural content that is appropriate and develop a rationale that explicitly links the content and instructional decisions represented in the unit to the research on culturally responsive teaching.

Teacher candidates score *Target* or *Acceptable* on UofL Program Standard 11 on the Exit Portfolio for Indicators 1, 2, 3, 8, & 9 OR 10.

Candidates must score *Target* or *Acceptable* on the Inquiry, Action and Advocacy criteria from the *Ideas to Action Conceptual Framework Diversity Rubric*:

Inquiry: Candidate applies the professional standards, elements of reasoning, and intellectual traits of critical thinking to diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) in his or her chosen field. KY-UL-CF.1

Action: Candidate promotes societal cohesiveness based on the shared participation of diverse peoples. KY-UL-CF.2

Action: Candidate maximizes equity of opportunity for all individuals and groups. KY-UL-CF.2

Advocacy: Candidate facilitates constructive community and educational change that enhances human dignity and democratic ideals. KY-UL-CF.3

MAT Secondary Education

Admission

Candidates are interviewed by the committee to share past and current experiences with others who are different than the candidate. Candidates accepted enroll in EDTP 503 Developing Cross Cultural Competence. In the course, candidates consider how they will work with students from diverse, ethnic, racial, linguistic, and socioeconomic backgrounds and consider issues related to sexual orientation and national origin as they relate to the classroom. The Hallmark Assessment, a unit of study, requires

that candidates apply the theories they learn to classroom instruction in order to create an interdisciplinary unit of study. Because this is the Hallmark Assessment, data are gathered and routinely analyzed to improve instruction and monitor student performance.

Mid-Program

Candidates enroll in EDTP 545, Exceptional Child in the Regular Classroom which includes a field placement component. In the course, candidates consider the characteristics and needs of gifted / talented students, students with disabilities, English language learners, and other special populations as well as curricular and instructional approaches to challenge and support them in the general education classroom with typically developing peers. The Hallmark Assessment, The Collaborative Design for Instructional Support Plan, requires that they collaborate with their mentor teacher, among others, to design and implement instructional support for a student who may benefit from such support. As a Hallmark assessment, data are routinely gathered and analyzed to improve instruction and monitor student performance.

Exit

At the end of their program, MAT candidates enroll in EDTP 677 Capstone seminar, taken simultaneously with Student Teaching, a field based course. The Capstone Hallmark assessment is the Instructional Sequence, identified as a key assessment, that documents candidate performance on the CEHD Standard 11, also known as the Diversity Standard. Throughout the planning and teaching of the instructional sequence, candidates must demonstrate an understanding of the context and needs of the students s/he is teaching. The contextual and needs based information include the diversity elements addressed throughout the program including race, ethnicity, language, ability, gender, socio economic status, Because the Hallmark for EDTP 677 is a Key Assessment, data are collected and analyzed in order to improve instruction throughout the program and monitor student performance.

MAT Health and PE

Admission

Before admission to the MAT program, teacher candidates explore issues related to diversity in the following courses:

HSS 410/411/412: Teacher candidates are required to read and reflect on a book title "White Teacher". The book discusses a kindergartens experience in a diverse classroom in the 1970's.

HSS 492: This course is a field work course. Teacher candidates are placed in diverse P-12 educational settings across Jefferson County Public Schools and the surrounding counties.

MAT Entrance Interview: Teacher candidates are asked to describe experiences they have had with people of racial, ethnic, or socioeconomic groups different than their own. They are ranked on a 4-point scale: unacceptable, needs improvement, acceptable, acceptable, and target.

Mid-Program

HSS 605: (a) Teacher candidates are asked to watch an instructional video concerning diverse families.

(b) Teacher candidates are placed in diverse P-12 educational settings across Jefferson County Public Schools and the surrounding counties. These placement will be different from the ones they visited in their undergraduate coursework. These placement will be different from the ones they visited in their undergraduate coursework and first preservice teaching experience in HSS 606 and 609.

HSS 606: (a) Teacher candidates are asked to read and reflect on research article related to teaching diverse populations in the physical education classroom. Also, teacher candidates are asked to further reflect on the book title "White Teacher."

(b) Teacher candidates are placed in diverse P-12 educational settings across Jefferson County Public Schools and the surrounding counties. These placement will be different from the ones they visited in their undergraduate coursework and first preservice teaching experience in HSS 605 609.

HSS 609: (a) Teacher candidates are asked to reflect on a IEP assignment completed in the Instructional Sequence Hallmark.

(b) Teacher candidates are placed in diverse P-12 educational settings across Jefferson County Public Schools and the surrounding counties. These placement will be different from the ones they visited in their undergraduate coursework and first preservice teaching experience in HSS 605 and 606.

Exit

HSS 612: Teacher candidates are placed in diverse P-12 educational settings across Jefferson County Public Schools and the surrounding counties. These placement will be different from the ones they visited in their undergraduate coursework and first preservice teaching experience in HSS 605, 606, and 609.

HSS 613: Teacher candidates are placed in diverse P-12 educational settings across Jefferson County Public Schools and the surrounding counties. These placement will be different from the ones they visited in their undergraduate coursework and first preservice teaching experience in HSS 605, 606, and 609.

MAT IECE

Admission

For admission to the program students must write a Personal Statement which includes any experiences they have had working with a diverse population of students. They are also asked during the application interview to explain any opportunities they have had to interact with not only students and people in general, different from themselves.

Mid-Program

Because of the interdisciplinary nature of this teacher certification, all courses in the program include course work and/or field experiences that prepare students to work with children and families from diverse populations. Data is only collected from Hallmark assessments for these courses.

Exit

EDTP 650 and 651 - students teaching

Hallmark Assignment: Instructional Sequence

Candidates will plan, teach, and analyze a week-long instructional sequence appropriate for students in their student teaching or teaching context, with an emphasis on designing, using, and analyzing assessment data to inform subsequent instruction. This instructional sequence, reflection, and analysis of student learning will demonstrate the candidate's ability to design and plan instruction based on sound content knowledge, Kentucky content standards and Common Core Standards, and an understanding of the context and needs of the students s/he is teaching. It will also demonstrate the candidate's ability to create appropriate assessments, use data from those assessments to plan and adjust instruction, and to analyze student work to determine the effectiveness of instruction.

MAT Middle School

Admission

Candidates enroll in EDTP 503 Developing Cross Cultural Competence. In the course, candidates consider how they will work with students from diverse, ethnic, racial, linguistic, and socioeconomic backgrounds and consider issues related to sexual orientation and national origin as they relate to the classroom. The Hallmark Assessment, a unit of study, requires that candidates apply the theories they learn to classroom instruction in order to create an interdisciplinary unit of study. Because this is the Hallmark Assessment, data are gathered and routinely analyzed to improve instruction and monitor student performance.

Mid-Program

Candidates enroll in EDTP 545, Exceptional Child in the Regular Classroom which includes a field placement component. In the course, candidates consider the characteristics and needs of gifted / talented students, students with disabilities, English language learners, and other special populations as well as curricular and instructional approaches to challenge and support them in the regular classroom. The Hallmark Assessment, The Collaborative Design for Instructional Support Plan, requires that they collaborate with their mentor teacher, among others, to design and implement instructional support for a student who may benefit from such support. As a Hallmark assessment, data are routinely gathered and analyzed to improve instruction and monitor student performance.

Exit

At the end of their program, MAT candidates enroll in EDTP 677 Capstone seminar, taken simultaneously with Student Teaching, a field based course. The Capstone Hallmark assessment is the Instructional Sequence, identified as a key assessment that documents candidate performance on the CEHD Standard 11, also known as the Diversity Standard. Throughout the planning and teaching of the instructional sequence, candidates must demonstrate an understanding of the context and needs of the students s/he is teaching. The contextual and needs based information include the diversity elements addressed throughout the program including race, ethnicity, language, ability, gender, socio economic status, Because the Hallmark for EDTP 677 is a Key Assessment, data are collected and analyzed in order to improve instruction throughout the program and monitor student performance.

MAT Music

Admission

Candidates are interviewed by the committee to share past and current experiences with others who are different than the candidate. Candidates accepted enroll in EDTP 503 Developing Cross Cultural Competence. In the course, candidates consider how they will work with students from diverse, ethnic, racial, linguistic, and socioeconomic backgrounds and consider issues related to sexual orientation and national origin as they relate to the classroom. The Hallmark Assessment, a unit of study, requires that candidates apply the theories they learn to classroom instruction in order to create an interdisciplinary unit of study. Because this is the Hallmark Assessment, data are gathered and routinely analyzed to improve instruction and monitor student performance.

Mid-Program

Candidates enroll in EDTP 545, Exceptional Child in the Regular Classroom which includes a field placement component. In the course, candidates consider the characteristics and needs of gifted / talented students, students with disabilities, English language learners, and other special populations as well as curricular and instructional approaches to challenge and support them in the general education classroom with typically developing peers. The Hallmark Assessment, The Collaborative Design for Instructional Support Plan, requires that they collaborate with their mentor teacher, among others, to design and implement instructional support for a student who may benefit from such support. As a Hallmark assessment, data are routinely gathered and analyzed to improve instruction and monitor student performance.

Exit

At the end of their program, MAT candidates enroll in EDTP 677 Capstone seminar, taken simultaneously with Student Teaching, a field based course. The Capstone Hallmark assessment is the Instructional Sequence, identified as a key assessment that documents candidate performance on the CEHD Standard 11, also known as the Diversity Standard. Throughout the planning and teaching of the instructional sequence, candidates must demonstrate an understanding of the context and needs of the students s/he is teaching. The contextual and needs based information include the diversity elements addressed throughout the program including race, ethnicity, language, ability, gender, socio economic status, Because the Hallmark for EDTP 677 is a Key Assessment, data are collected and analyzed in order to improve instruction throughout the program and monitor student performance.

MAT Special Education MSD

Admission

Diversity Rubric applied to application materials

Mid-Program

EDSP 520; Assessment Report; a measure of diversity is scored using the U of L Diversity Standard 11

Exit

EDSP 670; Inclusion/ equity paper; the Advanced Program Diversity Rubric is scored using evidence from the EDSP 670 HAT Rubric

HUMAN DEVELOPMENT PROGRAMS

Art Therapy MED Program

Admission

ECPY 663 Multicultural and Diversity Issues/Assessment of immersion experience and reflective paper

Mid-Program

ECPY 643 Field Studies in Art Therapy/Assessments of field and clinical experiences

Exit

ECPY 676 Practicum in Art Therapy-Counseling/Assessments of field and clinical experiences

College Student Personnel MED

Admission

ECPY 664 - Student Subcultures; HAT paper on a student subculture found within a university or college setting

Mid-Program

ECPY - Multicultural Issues; HAT paper on a multicultural issue

Exit

ECPY 661 - Internship in CSP; assessment by site supervisor and HAT student learning paper

College Student Personnel PhD Program

Admission

None

Mid-Program

Doctoral Internship - site supervisor evaluation

Exit

Comprehensive exam

Counseling and Student Personnel with a specialization in Counselor Education and Supervision PhD

Admission

Upon entry to the Counselor Education and Supervision Ph.D. program, the student is required to have the equivalent of our master's-level course, ECPY 663 Multicultural and Diversity Issues. A student who does not have that course or an equivalent is required to take ECPY 663. The student must receive a rating of meets or exceeds standards for the Hallmark Assessment for ECPY 663, a case conceptualization, which examines the implications of cultural, diversity, and social justice issues related to a counseling case study. The student must receive a grade of B or better in the course. **All students admitted to the CES Ph.D. program for 2013-2014 had taken a course in multicultural and diversity issues during their master's program and had received a grade of A.**

Mid-Program

The MID-PROGRAM assessment will be the site and University supervisors' midterm and final ratings of the student on issues related to multicultural, diversity, and social justice issues. The rating scale used by the supervisors will depend on the type of internship that the student pursues (counseling, supervision, research, prevention and consultation, or advocacy). Sample items include: Knowledge of one's own beliefs, values, attitudes, assumptions in the context of diversity; recognizes own biases and stereotypes, personal limitations, and areas for future growth and takes action to reduce such biases;; open to exploring one's feelings and reactions to power and diversity issues; knowledge about the nature and impact of diversity in different clinical situations; facilitates discourse and acts as an ally when oppression or poor treatment is imposed on stigmatized and underserved groups; infuses culture and diversity into all aspects of professional work; and demonstrates respect for and values differing worldviews in all domains of professional practice and professional interactions. The student must be rated at or above expectations on all items (rating of 1 or above).

The ratings for CES Ph.D. students on Diversity - Individual and Cultural Differences in practicum and internship were:

Practicum Midterm Mean = 2.0 (n = 2) All students were rated 1 or above.

Practicum Final Mean = 2.0 (n = 3) All students were rated 1 or above.

Internship Midterm Mean = 3.0 (n = 2) All students were rated 1 or above.

Internship Final Mean = 3 (n = 2) All students were rated 1 or above.

Exit

The EXIT assessment is the student's performance on the Hallmark Assessment and the final grade in the required doctoral course, ECPY 732 Counselor Education Seminar: Promoting Social Change: Leadership and Advocacy in a Multicultural Society. The Hallmark Assessment requires the student to develop a social justice position paper related to advocacy for a social justice issue for a particular population. The student must receive a rating of meets or exceeds expectations on the Hallmark Assessment and a grade of at least B in the course. **ECPY 732 has not yet been taught and will be offered in Spring 2014.**

Counseling and Student Personnel with Concentration in Clinical Mental Health Counseling MED

Admission

Clinical Mental Health Counseling students, as part of their program of study, are required to take ECPY 663 Multicultural and Diversity Issues. The Hallmark Assessment Task in the course, a case conceptualization, requires that the student address concepts from the course such as barriers, discrimination, microaggressions, acculturation, intersecting identities, identity processes, etc. The rating on this Hallmark Assessment will be used as the initial diversity assessment. **HAT for ECPY 663 n = 11 CMHC students took ECPY 663 during the academic year; all rated at meeting and exceeding standards.**

Mid-Program

Clinical Mental Health Counseling students take one practicum and two internships over the course of the program (3 semesters of clinical experience = 1 academic year.) The site supervisor's midterm and final evaluations for the first clinical Experience (ECPY 672 Practicum in Clinical Mental Health Counseling) will be used as the mid-program assessment. The site supervisor evaluates the student on the following: **Diversity – Individual and Cultural Differences** (e.g., knowledgeable about one's cultural worldview, recognizes biases and stereotypes, willing and open to work through emotional responses regarding cultural diversity, willing and open for self-reflection, knowledgeable about the impact of diversity in clinical situations, advocates for positive change in system, infuses culture and diversity into all aspects of professional work).

Goal is for CMHC students to achieve a mean of at least 0 (meets expectations).
Supervisor ratings for the midterm and final evaluations in practicum were:
Supervisor Midterm Mean = .33 (n = 3)
Supervisor Final Mean = 2.0 (n = 3)

Exit

Clinical Mental Health Counseling students take one practicum and two internships over the course of the program (one practicum and two internships = 1 year of clinical work). The site supervisor's midterm and final evaluations in the second internship will be used as a the exit measures of diversity. The student is evaluated on the same variables at midterm and final as listed under Mid-Program evaluation.

Goal is for CMHC students to achieve a mean of at least 0 (meets expectations).
Supervisor ratings for the midterm and final evaluations in the 2nd internship were:
Supervisor Midterm Mean = 2.0 (n = 7)
Supervisor Final Mean = 2.1 (n = 7)

Counseling Psychology MED

Admission

ECPY 629 (paper regarding culture and self as therapist)

Mid-Program

ECPY 663 (diversity course with multiple exercises and papers and experiences)

Exit

ECPY 673 (practicum course with diversity as part of evaluation)

Counseling Psychology PhD

Admission

ECPY 629 (paper on culture and practice)

Mid-Program

ECPY 663 (whole course deals with diversity issues); tests, paper assessing cultural background

Exit

comprehensive exam (diversity embedded in 4 sections)

MED Special Education Autism

Admission

EDSP 670 Autism Intro and Understanding: Hallmark assessments Unit Key #9

Students write a paper addressing autism and diversity and are assessed on key elements of inquiry, advocacy and analysis.

Mid-Program

EDSP 646 Behavior Analytic Approaches to Communication

Students conduct assessment assignments that require students to consider relevant cultural and environmental factors

Exit

Educational Leadership and Organizational Development PhD

Admission

ELFH 710, Doctoral Seminar Hallmark Assessment, research project

Mid-Program

ELFH 715

Exit

ELFH 780, ELFH 780 Hallmark Assessment, dissertation chapter 2

Higher Education MA

Admission

ELFH 600 Intro to Research Methods & Statistics, research methods proposal is the HAT

Mid-Program

No mid-program assessment

Exit

ELFH 690 Internship in Postsecondary, internship learning summary is the HAT and site supervisor provides an evaluation

MS Human Resources and Organization Development

Regular Coursework

- ELFH 664: Students do a set of readings on organizational change issues related to workplace diversity and conduct a critical thinking exercise on the topic.
- ELFH 661: Students do readings and conduct an inquiry-based activity on managing cultural differences among adult learners.
- ELFH 661: Students do readings and conduct an inquiry activity on engaging intergenerational learners in the workplace.
- ELFH 605: Learners take a leadership role in the community (service learning) through a team project that requires developing a real world social justice project to help encourage equality in our community.
- ELFH 605: Students do scholarly readings and an activity/case study on women in leadership.
- ELFH 605: Students do scholarly readings and an activity/case study on leadership in global contexts.
- ELFH 605: Student teams complete an assignment in which they consider how leadership manifests itself in formal and informal ways throughout the community. As part of a larger assignment, they report on their observations of leadership as it is experienced by members of diverse groups.
- ELFH 611: Students do scholarly readings and an activity/case study regarding global HR management.
- ELFH 611: Students do scholarly readings and an activity/case study regarding expatriate assignments.
- ELFH 611: Students do scholarly readings and a critical thinking activity regarding equal opportunity policy applied to multiple ambiguous case studies.
- ELFH 672: Learners must use evidence and theory to consider the diversity of training participants in an assignment leading up to the HAT, which requires them to develop a training session that will impact all learners.
- ELFH 671: Students do readings and conduct an inquiry activity on performance Interventions in various international contexts.

Capstone

- Students do a set of readings and conduct a critical thinking exercise on international issues in HROD.

Organizational Leadership and Learning (OLL) BS

Admission

ELFH 300 Prior Learning Assessment--Work narrative utilizing critical thinking skills. Diversity issues addressed. Data not collected.

ELFH 311 Needs Assessment--Complete needs assessment background with diversity a category. Data will be collected.

ELFH 316 Instructional Strategies and Group Facilitation Techniques--Need to focus on and assess each learner section. Data not collected.

Mid-Program

ELFH 341 Managing Projects in the Workplace--Stakeholder analysis section of the project details diversity and the effects on projects. Data will be collected.

ELFH 411 Human Resource Fundamentals--Job analysis and HR functions project includes a diversity section. Data will not be collected.

Exit

ELFH 442 Supporting Organizational Change--Change case example, and diverse issues are monitored. Data will not be collected.

ELFH 540 Program Exit Experience--Program Learning Narrative. Data will be collected.

ELFH 578 Workplace and Information Ethics Ethical issues project. Data will be collected

Exercise Physiology MS Program

Admission

Mid-Program

EXP 502 Principles of Exercise Testing and Prescription (Exercise Prescription for Special Populations Case Study Analysis HAT is required for all students enrolled in the course. The data has been populated in live text. Special Populations include Diabetes, Obesity, Cancer, etc...)

Exit

EXP 620 Exercise Physiology Internship (Internship supervisors evaluate students on their understanding of the impact diversity has on health. The data has been posted in LiveText.)

Health and Human Performance BS

Admission

HSS 293 Social and Psychological Dimensions of Physical Activity: Cultural Diversity II course. The course does require the students to complete a hallmark project. The data needs to be aligned to standards in LiveText.

Mid-Program

HSS 418 Diverse Populations in Physical Activity and Health: The course requires students to prepare a presentation or paper on a diversity topic for the hallmark project. The data needs to be aligned to standards in LiveText.

Exit

HSS 492 Internship: The internship supervisor's evaluate the students on their ability to design programs that accommodate diverse learners/clients. Internship supervisor's also evaluate students on their understanding of the impact diversity has on health.

M.S. Sport Administration

Admission

Mid-Program

SPAD 684 - lecture on the Paralympic Games, in-class exercise regarding the Paralympic Games and universal design of sporting goods and other aspects of the sport industry.

SPAD 625 - multiple articles assigned that focus on various aspects of diversity; two in-class exercises incorporating diversity: "Crossing the Line" and "Who Are You?" plus discussions regarding diversity included throughout the semester.

Exit

Sport Administration BS Program

Admission

SPAD 281 - Lectures on diversity and sport

SPAD 284 - Readings and discussions on racial equity in sport, gender equity in sport, and Native American symbols in sport.

Mid-Program

SPAD 382 - Reflections and discussions on managing diversity

SPAD 390 - Lecture on Paralympic Games

Exit

SPAD 490 - Gender in Sport Case Study (Hallmark Assessment) Students submit a written proposal and present their decision in a 10- to 15-minute presentation. Each student receives an individual grade based on their assessment, analysis, and proposed policy.