

**CONCEPTUAL FRAMEWORK**

**ISABELLE FARRINGTON SCHOOL OF EDUCATION**

**As Affirmed by SOE Faculty**

***12/12/07***

***“PROMOTING  
A CULTURE OF EXCELLENCE  
IN A CHANGING WORLD”***

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**PART I. INTRODUCTION**

**Background**

In November 2007, Sacred Heart University dedicated its School of Education in honor of Isabelle Farrington, a former public school teacher and major contributor to Sacred Heart University’s education programs. The Isabelle Farrington School of Education is part of the University’s College of Education and Health Professions, and is the largest independent educator of teachers and administrators in the State of Connecticut.

Sacred Heart University was founded in 1963 by the Most Reverend Walter W. Curtis, Bishop of the Diocese of Bridgeport. From its outset, the University bore the mark of innovation. Charting a new direction within American Catholicism, the University was to be led and staffed by the laity, independent and locally oriented. The University consists of four colleges: College of Arts & Sciences, John F. Welch College of Business, College of Education and Health Professions, and University College.

Signs of the University's growth and vibrancy are evident. Enrollment has risen from the original class of 173 to almost 5,700 full and part-time undergraduate and graduate students. Sacred Heart University ranks among the best according to the 2008 edition of “America’s Best Colleges” by *U.S. News & World Report* and is included in The Princeton Review’s guidebook, “The Best 366 Colleges: 2008 Edition.”

In 2007, The American Association of Colleges and Universities (AAC&U) recognized Sacred Heart University’s unswerving commitment to AAC&U’s Core Commitments and its dedication to developing students who live up to them by designating the University as part of AAC&U’s National Leadership Consortium. As one of only twenty-five colleges and universities throughout the United States to receive this honor, Sacred Heart University has been recognized for promoting excellence in its programs and among its students. These “Core Commitments” of AAC&U are: (1) Striving for Excellence; (2) Cultivating Personal and Academic Integrity; (3) Contributing to a Larger Community; (4) Taking Seriously the Perspectives of Others; and (5) Refining Ethical and Moral Reasoning. This commitment to promoting excellence is personified in the Isabelle Farrington School of Education, and permeates its programs and its Conceptual Framework.

The Conceptual Framework of Sacred Heart University’s School of Education presents a systematic and comprehensive vision of the nature, organization, and functioning of the Unit and its professional programs. The programs have been specifically designed to prepare educators

who excel in their professions, and the Unit continuously uses its Conceptual Framework to review its programs and to make appropriate improvements to those programs. The Unit's Conceptual Framework establishes a shared vision for all of its programs, and is integrated by a unifying theme which is aligned with the Mission Statements of the Institution, the College of Education and Health Professions and of the Unit, and represents the Unit's philosophy, purposes and core values as they relate to the primary educational activities of learning, teaching and leading.

### **Institutional Mission Statement**

Sacred Heart University is a coeducational, independent, comprehensive institution of higher learning in the Catholic intellectual tradition whose primary objective is to prepare men and women to live in and make their contributions to the human community. The hallmark of the Catholic intellectual tradition is a mindset that compels great thinking, innovative proposals, a supportive community and a strong belief in diversity.

The University aims to assist in the development of people knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to an ever-changing world. It does this by calling forth the intellectual potential of its students, nurturing each one's spiritual and moral growth, and deepening in them a sense of social responsibility. The University is committed to combining education for life with preparation for professional excellence.

Sacred Heart University challenges its students to think critically, analyze carefully, evaluate with a sense of justice and proportion, and convey conclusions in an intelligible and articulate fashion. The University provides the environment in which its students can develop the aesthetic dimension of life by nurturing their abilities to imagine, create and appreciate. It assists students to acquire a rich understanding of their own cultural and family heritages so as to assume their responsibilities as conveyors and creators of culture and family.

As a community of teachers and scholars, Sacred Heart University exists for the pursuit of truth. It joins with other colleges and universities in the task of expanding human knowledge and deepening human understanding. It encourages and supports the scholarly and artistic work of its faculty and students. Further, it has a responsibility to share its resources and its special gifts and talents for the betterment of the human community. All members of the University community are encouraged strongly to participate in the wider community through service to others, especially the poor.

From its founding, the University has been recognized for its caring approach to students. This expresses the University's belief that each student is born with a unique set of qualities and skills. It respects the personal and academic freedom of each of its members while, at the same time, fostering a genuine experience of community. By so doing, it creates the environment in which each person in the University shares in common goals and a common commitment to truth, justice, and concern for others.

## **College of Education and Health Professions Mission Statement**

The College of Education and Health Professions seeks to foster the development of women and men who demonstrate intellectual and professional integrity, who value compassionate service to others, and who take leading roles in communities governed by spiritual and moral values. As a professional college within a Catholic university rooted in the liberal arts tradition, the College of Education and Health Professions is committed to providing an education built upon a deep respect for the dignity of the human person and a recognition of the responsibility of each individual to contribute to the building of a more just society. Specifically, the college strives to teach the skills necessary for developing ethical responses to the new and ever-changing circumstances of a future filled with discoveries, technological advancements, and social change.

The college provides opportunities for students to gain knowledge, experience, skills, and values necessary to begin a first career, to advance in an existing career, and to prepare for new career challenges in response to the changing needs of society.

The college's cooperation with professional partners in the community ensures that students benefit from an integration of academic, internship, and clinical experiences; this collaboration also enriches the education and health care endeavors of the community and instills an ethic of community service among students.

The college is committed to professional and academic excellence and measures this by the quality of its faculty, programs, resources, and student achievements.

## **Unit Mission Statement**

Guided by the University's and the College of Education and Health Professions' Mission Statements, the Isabelle Farrington School of Education at Sacred Heart University engages in preparing men and women to live in and make their contributions to the human community. The Unit's primary mission is to develop the capacities, talents and abilities of our candidates through an integration of theory and practice in a performance-based program, upon completion of which our candidates possess the knowledge, skills and dispositions to facilitate the learning of all children.

## **Programs Offered by the Unit**

The Unit is endorsed by the Connecticut Department of Education in three areas for the development of educational practitioner Candidates: (1) Teacher Preparation and Initial Certification, (2) Intermediate Administration and Supervision, and (3) Remedial Reading/Remedial Language Arts. The three programs are briefly described below.

### **Teacher Preparation and Initial Certification Program**

The Teacher Preparation and Initial Certification Program offers a professional curriculum approved by the Connecticut State Department of Education (CSDE) for certification in elementary and secondary education. The Elementary School program prepares teachers of

children in grades K-6; and the Secondary School program prepares teachers of an academic subject in grades 7-12. The Unit holds Secondary School endorsements in the academic areas of: Business, English, Spanish, History and Social Studies, Mathematics, Biology, Chemistry, and General Science.

Prospective teachers must major in an academic discipline in addition to completing the teaching certification sequence. Thus, the Candidate not only enters the job market with more than one skill but also possesses a solid academic background and a high level of professional competence.

Our Teacher Preparation and Initial Certification Program focuses on the personal growth of the teacher, the enhancement of a positive self-image, and the social and emotional qualities conducive to teacher effectiveness. The components of the program (such as course work, fieldwork, student teaching and supervision) are designed to assist Candidates in broadening their knowledge of theory, pedagogy, various instructional approaches and the ability to engage in active inquiry. Fieldwork and student teaching are specially designed to help Candidates experience the interrelationship between theory and practice.

The Teacher Preparation and Initial Certification Program is aligned with the standards of the Connecticut Core of Common Teaching (CCCT), and the proficiencies in which our Candidates are assessed are reflected in the attached Program Alignment Chart.

The Unit also offers a graduate program leading to a Master of Arts in Teaching (MAT) degree. Designed for the classroom teacher, the MAT builds skills in areas such as classroom instruction, curriculum development, and classroom management. Concentrations are available in the areas of Elementary Education, Secondary Education, Educational Technology, Literacy and Professional Enrichment.

### **Intermediate Administration and Supervision Program**

The Unit offers a quality-designed Educational Leadership Program specifically tailored to meet the needs of aspiring graduate, post-masters, educational administrators who will be facing the many challenges of a changing world. The program is performance-based and has been constructed to help develop the knowledge, skills, and dispositions necessary to be a successful educational leader.

While the coursework is rigorous in content -- providing Candidates with a strong professional knowledge base -- the emphasis is on applying this new content knowledge to real life and diverse educational situations. The comprehensive curriculum encompasses all aspects related to effectively leading today's schools including but not limited to: systems thinking; school improvement process; assessment; instructional supervision, evaluation and professional development; legal, ethical and political issues; communications and human relations; technology; and organization and management. Because of this broad exposure, our Candidates are not only able to develop and refine their professional skills but are also able to reflect upon their own behaviors and personal and professional dispositions in promoting a culture of excellence in an ever-changing educational environment.

The Intermediate Administration and Supervision Program met all CSDE standards at its last accreditation. The program is also directly built upon and referenced to the Educational Leadership Constituents Council (ELCC) standards as well as the Connecticut School Standards for Leadership (CSSL) and uses the standards of both groups to align with the Unit's proficiencies.

### **Remedial Reading/Remedial Language Arts Program**

The overall goal of the Remedial Reading/Remedial Language Arts Program (also known as the Literacy Program) is to prepare our Candidates to lead educators and school districts into the best practices of school reform. They will be knowledgeable proponents of action research and change agents assisting schools in promoting community literacy as well as enhancing individual student performance.

The Remedial Reading/Remedial Language Arts Program prepares our Candidates to promote literacy in a variety of positions within a school system. Their training will give them the skills to lead staff development, run intervention clinics, chair appropriate departments, manage summer programs, write grants or provide all of these services in single school settings. Candidates will study reading and language from a much broader perspective than that of a classroom teacher. The Program includes systemic evaluation and programming, the training and supervision of professionals and paraprofessionals and the utilization of community resources. Further, Candidates are expected to develop competence through a supervised practicum and a clinical experience in a university-based diagnosis and remediation center or clinic. Graduates of the program will be prepared to assume the leadership role in any school system seeking expertise in the area of Remedial Reading/Remedial Language Arts, to perform independent research or to pursue advanced study.

## **PART II. OVERVIEW OF THE UNIT'S CONCEPTUAL FRAMEWORK**

### **Introduction**

As stated in the NCATE Standards, "the conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools." The School of Education actively uses its Conceptual Framework to develop, implement, monitor and assess its programs which are designed to prepare professionals to work in educational settings. Developed in collaboration with academic and community partners, the Unit's Conceptual Framework is used to articulate and evaluate candidates' competencies in pedagogical content mastery, skill development, the integration of technology and knowledge of diversity; and the development of dispositions in which the intellect and heart are focused on a greater good in teaching, leadership, and serving others.

As articulated further in Part III of this document, the Unit selected the theme "Promoting a Culture of Excellence in a Changing World" for its Conceptual Framework. This theme is tied directly to the Institutional Mission Statement, and reflects the Unit's commitment to fostering within our Candidates a desire to continuously strive for excellence in their own performance

and to helping others to do the same. Likewise, our Candidates are prepared to take advantage of the opportunities manifested in the changing nature of their profession and the world.

In keeping with the Unit's philosophy and the theme of our Conceptual Framework, the Unit identified four Principles that guide the Unit's programs, and promote a culture of excellence in the education profession. From these Principles, and based on input received from the fulltime and adjunct faculty of the School of Education and from public school teachers and administrators, and in keeping with State, NCATE and Professional Association Standards, the Unit derived five Domains of Excellence in which our Candidates are expected to demonstrate proficiency upon completion of our programs. The Unit's Philosophy and its underlying Principles, as well as the Domains of Excellence and the Proficiencies of our Candidates are expressed in detail in Part III of this Conceptual Framework document.

### **Shared Vision**

The Conceptual Framework of the Isabelle Farrington School of Education at Sacred Heart University has been developed through continual discussion among administrators, faculty, students, members of the University Academic Governance, and surrounding public school communities. Information for the Conceptual Framework was gathered from NCATE Standards, Sacred Heart University Mission Statement, conceptual frameworks from exemplary universities and from universities similar in size and purpose to Sacred Heart, and from the Unit's five year plan. Input for the Conceptual Framework was additionally incorporated from recommendations that were generated at faculty meetings and retreats held for the purpose of examining the status and future direction of the Unit.

The current effort to develop a coherent conceptual framework began in the Fall of 2002. A set of provisional principles of the Conceptual Framework was formulated through Unit-wide deliberations and was used to guide further discussions. In successive yearly meetings of all full-time and adjunct faculty, specifics of the Conceptual Framework were discussed. In 2005 a faculty committee was appointed to direct the development of the Conceptual Framework. The committee consisted of six fulltime faculty members, the majority of whom had administrative and teaching experience in public and private schools and at the district level. The committee met frequently and arrived at a consensus on the organization and content of the Conceptual Framework which was shared with the faculty at regularly scheduled meetings of the Unit since 2005. As part of the ongoing re-conceptualization of the Conceptual Framework, the spring 2006 annual meeting of all fulltime and adjunct faculty was devoted to discussing the development of the Unit's Conceptual Framework. At that meeting the university faculty identified specific learning outcomes and proficiencies deemed important for student performance in the program. The suggestions that resulted from the meeting were incorporated in the working draft of the Conceptual Framework, and comments were asked for and received from teachers and administrators actively working in K-12 public schools, as well as from content area specialists from other departments within the University. The Conceptual Framework Committee continued its work and in late spring 2006 submitted a preliminary proposal of the Conceptual Framework to the Unit's faculty for review and comment. The Unit then devoted a significant portion of a nine-day retreat for all fulltime faculty members in late spring 2006 to a discussion of the Conceptual Framework. The input from this retreat was used as the basis for reviewing the

curriculum, instruction, field and clinical practice, and assessment of candidates in all credential and degree programs of the Unit.

During the summer of 2006 a task force of fulltime faculty members was established to review each of the Unit's assessment gateways and measures. The members of the task force attended workshops on assessment issues hosted by the Connecticut State Department of Education that summer. This Assessment Task Force was charged with using the Conceptual Framework to recommend and implement any changes needed in the Unit's assessment processes and systems to ensure that they were aligned with the Conceptual Framework. The Conceptual Framework Committee and the Assessment Task Force have remained active and continue to meet. Thus the Conceptual Framework is a living document that is used to guide, develop and strengthen the programs of the Isabelle Farrington School of Education.

### **Coherence of Programs with Conceptual Framework**

As noted previously, the Unit is endorsed by the Connecticut Department of Education in the areas of (1) Teacher Preparation and Initial Certification, (2) Intermediate Administration and Supervision, and (3) Remedial Reading/Remedial Language Arts for the development of educational practitioners. Each of these programs is committed to the Institutional, College, and Unit Mission Statements. Additionally, while distinct in terms of the requirements of the State of Connecticut and the standards of practice developed by the professional associations governing each program, the three programs demonstrate cohesion through their common acceptance of the Theme, Philosophy, Principles, Domains and Proficiencies articulated in this Conceptual Framework. Because of this commitment and coherence among the programs, the Unit has been able to prepare a single Conceptual Framework for the three programs. The Alignment Charts on pages 28-40 of this document further clarify the coherence of the programs and their alignment with the standards governing each program.

### **Commitment to Diversity**

The Unit is committed to developing the candidate's knowledge, skills and attitudes required to effectively identify the characteristics of different types of learners; and to address the needs of diverse student populations by differentiating instruction based on what is known about each child, including special needs and gifted children, and children from different cultural, ethnic and linguistic backgrounds. Teachers and principals who work toward creating equitable classrooms are not only responsive to the diversity of their students' abilities and needs, they also shape the school structure and classroom environment to provide intellectual opportunities that counteract the effects of tracking and ability grouping (Boaler, 1997; Cohen & Lotan, 1997).

At the Institutional level within Sacred Heart University, appreciation of diversity is considered to be a social and moral imperative. The Unit exemplifies this belief, and its curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates are required to engage in field visits to culturally diverse schools as part of their normal course work,

and all initial certification Candidates are required to complete course ED523 “Multicultural Education”.

The Unit also has a close working relationship with the Superintendent of Schools of the City of Bridgeport. Bridgeport is the most highly diversified city in Fairfield County, Connecticut, and Unit faculty members continuously work with the City Government and the Superintendent’s Office to design, develop and implement Magnet Schools to help insure appropriate integration within the City’s Public School System. In addition, the Unit’s Candidates are regularly engaged in field experiences, student teaching and internships in City of Bridgeport schools and in schools of other diverse communities throughout the State of Connecticut.

Additional evidence of the Unit’s commitment to diversity can be found within the faculty of the School of Education which boasts a wide distribution of cultural, ethnic and linguistic backgrounds. Our faculty members have made significant contributions to international research efforts, and regularly make presentations and participate in international conferences and symposia. In addition, a number of our faculty members and students actively participate annually in international service learning projects, thus enhancing the appreciation of diversity and enriching the learning experiences among our Candidates.

### **Commitment to Technology**

Sacred Heart University has been identified by *Intel Corporation* as “one of the most unwired college campuses in America” in recognition of the University’s commitment to wireless technology to assist student learning. This investment permits the Unit’s Candidates to access the internet and their university-provided email accounts from any location on campus at any time. All classrooms on the Institution’s main campus are fully equipped with state-of-the-art educational technology.

The Unit is committed to developing the ability to understand, integrate and effectively utilize current and emerging technologies and strategies in instruction and across the curriculum to help all students learn. All initial certification Candidates are required to take course number ED578 “Introduction to Computers in Education” or ED592 “Advanced PC Applications”. The Unit also provides an opportunity for Candidates for the Master of Arts in Teaching (MAT) degree to obtain their degree with a Concentration in Educational Technology by taking four courses in Educational Technology as part of fulfilling their MAT course requirements.

Throughout the academic year the Institution offers a variety of programs in educational technology which Unit faculty are invited to participate in and to share their experiences with the use of technology to enhance student learning. These programs range from monthly “lunch and learn” type programs to a week-long intensive Summer Institute for which faculty members receive a stipend for participating. These programs are conducted by the University’s Director of Instructional Technology whose office is dedicated to helping faculty members become more skilled in the application of technology in the classroom.

Additional evidence of the Unit’s commitment to technology is demonstrated by the fact that in any given semester a number of courses are offered to our Candidates in fully online or blended

formats through the use of Blackboard technology. The Unit also utilizes Web Advisor technology to enable faculty members to be of more assistance to our Candidates. Also, as articulated further in Part IV of this document, the Unit has contracted with an outside supplier to develop a customized online data collection and assessment tracking system known as e-STAR to facilitate the Unit's use of data in making changes to its programs.

### **PART III. CONCEPTUAL FRAMEWORK**

#### **Unit Philosophy**

The philosophy of the Isabelle Farrington School of Education stems from the fundamental belief that the aim of the educational endeavor lies in achieving learning advantages and success for all students, and that this goal should inform and connect the work of both teacher educators and school practitioners. The Unit seeks to develop educational practitioners committed to extending their knowledge, skills, dispositions and shared standards of performance to enable all students to reach challenging learning goals and to actualize their individual potentials. The Unit's work is based on the presumption that such knowledge, skills and dispositions develop and are enhanced through studying, practicing, and reflecting in professional communities of educators. The Unit is committed to the idea that education is both a moral and political act, and that educators should foster and sustain a democratic and just society in the construction, transmission and use of knowledge.

The Unit's programs are dedicated to fostering those personal and professional dispositions and behaviors that prepare the Candidate to participate in and contribute to ongoing excellence in an educational enterprise. An educational practitioner's commitment to professional excellence is manifested in multiple forms: (1) a commitment to achieve personal excellence in self and others; (2) a commitment to develop academic competence in students and peers; and (3) a commitment to excel in one's technical capabilities. Candidates must have a commitment to excellence both in professional and interpersonal actions and in dispositions. The Unit's programs are designed to produce Candidates who are reflective, flexible, creative and critical practitioners, who can identify the needs of students, generate multiple solutions and choose the appropriate solution that best fits the specific situation. As noted by Shulman (1986) pedagogical content knowledge is more than an awareness of instructional strategies and the processes of learning; it is in developing the relationship between the subject matter and education theory that opportunities for learning are created.

#### **Conceptual Framework Theme**

The Conceptual Framework theme, "*Promoting a Culture of Excellence in a Changing World*" enunciates two key concepts: "*Culture of Excellence*" and "*a Changing World.*" The unit understands "Culture of Excellence" to be the universe of knowledge, skills and dispositions that contribute to the development of personhood and professionalism in self and others. The Unit's commitment to Professional Excellence is consistent with the University's Mission to combine "education for life with preparation for professional excellence," and with the Vision of the College of Education and Health Professions to constantly promote Academic Excellence. In

these affirmations resides the imperative that the Unit develop in its Candidates a commitment to strive for excellence in all aspects of their own performance, and promote excellence in those with whom they professionally interact.

The second key concept of the theme is the recognition that the actions of the educator must be consistent with the effects of “*a Changing World.*” A fundamental premise underlying the development of the Unit’s professional programs is that a culture of excellence must be promoted within educational settings that are subject to social, cultural and technological changes. The University’s mission statement affirms that the institution “aims to assist in the development of people knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to an *ever-changing world*” [Italics added].

In accordance with the Conceptual Framework’s unifying theme, the Unit is committed to developing educational practitioners who (1) demonstrate excellence and promote excellence in self and others when engaging in the primary educational activities of learning, teaching, and leadership; (2) demonstrate and promote excellence in educational settings that are subject to changes in the demographics of school communities, to advances in new educational technologies, and to the expansion of professional knowledge.

### **Guiding Principles**

In developing professional programs that are consistent with and further the Unit’s mission and philosophy and are in accordance with the Conceptual Framework’s unifying theme, the Unit sought input from its fulltime and adjunct faculty and held ongoing discussions with public school teachers and administrators as articulated further in the Shared Vision component of the Conceptual Framework. The feedback derived from these meetings consistently identified four areas in which professional excellence is required: professional knowledge; personal and professional skills; personal and professional dispositions; and the ability of educators to respond to change – both changes in community and classroom demographics (diversity issues) and changes brought about by innovations in educational technology (educational technology issues). The Unit used this feedback to develop the following underlying principles which serve as the basis of the Unit’s Philosophy, and to guide the planning and implementing of the Unit’s programs. These four principles are listed and further articulated below.

1. A Culture of Excellence is promoted when the educational practitioner possesses a comprehensive, integrated and context-dependent Professional Knowledge Base that contributes to effective educational practices.
2. A Culture of Excellence is promoted when the educational practitioner effectively utilizes Natural and Acquired Personal and Professional Skills that promote successful practices in diverse educational settings.
3. A Culture of Excellence is promoted when the educational practitioner cultivates and consistently demonstrates Professional Dispositions and Commitments that contribute to the pursuit of excellence in self and others.

4. A Culture of Excellence is promoted when the educational practitioner is responsive to demographic, cultural and technological influences that affect Change in the Educational Environment

These Principles are in accordance with criteria of successful professional performance established by state and national accrediting bodies. These include the Connecticut State Department of Education (CSDE), the National Council for Accreditation of Teacher Education (NCATE), Educational Leadership Constituents Council (ELCC), Connecticut Standards for School Leaders (CSSL), and the International Reading Association (IRA).

### **Principle 1: Professional Knowledge Base**

It is the position of the Unit that successful educational activities are predicated on the prior acquisition of a knowledge base (Bruner, 1990); that the knowledge base forms the substrate upon which effective action is deliberately grounded (Dewey, 1916); and that the acquisition of knowledge of facts, concepts, principles and theories precedes application and other higher order functions of analysis and synthesis (Bloom, 1956). Furthermore, the Unit contends that professional excellence requires practitioners to possess and demonstrate a Knowledge Base that is comprehensive, integrated and context-dependent.

The importance of a comprehensive knowledge base is clearly recognized by NCATE in its Vision of the Professional Teacher for the 21<sup>st</sup> Century. As articulated by NCATE (2006), teachers gain their ability to help all children learn through a broad liberal arts education; in-depth study of the teaching field; a foundation of professional knowledge upon which to base instructional decisions; diverse, well-planned, and sequenced experiences in P-12 schools; and ongoing assessments of competence to practice, through an array of performance measures. (p. 4). The School of Education of Sacred Heart University shares these beliefs and incorporates them in its programs, coursework and assessment systems.

### **Principle 2: Natural and Acquired Personal and Professional Skills**

The School of Education believes that educational practitioners promote excellence by applying their knowledge in the educational setting with intentionality (Slavin, 2003, p.7). The successful application of knowledge is predicated on the intentional acquisition and utilization of personal and professional skills that enable knowledge to be transmitted and transformed into action. The coursework and field and clinical experiences provided by the Unit help our candidates to acquire, develop and utilize these personal and professional skills.

#### Personal Skills

Personal skills may be classified as Intrapersonal, Interpersonal and Critical Thinking skills. The importance of intrapersonal and interpersonal skills is reflected in the work of Goleman (1995) who concludes that these skills are integral components of emotional intelligence, and Gardner (1983) whose theory of multiple intelligences includes intrapersonal and interpersonal intelligences. Critical thinking is an important aspect of the Unit's preparation of educational

professionals as it strives to help them become reflective practitioners who recognize and research the assumptions that undergird their thoughts and actions (Brookfield, 1995).

Intrapersonal Skills refer to the ability to understand personal emotions and to use that understanding to develop self-discipline and self-control. In other words, they enable the practitioner to develop him/herself as a professional. As articulated so poignantly by Jensen (1988), “Teaching is far more rigorous than it ever has been. It’s a front-lines position for courageous and committed learners willing to take risks and make some mistakes. It’s a dangerous job because teachers must confront whatever ideas, systems or relationships are not working in their personal or professional lives, and change” (p. 16). The same is no less true of all educational practitioners.

Interpersonal Skills enable the practitioner to empathize, understand and communicate with others. In its restricted sense, the skills are directed at individuals, and in a broader sense they are directed to groups of individuals and the community. Since interpersonal change is a learned skill (Zunker, 1994) the Unit fosters its development among the Candidates in all of its programs by modeling a constructivist and collaborative approach to preparing educational practitioners who are committed to help children learn in a safe and caring environment.

Critical Thinking Skills enable the educational practitioner to apply, analyze and synthesize knowledge in the educational setting. In the words of Darling-Hammond (1998), “... teachers need to be able to analyze and reflect on their practice, to assess the effects of their teaching, and to refine and improve their instruction.” Therefore, the Unit’s programs are designed to integrate theory and practice in an interactive and collaborative setting. As Darling-Hammond observes from the work of Ball & Cohen (1999), teachers learn best by studying, doing and reflecting; by collaborating with other teachers; by looking closely at their work; and by sharing what they see. These “best learning practices” are reflected in the Unit’s Mission statement and are imbedded in its Philosophy and throughout its Conceptual Framework.

### Professional Skills

Professional skills as used in this context refer to the ability of educational practitioners to apply knowledge and utilize pedagogical skills to facilitate and assess student learning. These professional skills are classified by Danielson (1996) as Planning and Preparation, and Classroom Environment. The Unit helps Candidates develop these skills through structured coursework, fieldwork, and supervised clinical experiences.

Planning and Preparation Skills are used by the educational practitioner to demonstrate knowledge of content and pedagogy; knowledge of students and the characteristics of age groups, varied approaches to learning, differences in student skills, knowledge, interests and cultural heritage; and the selection of instructional goals. Planning and Preparation Skills are also related to the educational practitioner’s ability to select appropriate instructional goals, design coherent instructional and learning activities, and to assess student learning. It is the Unit’s position that educators must be more than repositories or even disseminators of information. They must understand how knowledge is acquired, how to facilitate the learning of others in a manner that

best suits the learning styles of individual students, and how to measure the effectiveness of their impact on their students.

Classroom Environment Skills are used by the educational practitioner to create an environment of respect and rapport in interactions among and between the educator and students. In Danielson's (1996) framework these skills are also used to establish a culture for learning in which the educational practitioner is able to impart the importance of the content, set expectations for learning and achievement, and help students take pride in their work. This same skill set enables the educational practitioner to manage learning environments including instructional groups managing student behavior, and to organize the physical space to enhance student learning.

### **Principle 3: Professional Dispositions and Commitments**

The Unit is committed to fostering professional dispositions and behaviors that prepare the practitioner to participate in and contribute to ongoing excellence in the profession. We believe that successful educational practice is achieved when the practitioner acts in accordance with values, attitudes and beliefs that dispose him/her to seek excellence in self and others (Hiemstra, 1994). This principle is an integral component of the Institutional Mission Statement which asserts that "the University aims to assist in the development of people knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to an ever-changing world."

In reporting on a two-year study undertaken in 1990 on behalf of the American Philosophical Association, and published under the title *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction* by The California Academic Press, Facione (2001) noted that, "The ideal critical thinker can be characterized not merely by her or his cognitive skills but also by the way she or he approaches life and living in general" (p.8). We believe that this disposition set of "affective dispositions" (Facione, 2001) precedes and sustains knowledge acquisition and application, thereby promoting excellence in action. The disposition set governs the educational practitioner's desire and success in acquiring a knowledge base, and developing and utilizing personal and professional skills when applying knowledge in educational settings.

The educational practitioner's disposition to excellence in professional and interpersonal relationships is manifested in multiple forms: a commitment to achieving personal excellence in self and others; a commitment to developing academic competence in students; and a commitment to enhancing one's technical capabilities.

### **Principle 4: Change in the Educational Environment**

The Unit is committed to promoting excellence within the context of a changing world. Central to this notion is the phenomenon of the changing, dynamic nature of educational environments. These developments are most clearly experienced in changing school demographics, and the resultant commitment to meeting the needs of diverse student populations and diverse communities; in rapidly evolving technologies and increasing accessibility to information; in changing national, state and local educational policies and priorities; and in the evolving

knowledge and changing expectations of communities about the goals and content of educational programs.

### **Domains of Excellence**

Based on the Principles articulated above, and in keeping with the Unit's theme "Promoting a Culture of Excellence in a Changing World," a set of outcomes was derived that provides direction in determining the proficiencies and competencies that Candidates in each of the Unit's three programs must meet to become the educational practitioner envisioned by the Conceptual Framework. The Unit concurs with Darling-Hammond's contention that "one of the most damaging myths prevailing in American education is the notion that good teachers are born and not made" (Darling-Hammond, 2006, p. ix). The Unit contends, as does Darling-Hammond, that there are knowledge bases, preparation methods, and accreditation requirements, which the Unit has incorporated into its programs, that lead to the making (or at least development) of good teachers and educational practitioners.

The unit has organized the outcomes of its programs into five Domains that encompass knowledge, skills and dispositions related to excellence in educational practitioner performance. These Domains provide the framework on which the theme "Promoting a Culture of Excellence in a Changing World" is grounded. The Domains were identified inductively through the grouping of competencies advocated by NCATE, CSDE, INTASC, and Professional Associations. The Domains articulated by the Unit also incorporate the framework developed by Darling-Hammond, Bransford, and LePage (Eds., 2005, pp. 9-11) based on the efforts of the National Board for Professional Teaching Standards, INTASC and professional associations which call for a knowledge of learners and how they learn and develop within social contexts; conceptions of curriculum content and goals including an understanding of the subject matter and skills to be taught in light of the social purposes of education; and, an understanding of teaching in light of the content and learners to be taught, as informed by assessment and supported by classroom environments. The Domains are further grounded in the work of Schwab (1973) who posited that "four commonplaces" exist in relation to curriculum building: "the learner, the teacher, the milieu, and the subject matter" (pp. 508-509). Schwab looked to the "four commonplaces" to guide the revision of existing curricula (p. 509), while the Unit contends that to be an educator committed to promoting a culture of excellence; the Candidate must demonstrate proficiency in each of five Domains identified by the Unit.

The five Domains related to Professional Excellence are: Context, Content, Learner, Pedagogy, and Educator. As presented below, each Domain is supported by a knowledge base. Flowing from that knowledge base, a specific, measurable Proficiency has been identified for each Domain. The Proficiencies (which constitute the Unit Outcomes and Institutional Standards) provide the common basis on which Candidates in each of the Unit's three programs are assessed, thus contributing to additional cohesion and alignment with the Conceptual Framework among the programs. The Unit's Domains and Proficiencies have been aligned with the competencies identified by CSDE, NCATE, and professional associations as demonstrated in the Alignment Charts on pages 28-40 of this Conceptual Framework document. Thus, by demonstrating the Proficiencies called for in the five Domains, our Candidates meet the

standards established by these accrediting bodies. For internal program management and development purposes each of the Unit's three programs can then further refine the Proficiencies into Competencies relevant to the particular program.

### **Domain I: Context**

The ways in which knowledge shapes pedagogical skills and practices depend on the specific working context of the practitioner. These contexts are created by such conditions as the needs of diverse student populations and classes, by the school's and teacher's instructional goals, by the instructional demands and objectives associated with the curriculum, by students' individual development and previous learning, by social and cultural contexts, by the organizational structure of the school and classroom, etc. Many researchers have attempted to describe the nature of teacher work (Eraut, 1994; Hargreaves & Goodson, 1996; Jackson, 1986; Johnson, 1990; Scribner, 1999; Talbert & McLaughlin, 1996). The Unit believes that Johnson (1990) accurately described the work of teachers as taking place in a "constellation of workplace variables" comprised of multiple dimensions including, political, economic, physical, organizational, psychological, cultural, and sociological. Any, and all, of these contextual factors can and do place certain constraints on the way teachers go about their work. Accordingly, the Unit attempts to make its Candidates aware of the importance of understanding the context of the educational system and the context in which learning takes place.

The Unit believes that prior to and concomitant with successful educational action, the educational practitioner must possess a general knowledge of the praxis of the profession. This knowledge provides the educational practitioner with an understanding of the past and present, and the static and evolving nature of the profession. Context knowledge encompasses the history and philosophical foundations of American education; the school curriculum, the organization and functioning of the school and school system; current standards, trends and issues specific to the practitioner's educational and legal responsibilities; and community, family and school resources and how to utilize those resources to improve learning.

The Proficiency that derives from the CONTEXT Domain and applies to all three of our programs is: *The Candidate understands the context of the profession, both current and past, static and changing.*

### **Domain II: Content**

Content knowledge encompasses what Bruner (as cited in Shulman, 1992) called the "structure of knowledge" – the theories, principles, and concepts of a particular discipline. Educational researchers have long studied the relationship between the content knowledge of educators and student achievement. Over a century ago Dewey (1897) began the process, and many others (e.g., Begle, 1972, 1979; Shulman, 1986, 1987; Ball, et. al., 2001) have pushed the work on teacher content knowledge forward. Their research has indicated that such a relationship does exist, and it is the Unit's contention that in order to promote a culture of excellence, educators should demonstrate *general* and *subject specific* academic content knowledge. General knowledge of academic content is promoted by a liberal arts education, and is intended to

contribute to a well-rounded and informed individual. Subject specific content knowledge refers to the disciplinary subject matter that constitutes the school curriculum, and the content area standards of the relevant professional associations and/or CSDE requirements for licensure in a particular area. It includes the concepts, principles, theories and methods of inquiry of specific disciplines taught by the teacher. Educational practitioners must understand the core ideas in a discipline and how these help to structure knowledge, how they relate to one another, and how they can be tested, evaluated, and extended.

The Proficiency that derives from the CONTENT Domain and applies to all three of our programs is: *The Candidate demonstrates knowledge of facts, concepts, principles and methods of inquiry of the general and specialized content required for successful practice of the profession.*

### **Domain III: Learner**

This refers to the knowledge educational practitioners have of students, their development and learning styles, and their behavior in educational contexts. Researchers have found this knowledge is connected to knowledge of learning, development, and curriculum (Carter, 1986; Elbaz, 1983; Grossman, 1990; Grimmet & Mackinnon, 1992). To achieve success for all students, then, educational practitioners need to integrate their content knowledge and pedagogical knowledge with their practical knowledge of students within their learning contexts, including an understanding and appreciation of diversity in all its forms, an understanding of the learning process, and knowledge of student growth and development theories. Studies of excellence in teaching demonstrate that a major aspect of expert performance is how teachers' knowledge of subject matter combines with their knowledge of students' abilities and personal experiences (Berliner, 1992; Berliner et al., 1988; Housner & Griffey, 1985; Leinhardt, 1988). Gardner's (1983, 1999) work on multiple intelligences suggests that when educators are aware of the diverse modalities of learning exhibited by their students they can design curricula and employ teaching strategies that are adapted to the learner, rather than insisting that the learners adapt to the educator's style. And there is ample evidence that the learner's motivation and success improve when the teaching practices match the learner's preferences (Stitt-Gohdes, 2003).

The Proficiency that derives from the LEARNER Domain and applies to all three of our programs is: *The Candidate incorporates an understanding of cognitive and affective processes in designing and implementing learning experiences.*

### **Domain IV: Pedagogy**

To teach all students according to today's standards, teachers need to understand subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers must be able to assess their students' learning, and be willing and able to employ different strategies and teaching methods to insure that all students are provided with the best possible opportunities to learn. Research in cognitive science has shown that formative assessment can be a powerful tool in targeting instruction so as to move learning forward (Shepard, 2005). Shepard notes that principles for effective grading practice derived from research findings in the areas of motivation, cognition, and measurement

suggest that students should be afforded multiple ways to demonstrate their proficiency and should be judged in relation to performance expectations rather than in comparison to other students. A landmark review by Black and William (1998) found that formative assessment, effectively implemented, can do as much or more to improve student achievement than any of the most powerful interventions, intensive reading instruction, one-on-one tutoring, and the like. Candidates in the Unit's programs are themselves assessed through a variety of informal methods such as observation, presentations, team activities, and oral questioning and through the use of more formal measures such as quizzes, portfolios, or traditional performance measurements. Thus our Candidates are introduced not merely to theories of assessments, but are actively engaged throughout our programs in hands-on assessment methodologies so that by the time they have begun their experience as professional educators they will understand and be able to devise and implement assessments that embody the standards and goals of instruction, which according to Wiggins and McTighe (1998, as cited in Shepherd, 2005) is "central to good teaching."

Educational professionals also need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others (Shulman, 1987). Pedagogical knowledge encompasses core areas of knowledge shared by education professionals, as well as knowledge related to specific roles in the educational system. Pedagogical knowledge enables the practitioner to successfully exercise the specific tasks that characterize their role. This includes knowledge about: (1) the learning environment; (2) the learner and the learning process for typical and atypical students; (3) differentiated instructional design and delivery methods and techniques; (4) assessment of student learning; (5) curriculum resources and integration of technologies.

The Proficiency that derives from the PEDAGOGY Domain and applies to all three of our programs is: *The Candidate demonstrates professional/ technical skills that are associated with successful educational practice.*

### **Domain V: Educator**

The National Council for Accreditation of Teacher Education Online Glossary has the following definition: *Dispositions. The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.*

Different researchers have placed special emphasis on the importance of particular beliefs, attitudes or behaviors as being desirable attributes of educational practitioners. Fried (2001) emphasizes passion as a primary attribute, while Stoddard (2007) synopsized the work of a number of researchers to develop a behaviorally based approach to identifying dispositions of pre-service teacher candidates. With input from experienced teachers, school principals and other

senior administrators the Unit identified several abilities and dispositions that it judges necessary for the educational practitioner to cultivate excellence in her/his professional activities. These may be defined as the abilities and dispositions required to: enhance the effectiveness of one's communication; continuously reflect on one's own and others' professional performance; employ critical thinking skills to systematically identify and solve professional problems; engage in collaborative practice with others, both in the school environment and the community; demonstrate personal sensitivity, respect, and interpersonal skills when dealing with others; demonstrate adaptability and creativity when addressing the learning and professional needs of others; be a lifelong learner and engage in ongoing personal and professional development.

Self-knowledge on the part of the educator is so important that Palmer (1998) contends that self-knowledge forms the basic building blocks for the commitment to and love and mastery of teaching. Palmer claims that "We teach who we are... teaching emerges from one's inwardness." Palmer goes on to argue that attempts to reform or improve education will never be achieved by "rewriting curricula and revising texts if we fail to cherish – and challenge – the human heart that is the source of good teaching." The educator is the element of the learning process who intentionally creates the conditions that help students learn. Therefore, the educator must "reeducate her/his heart" so that it gets engaged in the "pursuit of truth in the company of friends" (Palmer, 1998, p.90). These beliefs are expressly embedded in the Mission Statement of Sacred Heart University and are embodied in its School of Education.

The Proficiency that derives from the EDUCATOR Domain and applies to all three of our programs is: *The Candidate possesses the personal skills and dispositions, and professional commitments that promote excellence in self and others.*

### **Summary of Domains and Proficiencies**

#### **Domain I: Context**

The Unit believes that the educational practitioner is an active participant in a structured and changing educational environment. The Proficiency that derives from the Context Domain and applies to all three of our programs is: *The Candidate understands the context of the profession, both current and past, static and changing.*

#### **Domain II: Content**

The Unit believes that the educational practitioner is a master of current and evolving forms of professional knowledge. The Proficiency that derives from the Content Domain and applies to all three of our programs is: *The Candidate demonstrates knowledge of facts, concepts, principles and methods of inquiry of the general and specialized content required for successful practice of the profession.*

#### **Domain III: Learner**

The Unit believes that the educational practitioner is a facilitator of multiple forms of learning. The Proficiency that derives from the Learner Domain and applies to all three of our programs is: *The Candidate incorporates an understanding of cognitive and affective processes in designing and implementing learning experiences.*

**Domain IV: Pedagogy**

The Unit believes that the educational practitioner is a responsive and systematic manager of the instructional environment. The Proficiency that derives from the Pedagogy Domain and applies to all three of our programs is: *The Candidate demonstrates professional/ technical skills that are associated with successful educational practice.*

**Domain V: Educator**

The Unit believes that the educational practitioner is a model of personal qualities, characteristics and skills that promote professional excellence. The Proficiency that derives from the Educator Domain and applies to all three of our programs is: *The Candidate possesses the personal skills and dispositions, and professional commitments that promote excellence in self and others.*

**PART IV. UNIT ASSESSMENT SYSTEM**

For more than five years the Unit has been developing and refining components of its Assessment System. From the outset we were guided by CSDE and INTASC Standards which called for outcomes based assessment of our Candidates in terms of what they should know and be able to do upon completion of their program of study. As we focused more closely upon the development of our Conceptual Framework, we identified our Unit standards in the form of the Domains and Proficiencies described previously in this document. By carefully aligning each of these Domains and Proficiencies with the requisite state, national, and professional standards as exhibited in the attached Program Alignment matrices we were able to tie our Assessment System directly into the Conceptual Framework as well as reinforcing the coherence of our programs. Thus, our Candidates' knowledge, skills and dispositions are assessed in accordance with institutional, state, national, and professional society (SPA) standards.

Our assessments are both formative and summative, and include multiple assessments that assess Candidate performance in a variety of ways at multiple points throughout their program. The development, implementation and analysis of our assessment system itself and of data collected by the system is continually used to improve and refine our programs. We established rubrics for each of our courses to benchmark performance according to expectations rather than in comparison to other Candidates. We increased the number and variety of field experiences our Candidates must undertake prior to entering into student teaching, and we have stressed with our Candidates and their cooperating/supervising teachers during student teaching of the need to pay particular attention to assessing the Candidate's content knowledge, pedagogical skills, and their ability to assess student learning during their student teaching experience. These assessments are compiled on Clinical Assessment System forms by the cooperating teacher, and Candidates are encouraged to engage in self-assessment and to reflect on their practices.

We use portions of our twice-a-month faculty meetings to discuss and get feedback on our Assessment System, and each of our teacher preparation courses has been assigned a Course Coordinator from among the fulltime faculty who is responsible for getting feedback from adjunct faculty assigned to teach that course about course rubrics, assessment practices, concerns about particular Candidates, and any other information that will help us continuously improve

our Assessment System. The Course Coordinator has also been charged with developing Competency Assessment Rubrics (CAR) for each course they coordinate. These rubrics are used by all fulltime and adjunct faculty members teaching that course to assess each Candidate's mastery of the content of the course. The rubrics are directly tied to the Domains and Proficiencies thus insuring that all teacher preparation Candidates have been assessed as to their level of mastery of each and all Proficiencies.

As we developed our Assessment System we implemented processes for data collection, analysis and reporting. We use two electronic tracking systems to maintain our data, one within the University, and one unique to, and customized for, the School of Education. The University's system tracks candidate personal information, admission status, courses taken, GPA scores, etc. and is maintained by the Registrar's Office. The Unit's system, known as "e-STAR", was designed and is maintained by an external company that specializes in online assessment systems. The e-STAR system tracks Candidate performance against course specific rubrics and is outcomes based. Additionally, e-STAR tracks assessments of Candidate progress at the various data collection points established by the Unit as articulated below, and also allows us to identify areas of strength and weakness in our programs, thereby enabling us to make improvements to our programs on an ongoing basis.

The Unit's Assessment System is designed to meet the Standards of NCATE and CSDE. It was developed through a shared vision among the members of the Assessment Task Force, the Conceptual Framework Committee, and the Unit's faculty with input from active K-12 teachers and administrators. Based on these requirements and deliberations, the Unit identified the following six goals for the Assessment System:

1. The Assessment System shall assess Proficiencies in all five Domains.
2. The Assessment System shall include formative and summative assessments that can be used to facilitate Candidate learning and development.
3. The Assessment System shall utilize multiple sources of data.
4. The Assessment System shall specify procedures for collecting, tabulating, recording and reporting data.
5. The Assessment System shall delineate the procedure whereby data is used for decision making in the Unit.
6. The Assessment System shall provide for assessment at various points in the program.

#### 1. Assessing Proficiencies in the Five Domains.

The Assessment System provides for assessment of Proficiencies related to a candidate's familiarity with the educational Context, knowledge of Content, knowledge and skills related to the Learner, skills related to Pedagogy, and dispositions of an Educator.

#### 2. Formative and Summative Assessments

The Assessment System provides, at appropriate moments, formative evaluation which provides a measure of Candidate progress in mastering the Unit Proficiencies. Such evaluations can be used to provide feedback to Candidates on their progress. The Assessment System also provides for summative evaluations which are used to determine Candidate status in moving from one part

of the program to another. This regularly occurs in the classroom, through field experience, and as the Candidate progresses through the first three gateways.

### 3. Multiple Sources of Data

The Assessment System uses varying types of data and multiple data collection instruments in its assessments. Standardized tests such as Praxis I and II, GPA, course grades, checklists, questionnaires, and observation are some of the major sources of data on student progress. The attached Domain Assessment Charts for each of our three programs delineates the data sources used by each program at the four common gateways.

### 4. Collecting, Tabulating, Recording and Reporting Data.

The Assessment System outlines the procedures that govern the collection of data, the means by which data is tabulated and recorded, and procedures for reporting data to the School of Education. As noted above, the Unit has implemented a customized, computer based data collection system to aid in this effort.

### 5. Decision-Making

The Assessment System provides data that is utilized by the Unit to make decisions about its programs. Time frames for presenting data, individual and committee responsibilities for assessment, and procedures for implementing recommendations based on data analysis, etc, have been outlined.

### 6. Various Assessment Points

The Assessment System provides for assessment at four points or gateways in the development of the Candidate. The objectives and specific requirements for assessment at each of these points can be found in the attached Domain Assessment Charts for each program. These gateway assessment points are:

- A. Upon application to the Unit's programs
- B. Immediately prior to student teaching or professional clinical experience
- C. Upon exiting from the Unit's programs
- D. After completion of an initial professional experience.

## **Summary Statement for Conceptual Framework**

The Conceptual Framework of the Isabelle Farrington School of Education clearly establishes a shared vision for the unit in preparing educators to work in K-12 schools. The Unit's emphasis on content knowledge, pedagogical skills, and the ability of our Candidates to assess student performance to help all children learn permeates our programs. Our outcomes-based assessment system is continuously used across program and course development, instructional practices, clinical experiences, and assessment and evaluation to make improvements in the Unit's operations and programs. A focus on technology to improve student learning is evidenced through specific course requirements that infuse technology in Candidate experiences. The Unit's collaboration with local school districts and the professional community reflects our commitment to improve educational settings in diverse and rapidly changing environments. The theme of the conceptual framework, "Promoting a Culture of Excellence in a Changing World",

has as its foundation four Guiding Principles, culminating in five Domains of Excellence which differentiate our graduates and programs and demonstrate the shared vision of the Unit and the Institution to prepare Candidates with a deep commitment to student learning and to the belief that all students can attain high levels of achievement.

**TEACHER PREPARATION AND INITIAL CERTIFICATION**  
**Assessment Gateways**

<b>Domain</b>	<b>Proficiency</b>	<b>Admission</b>	<b>Pre-clinical</b>	<b>Program Completion</b>	<b>Post Employment</b>
<b>Context</b>	The Candidate understands the context of the profession, both current and past, static and changing.				Post Graduate Survey Administrator Survey Administrators Focus Group
<b>Content</b>	The Candidate demonstrates knowledge of facts, concepts, principles and methods of inquiry of the general and specialized content required for successful practice of the profession.	Transcript-GPA Praxis I Essay Interview Transcript- Gen Ed Major or Equivalent	Transcript: completion of 10 required courses before entering student teaching, content area, and GPA	Transcript: GPA, and all course requirements are met  Praxis II (secondary) Transcript	Post Graduate Survey Administrator Survey Administrators Focus Group
<b>Learner</b>	The Candidate incorporates an understanding of cognitive and affective processes in designing and implementing learning experiences.		Essay		Post Graduate Survey Administrator Survey Administrators Focus Group
<b>Pedagogy</b>	The Candidate demonstrates professional/ technical skills that are associated with successful educational practice.		Lesson Plan	Praxis II (elementary)  CAS	Post Graduate Survey Administrator Survey Administrators Focus Group
<b>Educator</b>	The Candidate possesses the personal skills and dispositions, and professional commitments that promote excellence in self and others.	Interview  Essay  Letters of  Recommendation	Survey	CAS	Post Graduate Survey Administrator Survey Administrators Focus Group

**INTERMEDIATE ADMINISTRATION AND SUPERVISION PROGRAM**  
**Assessment Gateways**

<b>Domain</b>	<b>Proficiency</b>	<b>Admission</b>	<b>Pre-clinical</b>	<b>Program Completion</b>	<b>Post Employment</b>
<b>Context</b>	The Candidate understands the context of the profession, both current and past, static and changing.	Transcript Review GPA (MA: 3.0)  Case Study Essay	Administrative Practicum Proposal	Transcript Review EDL 650, 655/654  Administrative Practicum  Connecticut Administrator Test (CAT)	Post Graduate Survey
<b>Content</b>	The Candidate demonstrates knowledge of facts, concepts, principles and methods of inquiry of the general and specialized content required for successful practice of the profession.		Administrative Practicum Proposal	Administrative Practicum  Connecticut Administrator Test (CAT)  Transcript Review	Post Graduate Survey
<b>Learner</b>	The Candidate incorporates an understanding of cognitive and affective processes in designing and implementing learning experiences.			Transcript Review EDL 635, EDL 626  Connecticut Administrator Test (CAT)	Post Graduate Survey
<b>Pedagogy</b>	The Candidate demonstrates professional/technical skills that are associated with the successful educational practice.			Connecticut Administrator Test (CAT)  *Transcript Review	Post Graduate Survey
<b>Educator</b>	The Candidate possesses the personal skills and dispositions, and professional commitments that promote excellence in self and others.	Essay Letters of Recommendation  Plan of Study		Transcript Review EDL 635, 655/654 Connecticut Administrator Test (CAT)	

**REMEDIAL READING/REMEDIAL LANGUAGE ARTS PROGRAM**

**Assessment Gateways**

<b>Domain</b>	<b>Proficiency</b>	<b>Admission</b>	<b>Pre-clinical</b>	<b>Program Completion</b>	<b>Post Employment</b>
<b>Context</b>	The Candidate understands the context of the profession, both current and past, static and changing.	Interview	EDR 505 Lesson Design Research Reflection Paper		Post Graduate Survey
<b>Content</b>	The Candidate demonstrates knowledge of facts, concepts, principles and methods of inquiry of the general and specialized content required for successful practice of the profession.		EDR507 Motivational Lesson		Post Graduate Survey
<b>Learner</b>	The Candidate incorporates an understanding of cognitive and affective processes in designing and implementing learning experiences.		EDR 510 Integrated Lesson Design		Post Graduate Survey
<b>Pedagogy</b>	The Candidate demonstrates professional/technical skills that are associated with the successful educational practice.		EDR 540 Assessment Case Study	EDR 550  EDR 555  Case Study PD Presentation	Post Graduate Survey
<b>Educator</b>	The Candidate possesses the personal skills and dispositions, and professional commitments that promote excellence in self and others.		EDR 545 Alternative Assess. Individualized Assessment Plan District Assessment Plan		

**ALIGNMENT CHART**

<b>DOMAIN and Proficiency</b>	<b>NCATE</b>	<b>Teacher Prep CCCT</b>	<b>Ed Leadership -Standards for Leaders CSSL</b>	<b>Literacy Program IRA</b>
<p>I. CONTEXT</p> <p>The Candidate understands the context of the profession, both current and past, static and changing.</p> <ul style="list-style-type: none"> <li>▪ <i>Historical and Philosophical</i></li> <li>• <i>Legal and Current Issues</i></li> <li>• <i>School Structure and Functioning</i></li> <li>• <i>Community</i></li> </ul>	<p>Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.</p> <p>Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards.</p> <p>Candidates for other professional school roles understand the policy contexts within which they work.</p> <p>Teacher candidates consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.</p>	<p>I.5.a Teachers know how to design and deliver instruction by understanding that the specific content taught is part of and connected to a larger universe of knowledge represented in a K-12 curriculum.</p> <p>II.4.b Teachers create instructional opportunities to support students’ academic, social and personal development by employing techniques that address a variety of learning styles as well as incorporate a wide range of community and technology resources.</p> <p>III.2.a Teachers share responsibility for student achievement and well-being through means such as working collaboratively with school administrators, colleagues and families to encourage students to take responsibility for their own learning.</p> <p>III.2. b Teachers share responsibility for student achievement and well-being through means such as involving families of students in the</p>	<p>X Integration of Staff Evaluation, Professional Development, and School Improvement</p> <p>The school leader works with staff to develop and implement an integrated set of school-based policies for staff selection, evaluation, professional development, and school improvement that results in improved teaching and learning for all students.</p> <p>XI Organization, Resources, and School Policies</p> <p>The school leader works with staff to review organization and resources, and develops and implements policies and procedures to improve program effectiveness, staff productivity, and learning for all students.</p> <p>I The Educated Person</p> <p>The school leader possesses an understanding of the educated person; and engages staff, parents, and the community in developing a common vision of</p>	<p>1.1 The Candidate demonstrates knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.</p> <p>1.2 The Candidate demonstrates knowledge of reading research and histories of reading.</p> <p>3.4 The Candidate communicates results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policy makers, policy officials, community, etc.)</p>

<b>DOMAIN and Proficiency</b>	<b>NCATE</b>	<b>Teacher Prep CCCT</b>	<b>Ed Leadership -Standards for Leaders CSSL</b>	<b>Literacy Program IRA</b>
	Candidates for other professional school roles understand and build upon the diversity of students, families, and communities.	<p>education of their children by keeping them informed about their students' learning and seeking input to support and meet children's needs.</p> <p>III.2.c Teachers share responsibility for student achievement and well-being through means such as identifying appropriate agencies in the larger community, businesses and professional organizations that can provide resources for students, classrooms or schools.</p> <p>III.5.b Teachers serve as leaders in the school community through means such as working with colleagues and/or community leaders to secure community support for students and schools and actively promoting strategies that support the continuous improvement of student learning.</p>	<p>the educated person and in identifying the implications of that vision for students and the school's programs.</p> <p>V School Goals The school leader actively engages members of the school community to establish goals that encompass the school's vision of the educated person and in developing procedures to monitor the achievement of those goals.</p> <p>VI School Culture The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students, and the community in efforts to improve student learning.</p> <p>XII School-Community Relations The school leader collaborates with staff to create and sustain a variety of opportunities for parent and community participation in the life of the school.</p>	
<p>II. CONTENT</p> <p>The Candidate demonstrates knowledge of facts, concepts,</p>	Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.	<p>I.3 Teachers are proficient in reading, writing and mathematics.</p> <p>I.4.a Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach by becoming</p>	<p>V School Goals The school leader actively engages members of the school community to establish goals that encompass the school's vision of the educated person and in developing procedures to monitor</p>	<p>1.4 The Candidate demonstrates knowledge of the major components of reading (phonemic awareness, word identification, phonics, vocabulary and background</p>

<b>DOMAIN and Proficiency</b>	<b>NCATE</b>	<b>Teacher Prep CCCT</b>	<b>Ed Leadership -Standards for Leaders CSSL</b>	<b>Literacy Program IRA</b>
<p>principles and methods of inquiry of the general and specialized content required for successful practice of the profession.</p> <ul style="list-style-type: none"> <li>• <i>General academic knowledge</i></li> <li>• <i>Subject Specific knowledge</i></li> <li>• <i>Content Area Standards</i></li> </ul>	<p>Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.</p>	<p>knowledgeable about the major principles and concepts of the subject to be taught and presenting appropriate lesson content.</p> <p>I.4.c Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline knowing and utilizing national and state standards within their discipline(s).</p> <p>I.4.d Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach by being aware of the evolving nature of subject-matter knowledge and the need for keeping abreast of new ideas and understanding within one’s discipline, including the impact of technology and information sources on the nature of teaching, communications and the development of knowledge.</p> <p>I.4.e Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach by understanding that literacy skills and processes are applicable in all content areas and helping students develop the knowledge, skills and dispositions that enable students to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing.</p>	<p>the achievement of those goals.</p>	<p>knowledge, fluency, comprehension strategies, and motivation) and how they integrate in fluent reading.</p>

<b>DOMAIN and Proficiency</b>	<b>NCATE</b>	<b>Teacher Prep CCCT</b>	<b>Ed Leadership -Standards for Leaders CSSL</b>	<b>Literacy Program IRA</b>
		<p>I.4.f Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach by understanding and using concepts and skills inherent in numeracy to enable their students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content area in order to solve problems.</p>		
<p>III. LEARNER</p> <p>The Candidate incorporates an understanding of cognitive and affective processes in designing and implementing learning experiences.</p> <ul style="list-style-type: none"> <li>• <i>The Learning Process</i></li> <li>• <i>Growth and development</i></li> <li>• <i>Diverse Learners</i></li> </ul>	<p>Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience.</p> <p>Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the development levels of students with whom they work.</p>	<p>I.1.a Teachers understand how students learn and develop by becoming knowledgeable about major concepts, principles, theories and research related to the normal progression and variations in students’ physical, emotional and cognitive development to construct learning opportunities that support students’ development, acquisition of knowledge and motivation.</p> <p>I.1.b Teachers understand how students learn and develop by learning about exceptionalities in learning – including learning differences, visual and perceptual differences, social-emotional differences, special physical or mental challenges, and gifted and talented exceptionalities – and challenging students with exceptionality as well as seeking sources of support within the school.</p>	<p>I The Educated Person The school leader possesses an understanding of the educated person; and engages staff, parents, and the community in developing a common vision of the educated person and in identifying the implications of that vision for students and the school’s programs.</p> <p>II The Learning Process The school leader possesses a current, research- and experience-based understanding of learning theory and human motivation, helps develop such understanding in teachers and parents, and uses that understanding to promote the continuous improvement of student learning (i.e. Common Core of Learning).</p> <p>IV Diverse Perspectives</p>	<p>1.3 The Candidate demonstrates knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.</p> <p>4.1 The Candidate uses students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.</p>

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		<p>I.2.a Teachers understand how students differ in their approaches to learning by being aware of how student learning is influenced by language, culture, heritage, family and community values and incorporating students' experiences and community resources into instruction.</p> <p>I.2.c Teachers understand how students differ in their approaches to learning by becoming knowledgeable about language development, including the process of second-language acquisition, and employing strategies to support the learning of students whose first language is not English.</p>	<p>The school leader understands the role of education in a pluralistic society, and works with staff, parents and community to develop programs and instructional strategies that incorporate diverse perspectives.</p>	
<p>IV. PEDAGOGY</p> <p>The Candidate demonstrates professional/ technical skills that are associated with successful educational practice.</p> <ul style="list-style-type: none"> <li>• <i>Learning Environment</i></li> <li>• <i>Instructional Design</i></li> </ul>	<p>Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.</p>	<p>I.2.b Teachers understand how students differ in their approaches to learning by learning about and utilizing strategies for building understanding, acceptance and a positive sense of community into the classroom.</p> <p>I.4.b Teachers understand the central concepts and skills, tools of inquiry and structure of the discipline(s) they teach by learning about and using computer and information technology as an integral part of teaching their discipline(s).</p> <p>I.5.b Teachers know how to design</p>	<p>III The Teaching Process The school leader possesses a knowledge of teaching which is grounded in research and experience, and uses that knowledge to foster teachers' reflection on the impact of their professional beliefs, values, and practices on student learning.</p> <p>V School Goals The school leader actively engages members of the school community to establish goals that encompass the school's vision of the educated person and in developing procedures to monitor</p>	<p>2.1 The Candidate uses instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.</p> <p>2.2 The candidate uses a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development, from</p>

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<ul style="list-style-type: none"> <li>• <i>Instructional Delivery</i></li> <li>• <i>Differentiation</i></li> <li>• <i>Assessment</i></li> <li>• <i>Integration of Technology</i></li> </ul>		<p>and deliver instruction by recognizing the importance of focusing and sequencing curricular objectives to connect with students' previous and future learning and to prepare students to master state and local achievement goals.</p> <p>I.5.c Teachers know how to design and deliver instruction by choosing when and how to expand beyond the articulated curriculum to meet student needs and to make connections among different subjects and among school, career and work.</p> <p>I.6.a Teachers recognize the need to vary their instructional methods by recognizing individual differences in approaches to learning and identifying how learners perceive, interact with and respond to the learning environment.</p> <p>I.6.b Teachers recognize the need to vary their instructional methods by varying their role in the instructional process in relation to the content and purposes of instruction.</p> <p>II.1.a Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community by designing instruction and assessment to achieve long- and short-term learning goals that are specific and measurable.</p>	<p>the achievement of those goals.</p> <p>VI School Culture The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students, and the community in efforts to improve student learning.</p> <p>VII Student Standards and Assessment The school leader works with the school community to establish rigorous academic standards for all students and promotes the use of multiple assessment strategies to monitor student progress.</p> <p>IX Professional Development The school leader works with staff to plan and implement activities that promote the achievement of school goals, while encouraging and supporting staff as they assume responsibility for their professional development.</p> <p>X Integration of Staff Evaluation, Professional Development, and School Improvement The school leader works with staff to develop and implement an integrated set of school-based</p>	<p>differing stages of development, and from differing cultural and linguistic backgrounds.</p> <p>2.3 The Candidate uses a wide variety of curriculum materials in effective reading instruction for learners at different stages of reading and writing development, and from different cultural and linguistic backgrounds.</p> <p>3.1 The Candidate uses a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.</p> <p>3.2 The Candidate places students along a developmental continuum and identifies students' proficiencies and difficulties.</p> <p>3.3 The Candidate uses assessment information to plan, evaluate, and revise</p>

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		<p>II.1.b Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community by selecting appropriate materials - including a wide range of technological resources – to help students find information, interpret the quality of sources, and effectively synthesize and communicate information.</p> <p>II.1.c Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community by sequencing learning tasks into coherent units of instruction derived from the curriculum and incorporating hands-on, real-world experiences and community resources from which students can build an understanding of abstract concepts and knowledge.</p> <p>II.1.d Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community by anticipating common misperceptions, diverse levels of student interest and available resources, and making adjustments as appropriate.</p> <p>II.2.a Teachers create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students by designing tasks that meet curricular goals, build upon students’</p>	<p>policies for staff selection, evaluation, professional development, and school improvement that results in improved teaching and learning for all students.</p>	<p>effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.</p> <p>4.2 The Candidate uses a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.</p> <p>5.3 The Candidate works with colleagues to observe, evaluate, and provide feedback on each other’s practice.</p> <p>5.4 The Candidate participates in the initiation, implementation and evaluation of professional development programs.</p>

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		<p>prior learning, and advance the student toward important learning goals.</p> <p>II.2. b Teachers create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students by addressing various learning styles, incorporating multicultural content and fostering interdisciplinary connections.</p> <p>II.2.c Teachers create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students by making purposeful choices about whether students should work individually or collectively.</p> <p>II.3.a Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by ensuring that standards of behavior are explicit and applying them consistently over time with fitting consequences.</p> <p>II.3.b Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by maximizing the amount of time spent in instruction</p>		

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		<p>by effectively managing routines and transitions.</p> <p>II.3.c Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by organizing, allocating and managing resources of time, space, activities and attention to ensure high levels of student engagement and participation.</p> <p>II.3.d Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by establishing high expectations for achievement, promoting shared responsibility for learning, and nurturing the development of ethical and responsible behavior in students.</p> <p>II.3.e Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by demonstrating enthusiasm, self-confidence and caring about the well-being of students.</p> <p>II.3.f Teachers establish and maintain appropriate standards of behavior and</p>		

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		<p>create a positive learning environment that shows a deep commitment to students and their success by structuring student interactions and academic discussions in a non-threatening, safe learning environment that supports varied learning and performance styles, student interests, and encourages intellectual risk-taking among learners.</p> <p>II.3.g Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by using understanding of individual and group motivation to foster students' independent thinking, perseverance and confidence as learners.</p> <p>II.4.a Teachers create instructional opportunities to support students' academic, social and personal development by developing effective lessons by organizing instructional activities and materials to promote achievement of lesson objectives.</p> <p>II.4.b Teachers create instructional opportunities to support students' academic, social and personal development by employing techniques that address a variety of learning styles as well as incorporate a wide range of community and</p>		

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		<p>technology resources.</p> <p>II.4.c Teachers create instructional opportunities to support students’ academic, social and personal development by promoting the development of critical and creative thinking, problem-solving and decision-making skills and the deeper understanding of concepts.</p> <p>II. 4.d Teachers create instructional opportunities to support students’ academic, social and personal development by integrating into all curriculums and programs opportunities for students to develop and demonstrate ethical and responsible student behavior.</p> <p>II.5.a Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collective inquiry by communicating clearly, using precise language and acceptable oral and written expressions that convey expectations for students.</p> <p>II.5.b Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collective inquiry by engaging students in purposeful discourse by using appropriate questioning strategies- i.e., knowing when to provide</p>		

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		<p>information, when to clarify an issue, when to model, when to lead and when to let students struggle with a difficulty.</p> <p>II.6.a Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills by becoming familiar with principles and techniques associated with various instructional and assessment strategies, including how to use multiple representations and explanations of concepts.</p> <p>II.6.b Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills by identifying strategies to create learning experiences that make subject matter meaningful for students, encourage students pursue their own inquiries and interests, and help students make connections between school and career.</p> <p>II.7.a Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate by monitoring student understanding of the lesson at appropriate points and adjusting teaching when necessary.</p> <p>II.7.b Teachers use various assessment techniques to evaluate</p>		

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		<p>student learning and modify instruction as appropriate by reflecting upon and analyzing the process of teaching based on student learning or failure to learn, and modify future plans and instructional approaches accordingly.</p> <p>II.7.c Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate by sharing assessment criteria with students on a regular basis as well as guiding students to use these criteria for self-evaluation.</p> <p>II.7.d Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate by collecting data over time, by analyzing student work, and determining whether or not instructional strategies promote desired student learning outcomes.</p> <p>II.7.e Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate by using multiple sources of data to examine their students' progress in light of national, state and local performance standards.</p>		
V. EDUCATOR The Candidate	Candidates are familiar with the dispositions expected of professionals. Their work with	II.4.c Teachers create instructional opportunities to support students' academic, social and personal	III The Teaching Process The school leader possesses a knowledge of teaching which is	4.3 The Candidate models reading and writing enthusiastically as valued

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<p>possesses the personal skills and dispositions, and professional commitments that promote excellence in self and others.</p> <ul style="list-style-type: none"> <li>• <i>Communication Skills</i></li> <li>• <i>Interpersonal/ Collaborative Skills</i></li> <li>• <i>Critical Thinking Skills</i></li> <li>• <i>Enthusiasm and Respect for the Profession</i></li> <li>• <i>Professional Development</i></li> <li>• <i>Reflective Practice</i></li> <li>• <i>Respect for Others</i></li> <li>• <i>Development</i></li> </ul>	<p>students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards.</p>	<p>development by promoting the development of critical and creative thinking, problem-solving and decision-making skills and the deeper understanding of concepts.</p> <p>II.5.a Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collective inquiry by communicating clearly, using precise language and acceptable oral and written expressions that convey expectations for students.</p> <p>II.5.b Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collective inquiry by engaging students in purposeful discourse by using appropriate questioning strategies- i.e., knowing when to provide information, when to clarify an issue, when to model, when to lead and when to let students struggle with a difficulty.</p> <p>III.1 Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a Cert. Reg)</p> <p>III.3.a Teachers continually engage in self-evaluation of the effects of their choices and actions on students</p>	<p>grounded in research and experience, and uses that knowledge to foster teachers' reflection on the impact of their professional beliefs, values, and practices on student learning.</p> <p>V School Goals The school leader actively engages members of the school community to establish goals that encompass the school's vision of the educated person and in developing procedures to monitor the achievement of those goals.</p> <p>VI School Culture The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students, and the community in efforts to improve student learning.</p> <p>VII Student Standards and Assessment The school leader works with the school community to establish rigorous academic standards for all students and promotes the use of multiple assessment strategies to monitor student progress.</p> <p>VIII School Improvement The school leader works with staff to improve the quality of</p>	<p>lifelong activities.</p> <p>4.4 The Candidate motivates learners to be lifelong readers.</p> <p>5.1 The Candidate displays positive dispositions related to reading and the teaching of reading.</p> <p>5.2 The Candidate continues to pursue the development of professional knowledge and dispositions.</p>

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		<p>and the school community through means such as working with administrators and colleagues to explore student work and progress, to examine the effectiveness of instruction strategies, to identify school and program needs based on student data, and the ensure that the collective needs of the school are addressed.</p> <p>III.4.a Teachers seek out opportunities to grow professionally through means such as sharing practices with professional colleagues within the school or district.</p> <p>III.4.b Teachers seek out opportunities to grow professionally through means such as enriching their knowledge about content, learners, pedagogy, technology and the US public school system through the examination of professional literature, participation in professional organizations, attendance at professional development seminars or ongoing graduate-level course work.</p> <p>III.5.a Teachers serve as leaders in the school community through means such as working with colleagues to create a positive, collaborative school culture.</p> <p>III.5.b Teachers serve as leaders in</p>	<p>school programs by reviewing the impact of current practices on student learning, considering promising alternatives, and implementing program changes that are designed to improve learning for all students.</p> <p>IX Professional Development The school leader works with staff to plan and implement activities that promote the achievement of school goals, while encouraging and supporting staff as they assume responsibility for their professional development.</p> <p>XI Organization, Resources, and School Policies The school leader works with staff to review organization and resources, and develops and implements policies and procedures to improve program effectiveness, staff productivity, and learning for all students.</p>	

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		<p>the school community through means such as working with colleagues and/ or community leaders to secure community support for students and schools and actively promoting strategies that support the continuous improvement of student learning.</p> <p>III.5.c Teachers serve as leaders in the school community through means such as working with colleagues in addressing other identified needs of the school and student body.</p> <p>III.6.a Teachers demonstrate a commitment to their students and a passion for improving their profession through such means as bringing their enthusiasm about learning about life into their daily work.</p> <p>III.6.b Teachers demonstrate a commitment to their students and a passion for improving their profession through such means as showing a commitment to developing the minds and characters of their students.</p>		

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