CONCEPTUAL FRAMEWORK

Introduction

The Conceptual Framework of the University of Louisiana at Lafayette College of Education is designed to expand upon the institution's commitment to be a responsive university and the unit's dedication to developing graduates who are responsive to those they serve. The theme, the *Responsive Professional*, emanates throughout the College of Education's Conceptual Framework. This theme represents candidates who are driven by Knowledge and Expertise in Practice, Reflection, Diversity, and Professionalism. These four driving elements form the foundation for both teacher and non-teacher education programs and initial and advanced programs within our college. Therefore, the College strives for excellence in the production of professionals who are responsive– individuals who serve the community with professionalism and leadership in Education and allied fields. The College of Education's Conceptual Framework forms the foundation for innovative, interdisciplinary, and research-based curricula dedicated to the development of reflective practitioners who demonstrate expertise in knowledge and practice. Through these programs, the College fosters collaboration, advocacy, respect for diversity, and commitment to on-going professional growth. (University of Louisiana at Lafayette, Undergraduate Bulletin, p. 99)

Candidates entering the program begin their professional development with the recognition of appropriate aptitudes, attitudes, and dispositions to be successful professionals, followed by coursework designed specifically to establish the appropriate knowledge base upon which skills and application can occur. This professional development is followed by field experiences and extended supervised professional practice as interns. The faculty and staff of the College of Education and our district partners clearly believe that becoming a *Responsive Professional* is a process that begins with the acquisition of fundamental knowledge and practice in the field of education framed around professional dispositions. Throughout the program, candidates are guided in becoming not only knowledgeable professionals, but also reflective practitioners who respect diversity and demonstrate commitment to passionate professionalism. Passionate professionalism encompasses engagement in on-going professional growth, leadership, collaboration, advocacy, and service activities.

The unit's visual model (see Figure 1) illustrates that the intended outcome of all College of Education programs is the development of *Responsive Professionals*. The *Responsive Professional* is at the core of our model with two revolving layers: the art of teaching and the science of teaching. Because we believe that teaching is a blending of both art and science, the model depicts key components that are infused throughout our programs. The essential components that we believe represent the science of teaching are Planning, Instruction, Management, and Technology. Essential components for the art of teaching are Communication, Passion, Value, and Creativity. The driving elements Knowledge and Expertise in Practice, Reflection, Diversity, and Professionalism flow through and interact with each of the two

revolving layers as our candidates evolve to become *Responsive Professionals*. Surrounding the model is the influence of accountability as represented by the standards of the National Council for Accreditation of Teacher Education (NCATE), the Southern Association of Colleges and Schools (SACS), individual Specialized Professional Associations (SPAs), the Louisiana Department of Education, and the Louisiana Board of Regents, which also help to shape the *Responsive Professional*.

Figure 1. Visual Depiction of the College of Education Conceptual Framework University of Louisiana at Lafayette

The Responsive Professional
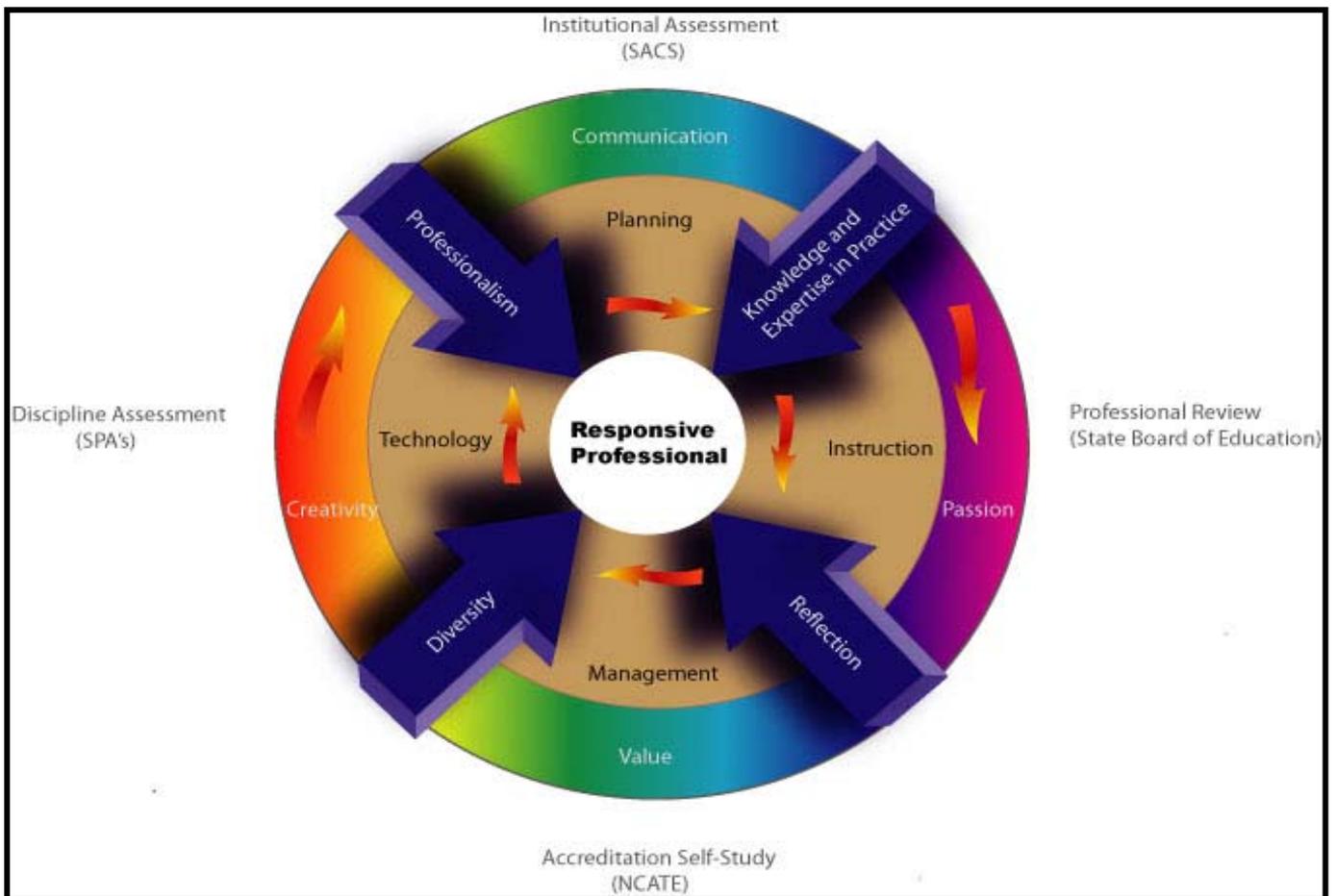
UL Lafayette teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the four driving elements of a *Responsive Professional*. Assessment of candidates' progress in attaining these elements includes, but is not limited to, field experiences, interviews, class projects, case study analyses, critiques, lesson plans, test construction, research papers, reflective journal writing, and clinical practice. Progress for the candidate in attaining the goals of the *Responsive Professional* is developmental. The candidate is expected to develop hierarchical program proficiencies for each of the following: Planning, Instruction, Management, Technology, Professional Development, Leadership, Advocacy, and Accountability. Those

program proficiencies are derived from the five Louisiana Components of Effective Teaching. The "weigh points" for progress are documented in an electronic portfolio system known as PASS-PORT and program proficiencies are assessed using criteria developed by College of Education faculty ([Assessment System and Unit Evaluation]). Specific courses in which candidates demonstrate competence in a given program proficiency are identified in the [Conceptual Framework Relationship Chart] .

Developmental History of the Conceptual Framework

Development of the current conceptual framework began with a College of Education retreat in December 2000 that included faculty and leaders from the educational community. Retreat participants identified the following qualities and outcomes they considered desirable in candidates completing the teacher preparation program at the University of Louisiana at Lafayette: Collaboration, Reflection, Diversity, Expertise in Knowledge and Practice, Service, Advocacy, and Commitment to Ongoing Professional Growth and Leadership. The notes from this retreat were submitted to the College of Education Administrative Council for further action. The Administrative Council were comprised of the following members: Dean of the College of Education; Department Head of Educational Foundations and Leadership (EDFL); Department Head of Educational Curriculum and Instruction (EDCI); Department Head of Kinesiology (KNES); Coordinator of Graduate Studies; PASSPORT Representative; PK-16+ Coordinator; Assessment Coordinator; Associate Dean; Director of Student Teaching; and the NCATE Coordinator. The Council created a Conceptual Framework Committee and charged it to develop a document that reflected the ideals identified by retreat participants and the unit's recently developed mission statement, which was consistent with the University's Statement of Purpose (Mission Statement).

The University Mission Statement

The University of Louisiana at Lafayette has a public Statement of Purpose that encompasses the mission and vision of the University. As noted on page 17 of the 2003-2005 Undergraduate Bulletin, the statement reads as follows:

> *The University of Louisiana at Lafayette, a member of the University of Louisiana System, is a public, Doctoral/Research-intensive institution of higher education offering bachelor's, master's, and doctoral degrees. Its academic programs are administered by the Colleges of Applied Life Sciences, the Arts, Education, Engineering, General Studies, Liberal Arts, Nursing & Allied Health Professions, and the B.I. Moody III College of Business Administration, Sciences, and the Graduate School. The University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service. For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed. The graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. The University reaffirms its historic commitment to diversity and integration. Thus, through instruction, research, and service, the University promotes regional economic and cultural development, explores solutions to national and world issues, and advances its reputation among its peers.*

College of Education Mission Statement

Derived from the University of Louisiana's Statement of Purpose, the College of Education has developed the following mission statement:

> *The mission of the College of Education at the University of Louisiana at Lafayette is built on the three pillars of the academy: Teaching, Scholarship, and Service. A commitment to high standards in each of these areas enables the College to be responsive to community, regional, and state needs while addressing national and international concerns. Through Teaching, Scholarship, and Service, the College strives to prepare outstanding teachers, educational leaders, and other professionals in related domains, while developing viable public and private partnerships which systematically improve education. This mission, being fundamental and timeless, represents the professional and ethical imperative of the College of Education to be attentive to the needs of contemporary college students and to the challenges of serving a diverse, modern society* (2003-2005 Undergraduate Bulletin, p. 99).

The unit's mission statement has served as a guide to aid in the development of its focus on producing *Responsive Professionals*.

The initial Conceptual Framework Committee was composed of faculty members from all three departments of the College of Education (Curriculum and Instruction, Educational Foundations and Leadership, and Kinesiology), undergraduate and graduate students, and representatives from two of the College of Education's Professional Development Schools. Following several in-depth, reflective meetings, the Conceptual Framework Committee recommended that the College of Education adopt the *Responsive Professional* as its conceptual framework theme, which was subsequently approved by the College of Education faculty in 2002. The original Conceptual Framework Committee created a document that included eight elements: knowledge

and expertise in practice, reflection, collaboration, diversity, professional growth, service, advocacy, and leadership. Feedback was solicited from students and cooperating teachers as the document was refined. In December 2003, as part of the continuous review process, the five elements of professional growth, collaboration, advocacy, service, and leadership were combined into the more global element "professionalism." Thus, the conceptual framework was refined to its present (four) driving elements: Knowledge and Expertise in Practice, Reflection, Diversity, and Professionalism. The Conceptual Framework was further tailored in 2004 in recognition of the contributions of the components of art and science layers to effective teaching.

Following the NCATE mock visit in April 2004, a writing team, headed by the new NCATE Coordinator, including three faculty members that represented each department and the Dean, was formed. Subsequently, the newly hired Assessment Coordinator was placed on the writing team. Membership of the writing team also represented committees that had been working on Standard 1 - Content Knowledge, Skills and Disposition; Standard 4 - Diversity; Standard 5 - Faculty Qualifications, Performance and Development; and Standard 6 - Governance and Resources. Participation and contribution was solicited from the three College of Education Department Heads, the Conceptual Framework committee chair, PK-16 + Coordinator, Assistant to the Dean, Director of the Office of Student Support Services, Director of Teacher Clinical Experiences, Director of Graduate Programs in Education, principal author and UL system coordinator for PASSPORT development, and numerous faculty for clarification and comment.

Faculty in all three College of Education departments have accepted and integrated the unit conceptual framework theme, the *Responsive Professional,* both in philosophy and in practice, throughout their courses. The elements of the framework have been infused throughout the curriculum and serve as the principal drivers of the assessment system. The *Responsive Professional* reflects the unit's shared vision for preparing educators and is consistent with the institution's Statement of Purpose. Therefore, the key driving elements not only are integral parts of the content standards of many of the learned professional societies, but also are embedded within the Louisiana Components of Effective Teaching (LCET) and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards (See Table 1).
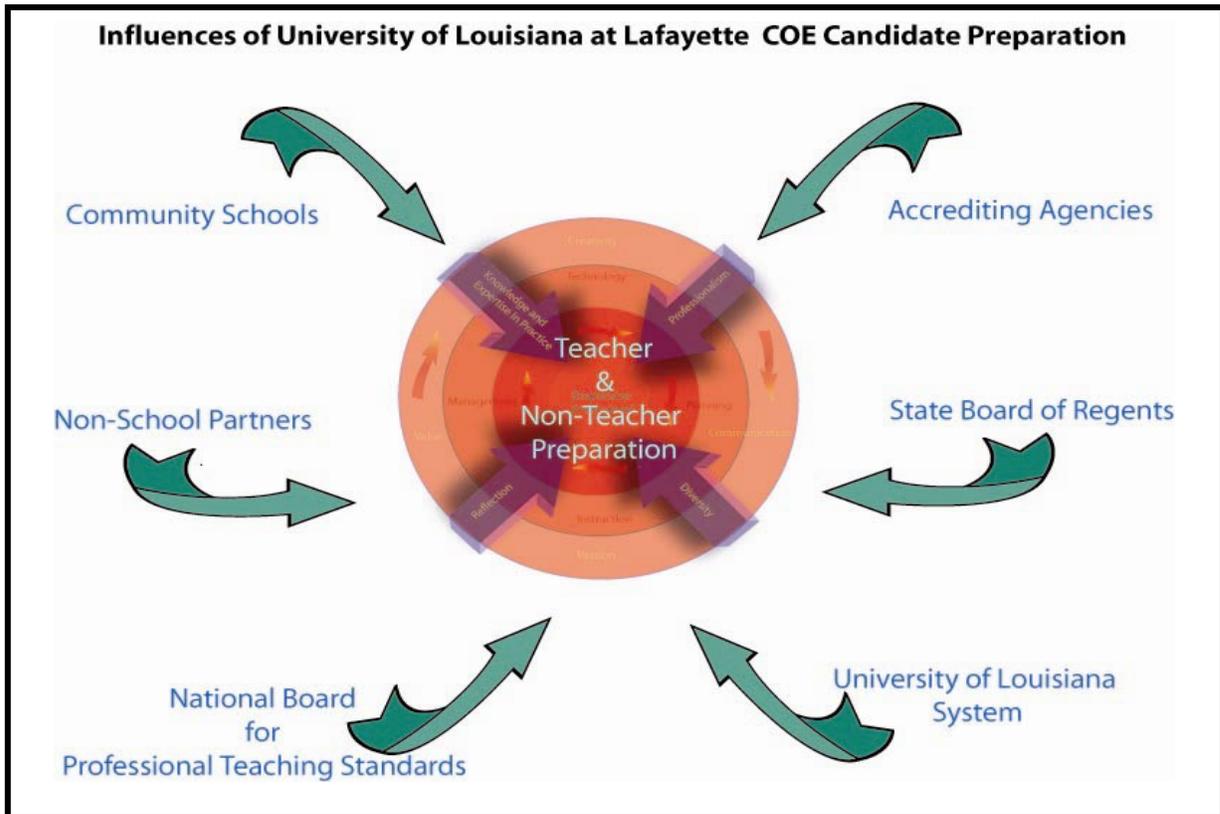
Louisiana Components of Effective Teaching concepts have been expanded through identification of specific program proficiencies, which in turn are aligned with the unit's eight Conceptual Framework unit outcomes (candidate proficiencies). The knowledge, skills, and dispositions found in the conceptual framework serve as key components in candidate assessment.

Contextual Influences on the Unit

As early as 1906 (College of Education Centennial Disc) the institution, then Southwestern Louisiana Industrial Institute, recognized the need to begin a teacher training program. From the 290 students enrolled in the teacher training program in 1911 to its Fall 2003 enrollment of 2,514, the university has recognized the importance of producing *Responsive Professionals* for teaching and related areas. The university, as a responsive entity, has also sought to involve the many individuals and organizations that contribute to its strength as an educational leader. In that spirit, the Conceptual Framework of the College of Education at UL Lafayette is influenced by

many factors: the mission of the university, responsibility to the profession, regional and national needs, the needs of candidates, and employer needs. Figure 2 illustrates the current influences that impact our product, *Responsive Professionals*.

Figure 2.   Influences of University of Louisiana at Lafayette College of Education Candidate Preparation

Influences of University of Louisiana at Lafayette COE Candidate Preparation

Community Schools

Accrediting Agencies

Non-School Partners

State Board of Regents

Teacher & Non-Teacher Preparation

National Board for Professional Teaching Standards

University of Louisiana System

Vision Statement

The vision of the unit has two central components: the first focuses on the leadership role of the College of Education, and the second focuses on our responsibility to prepare both teaching and non-teaching professionals.

- The College of Education at UL Lafayette is a global leader in educational change through advocacy, collaboration, and innovation.

- The College of Education at UL Lafayette prepares professionals who foster skills, knowledge, and reason in individuals to meet the needs of today and tomorrow.

"No calling in our society is more demanding than teaching; no calling in our society is more selfless than teaching; and no calling is more central to the vitality of a democracy than teaching." Roger Mudd, 1990.

In our rapidly changing world, educators and those who develop educators are more important than ever before. Although it has been said by many, teachers provide the foundation knowledge for all other professions. However, it is incumbent on a modern college of education to remain as dynamic as the world in which we live. The College of Education at UL Lafayette is dynamic and responsive to the needs of it's candidates and the society we serve. Because many of our candidates will become professionals in areas related to one of our three departments, but not directly involved in the classroom, it is imperative that our philosophy be one of inclusion for all. To that end, the unit's professional beliefs reflect meaning for both teachers and non-teachers.

Belief Statements

Our beliefs are derived from a shared vision for preparing *Responsive Professionals* who will establish their careers in either teaching or non-teaching professions and serve as the foundation of our philosophy.

❖ We believe that a true professional is responsive to our changing world and values life-long learning.

- Impact: In the dynamic world in which we learn, completion of one's initial or advanced preparation is not the end of the learning cycle. Rather, graduation from the university reflects the beginning of a new cycle of lifelong learning as the *Responsive Professional* interacts with the ever changing professional world (E.C.L., 1993; Glenn, 1997).

❖ We believe everyone is capable of learning and that effective teachers embody the knowledge, skills, and dispositions to guide others in reaching their potential.

- Impact: Professionals must have high expectations to optimize the potential of those whom they guide. Teachers who hold high expectations do not limit the potentials of their students.

❖ We believe that, to become *Responsive Professionals*, our candidates must be provided with practice opportunities in real-world environments.

- Impact: While candidates must have a theoretical and cognitive base for their future skills, they must also be prepared to apply those skills in the real world. To facilitate the transition from the theoretical world to the real world, it is imperative for candidates to have frequent, systematic, and substantive field experiences. The field experiences of all candidates, whether in a teaching or non-teaching program, must demonstrate a

progression of responsibility and application of skills as they move through their curricula (Smith, 1999).

❖ We believe the unique qualities of individuals enhance our society; therefore, a primary focus of all professionals should be the utilization and enhancement of the individual uniqueness of learners and clients in professional settings.

- Impact: The rapid rate of technological advancement in our modern world underscores the need for professionals who embrace the diversity of the global society in which we live. Candidates are encouraged to view the individual uniqueness of people with whom they work as resources that serve to strengthen each professional interaction (McBee, 1998).

❖ We believe that teaching is both art and science (Stuewe-Portnoff & Stuewe-Portnoff, 2001).

- Impact: The tools of art and science are independent yet, equally important to effective teaching. Therefore, effective professionals utilize and embody many of the characteristics listed below.

  o Creativity

    - Flavor, Color, Flare, Action, Involvement, Resourcefulness, Innovativeness, Humor, Inviting, Participatory, Shocking, Capturing, Independent, Different, Unique, Dramatic, Discovery, Curiosity, Risk-taking

  o Communication

    - Listening, Drama, Verbal-Nonverbal, Clarity, Musical, Motivating, Inspiring, Selling, Influencing, Activating, Participatory, Color, Flare, Dynamic, Engaging, Piercing

  o Value

    - Empathy, Moral, Nurturing, Ethical, Behavioral, Worth, Global, Evident, Passion, Outward, Altruistic, Transparent, Apparent, Participatory, Caring

  o Technology

    - Future, Vast, Connective, Interactive, Innovative, Powerful, Empowering, Creative, Applicable, Reinforcing, Supporting, Enabling, Expressive

  o Management

    - Individual, Disciplined, Fair, Objective, Ordered, Involving, Participatory, Intentional, Facilitating, Dynamic, Leadership, Governing, Advocating

- o Planning

  - Advance, Detailed, Creative, Organized, Forthright, Vision, Future, Mission, Deliberate, Goal, Intentional, Purposeful

- o Instruction

  - Delivery, Informed, Varied, Focused, Purposeful, Intentional, Expressive, Exciting, Activating, Inspiring, Involved, Passionate, Witty, Wise

- o Passion

  - Enthusiastic, Energetic, Lyrical, Belief, Zest, Song, Music, Bright, Brilliance, Engaged, Participatory, Flare, Visible, Emotion, Steadfast, Engaged, Dedicated, Driven, Omnipresent, Global, Dramatic

❖ We believe the processes of daily systematic reflection and frequent systemic reflection are effective tools to improve professional performance.

- Impact: Strategic reflection is critical for performance enhancement in all professions. Candidates are taught to be reflective about their individual performance, the performance of those with whom they work, and the functioning of their professional environment (Taylor, 1994; Hacker, 1998).

Purpose

The beliefs that underlie our philosophy also guide our sense of purpose for the unit's programs and the candidates that trust us to prepare them for their future careers. The following purposes apply to both initial and advanced programs. Our purposes are as follows:
1. To prepare candidates with a strong knowledge base and dispositions for their career choice.
2. To prepare candidates with pedagogical skills for effective instruction and skill sets for professional success.
3. To provide candidates with extensive experiential learning opportunities founded in real world practice.
4. To establish a thorough understanding of the qualities and behaviors that exemplify professionalism.
5. To prepare reflective and accountable professionals.
6. To prepare professionals who recognize that the unique qualities of individuals enhance our society.
7. To influence policy at the state, regional, national, and international levels.
8. To impact positively local schools and regional programming.
9. To serve as a center for innovation and dissemination for other professionals.
10. To expand the body of knowledge available for the professions represented in the unit.

Professional Commitments and Dispositions

Conceptual Framework Unit Outcomes

Knowledge and Expertise in Practice – The *Responsive Professional* demonstrates knowledge of content disciplines and engages in effective pedagogical practice. The candidate

CF-K1   Knows, understands, and applies multiple theoretical perspectives about human development and learning.
CF-K2   Demonstrates knowledge of content discipline and related standards.
CF-K3   Knows and demonstrates appropriate use of instructional resources and methodologies for subject matter content.
CF-K4   Plans and implements effective standards-based learning experiences.
CF-K5   Applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement.
CF-K6   Demonstrates effective management skills.
CF-K7   Uses and integrates technology as appropriate.
CF-K8   Models and utilizes effective planning that incorporates higher order thinking.
CF-K9   Identifies and articulates relevant education policies and laws.

Reflection – The *Responsive Professional* actively, persistently, and carefully considers practice, experiences, and available alternatives to guide decision-making. The candidate

CF-R1   Reviews systematically one's own educational practice and learns from experience.
CF-R2   Uses assessment and evaluation to inform instruction.
CF-R3   Searches persistently for information and solutions to problems.

Diversity – The *Responsive Professional* articulates an understanding that beliefs, traditions, and values across and within cultures affect both learning and relationships with learners, their families, and the community. The candidate

CF-D1   Fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously.
CF-D2   Accommodates learning styles and individual needs through developmentally appropriate practices.
CF-D3   Engages and involves students in relevant and challenging learning experiences.
CF-D4   Exhibits respect for all types of diversity.
CF-D5   Is informed about and responsive to cultural differences.

Professionalism – The *Responsive Professional* actively seeks opportunities to grow professionally, collaborates to meet complex needs of learners, advocates educational principles, and models leadership skills. The candidate

CF-P1   Collaborates effectively with students, parents, and colleagues.
CF-P2   Models appropriate behaviors and attitudes.
CF-P3   Sustains commitment to professional growth.
CF-P4   Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles.
CF-P5   Engages in service to the profession.
CF-P6   Participates in educational advocacy.
CF-P7   Participates in professional organizations, meetings, and conferences.

Candidate Proficiencies Aligned With
Professional And State Standards

The unit outcomes candidates are expected to demonstrate through knowledge, skills, and dispositions have been aligned with state and national curriculum standards of professional practice as outlined by the appropriate professional organizations.

Table 1. Alignment of the Conceptual Framework, the INTASC Standards, the Louisiana Components of Effective Teaching and the National Board for Professional Teaching Standards

Conceptual Framework Candidate Proficiencies/ Unit Outcomes	INTASC Interstate New Teacher Assessment and Support Consortium	LCET Louisiana Components of Effective Teaching	National Board for Professional Teaching Standards
	Standards	Domain: Components & Attributes	Standards
CF –K1	1 2 3 7	I: A2, A3 III: B1, B3 C1, C3	1 2
CF – K2	1 2 3 4	I: A2, A3 III: A1, A3 B1, B2, B3	2 4
CF – K3	1 2 3 4 6 7	I: A1, A2, A3 II: C2 III: A1, A2, A4, A5 B1, B2 C1, C2, C3 D1	3
CF – K4	1 2 3 4 6 7	I: A1, A2, A3, A4, A5 II: A1, A2 III: A1, A2, A3, A4, A5 C1, C2, C3	2
CF – K5	3 4 6 8	I: A3, A5 II: A2 C1, C2 III: A5 C1, C2 D1, D2, D3, D4	3
CF – K6	4 5 6 8	I: A1, A2, A3, A5 II: A1, A2, B1, B2 C1, C2 III: A2, A4, A5	1

Table 1. Alignment of the Conceptual Framework, the INTASC Standards, the Louisiana Components of Effective Teaching and the National Board for Professional Teaching Standards (continued)

Conceptual Framework Candidate Proficiencies/ Unit Outcomes	INTASC Interstate New Teacher Assessment and Support Consortium	LCET Louisiana Components of Effective Teaching	National Board for Professional Teaching Standards
	Standards	Domain: Components & Attributes	Standards
CF – K7	3 4 5 6	I: A2, A3 II: A1 C2 III: A3, A5 B1 C1, C2, C3, C4 D1	3
CF – K8	4	I: A1, A2, A3 III: A1, B1 C3	2
CF – K9	7	V: A1, A2, A3	4
CF – R1	9	IV: A B	4 5
CF – R2	8	III: D1,D2,D3, D4	4
CF – R3		V: A1, A2, A3	4
CF – D1	1 3 4 5 6 7 10	I: A3 II: A1, A2 C1, C2 III: A4, B1, B2 C1, C2, C3,C4 D1 V: B1, B2	1
CF – D2	1 2 3 4 5 6 7	I: A3, A4 II: A1, A2 B1, B2 C1, C2 III: A4, A5 B1 C1, C2, C3, D1, D2, D3	1

Table 1. Alignment of the Conceptual Framework, the INTASC Standards, the Louisiana Components of Effective Teaching and the National Board for Professional Teaching Standards (continued)

Conceptual Framework Candidate Proficiencies/ Unit Outcomes	INTASC Interstate New Teacher Assessment and Support Consortium	LCET Louisiana Components of Effective Teaching	National Board for Professional Teaching Standards
	Standards	Domain: Components & Attributes	Standards

CF – D3	1 2 3 4 5 6	I: A1, A2, A3, A4
		II: A1, A2
		      C1, C2
		III: A1, A2, A4, A5
		      B1, B2
		      C1, C2, C3, C4
		      D1, D4
			2 3

CF – D4	2 3 4 5 6 7	I: A3 II: C1, C2 III: C1	1
CF – D5	2 3 4 5 6 7	I: A3 II: C1, C2 III: C1	1

The table that follows identifies the relationships between the Four Driving Elements of the Conceptual Framework and the knowledge, skills, and dispositions defined by the College of Education.

Table 2. Conceptual Framework Driving Elements Aligned With Knowledge, Skills, And Dispositions

DRIVING ELEMENTS	KNOWLEDGE	SKILLS	DISPOSITIONS
KNOWLEDGE AND EXPERTISE IN PRACTICE The *Responsive Professional* demonstrates knowledge of content disciplines and engages in effective pedagogical practices.	CF-K1 Knows, understands, and applies multiple theoretical perspectives on human development and learning CF-K2 Demonstrates knowledge of content discipline and related standards CF-K3 Knows and demonstrates appropriate use of instructional resources and instructional methodologies for subject matter content CF-K7 Uses and integrates technology as appropriate CF-K9 Identifies and articulates relevant education policies and laws	CF-K1 Knows, understands, and applies multiple theoretical perspectives on human development and learning CF-K3 Knows and demonstrates appropriate use of instructional resources and instructional methodologies for subject matter content CF-K4 Plans and implements effective standards-based learning experiences CF-K5 Applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement CF-K6 Demonstrates effective management skills CF-K7 Uses and integrates technology as appropriate CF-K8 Models and utilizes effective planning that incorporates higher order thinking	Disp 1. Candidates demonstrate commitment to professionalism. Disp 2. Candidates identify and demonstrate appreciation of the importance of diversity and its impact. Disp 3. Candidates demonstrate commitment to learning and to participation in professional organizations and currency in field. Disp 6. Candidates demonstrate collaboration with other professionals to affect student learning. Disp 7. Candidates demonstrate commitment to critical thinking and problem solving. Disp 8. Candidates value the use of data to inform decisions.
REFLECTION The *Responsive Professional* actively, persistently, and carefully considers practice, experiences, and available alternatives to guide decision-making.	CF-R2 Uses assessment and evaluation to inform instruction	CF-R1 Reviews systematically one's own educational practices and learns from experience CF-R2 Uses assessment and evaluation to inform instruction CF-R3 Searches persistently for information and solutions to problems	Disp 4. Candidates demonstrate self-direction in learning and practice. Disp 7. Candidates demonstrate commitment to critical thinking and problem solving. Disp 8. Candidates value the use of data to inform decisions.
DIVERSITY The *Responsive Professional* articulates an understanding that beliefs, traditions, and values across and within cultures can affect both learning and relationships with learners, their families and the community.	CF-D2 Accommodates learning styles and individual needs through developmentally appropriate practices CF-D5 Is informed about and responsive to cultural differences	CF-D1 Fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously CF-D2 Accommodates learning styles and individual needs through developmentally appropriate practices CF-D3 Engages and involves students in relevant and challenging learning experiences	Disp 2. Candidates identify and demonstrate appreciation of the importance of diversity and its impact. Disp 5. Candidates value the role of community and of the family in the learning process
PROFESSIONALISM The *Responsive Professional* actively seeks opportunities to grow professionally, collaborates to meet complex needs of learners, advocates educational principles, and models leadership skills.	CF-P4 Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles	CF-P1 Collaborates effectively with students, parents, and colleagues CF-P4 Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles	Disp1. Candidates demonstrate commitment to professionalism. Disp 2. Candidates identify and demonstrate appreciation of the importance of diversity and its impact. Disp 3. Candidates demonstrate commitment to learning and to participation in professional organizations and currency in field. Disp 4. Candidates demonstrate self-direction in learning and practice. Disp 5. Candidates value the role of community and of the family in the learning process. Disp 6. Candidates demonstrate collaboration with other professionals to affect student learning. Disp 7. Candidates demonstrate commitment to critical thinking and problem solving. Disp 8. Candidates value the use of data to inform decisions.

KNOWLEDGE, SKILLS, AND DISPOSITIONS LIST
(Aligned to the Unit's Conceptual Framework)

Knowledge

- Candidates know, understand, and apply multiple theoretical perspectives on human development and learning (CF-K1)
- Candidates demonstrate knowledge of content discipline and related standards (CF-K2)
- Candidates know and demonstrate appropriate use of instructional resources and instructional methodologies for subject matter content (CF-K3)
- Candidates use and integrate technology as appropriate (CF-K7)
- Candidates identify and articulate relevant education policies and laws (CF-K9)
- Candidates use assessment and evaluation to inform instruction (CF-R2)
- Candidates accommodate learning styles and individual needs through developmentally appropriate practices (CF-D2)
- Candidates are informed about and responsive to cultural differences (CF-D5)
- Candidates demonstrate problem solving, interpersonal communication, and decision-making skills in leadership roles (CF-P4)

Skills
- Candidates know, understand, and apply multiple theoretical perspectives on human development and learning (CF-K1)
- Candidates know and demonstrate appropriate use of instructional resources and instructional methodologies for subject matter content (CF-K3)
- Candidates plan and implement effective standards-based learning experiences (CF-K4)
- Candidates apply a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement (CF-K5)
- Candidates demonstrate effective management skills (CF-K6)
- Candidates use and integrate technology as appropriate (CF-K7)
- Candidates model and utilize effective planning that incorporates higher order thinking (CF-K8)
- Candidates use assessment and evaluation to inform instruction (CF-R2)
- Candidates search persistently for information and solutions to problems (CF-R3)
- Candidates accommodate learning styles and individual needs through developmentally appropriate practices (CF-D2)
- Candidates engage and involve students in relevant and challenging learning experiences (CF-D3)
- Candidates collaborate effectively with students, parents, and colleagues (CF-P1)
- Candidates demonstrate problem solving, interpersonal communication, and decision-making skills in leadership roles (CF-P4)

Dispositions
- Candidates demonstrate commitment to professionalism (CF-P1; CF-P2; CF-P3; CF-P5; CF-P6; CFK2; CF-K4; CF-K6; CF-K9)
- Candidates identify and demonstrate appreciation of the importance of diversity and its impact (CF-D1; CF-D2; CF-D3; CF-D4; CF-D5; CF-K7)
- Candidates demonstrate a commitment to learning and to participation in professional organizations and currency in field (CF-P3; CF-P7; CF-K1; CF-K3)
- Candidates demonstrate self-direction in learning and practice (CF-R1; CF-R3)
- Candidates value the role of community and of the family in the learning process (CF-P1; CF-P6; CF-D5)
- Candidates demonstrate collaboration with other professionals to affect student learning (CF-P1; CF-K9)
- Candidates demonstrate a commitment to critical thinking and problem solving (CF-P4; CF-R3; CF-K6; CF-K7; CF-K8)
- Candidates value the use of data to inform decisions (CF-R1; CF-R2; CF-R3; CF-K5)

Outcome Assessment and Evaluation

Assessment planning for the College of Education at UL Lafayette is multifaceted, but it has a common focus on producing effective candidates for both teaching and non-teaching professions. The two-part, six-phase assessment plan is driven by candidate assessment on one level and unit assessment on another level. Candidate assessment is designed to measure the knowledge, skills, and dispositions of initial and advanced candidates. Throughout their preparation, candidates are assessed for their readiness to move to the next portal of their individual programs. Through that approach, the unit is able to measure candidates directly and to indirectly evaluate the effectiveness of the unit's programming. Because effective assessment must be dynamic, the two parts of the assessment plan are inextricably related. However, the two parts are similar in their key phases: Artifact Collection; Evaluation (artifacts); Aggregation (artifact data); Archiving (artifacts and data); Executive Review (aggregated data); and Action. A full discussion of The College of Education Assessment System and Unit Evaluation plan and specific criteria for each portal component below are found in the discussion of Standard 2.

Initial Programs

Candidate assessment for **Initial Programs** involves four (4) portals:

Portal 1-Admission to University
ACT or SAT Scores
High School Grade Point Average (HSGPA)

Portal 2-Admission to Professional Education Program
Coursework Progress
Adjusted GPA
Praxis I Scores
Philosophy of Education Statement
Completion of 30 Field Experience Hours
Completion of Disposition Survey
Career Plan
Technology Skills Exam

Portal 3-Admission to Student Teaching
Coursework progress
Content Specialty Area Grades
Professional Education Grades
Adjusted GPA
Praxis II-Principles of Learning and Teaching
Praxis II-Specialty Area Content Knowledge
Instructional Planning Artifacts
Classroom Management Plan
Assessment Artifacts
Field Experience Reflective Journal

Technology Integration Project
Teaching Evaluation (Field Experience Teaching Evaluation Form)

Portal 4- Program Completion
Sample Lesson Plans
Observation of Teaching Reports
Sample Assessment Artifacts
Classroom Management Discipline Plan
Student Teaching Reflection Documents
Lesson Evaluation Reports
Student Teaching Evaluation Form
Graduation Certification
Teacher Certification Application

Advanced Programs
Candidate Assessment for the Advanced Program in **Curriculum and Instruction** and
Education of the Gifted involves the following portals:

Portal 5-Admission to Graduate School
Evidence of Undergraduate Degree
Completion of Application
GPA
Satisfactory GRE scores
Letters of Recommendation

Portal 6-Admission to Candidacy
Application for Admission to Candidacy
Evidence of Satisfactory Completion of 12 Credit Hours of Coursework
Satisfactory GPA

Portal 7-Candidacy
Completion of all Program Coursework
Defense of Thesis/Project or Passing of Comprehensive Exam

Portal 8-Exit from Program
Completion of all Required Coursework including Thesis/Project or
Comprehensive Exam

Candidate Assessment for the Advanced Programs in **Educational Leadership** involves the
following:

Portal 5 - Admission to Graduate School
Strategic Action Plan of School

Portal 6 - Admission to Candidacy
`   Teacher Observation/Evaluation Plan
      Data Driven Decision Plan
      School Improvement Focus Group

Portal 7 - Candidacy
      Classroom Facility
      Action Research
      Technology Audit

Portal 8 - Exit Program
      Final Portfolio
      Defense/Presentation of Action Research

Unit Operations Evaluation Plan
Assessment of unit operations focuses on the following components:

      Faculty and Administration
      Candidates
      Programs
      Partnerships
      Infrastructure

Each component is an integral part of the total unit and must be evaluated to ensure efficient functioning of the whole unit. Each of the phases used in Candidate Assessment is also followed for Unit evaluation.

<h2 align="center">Knowledge Base</h2>

"Knowledge is not like a book of ignorance from which one tears out pages, one by one, and ends up knowing. Instead, it is a steadily unfolding set of capacities that are essential to the lifelong pursuit of wisdom." Donald Kennedy, Stanford University

Knowledge and Expertise in Practice

The element of *Knowledge and Expertise in Practice* is the common thread in the developmental process of becoming a *Responsive Professional.* The foundation for development of the *Responsive Professional* must begin with an integration of many areas of knowledge. Darling-Hammond, Wise, and Klein (1995) suggested that expertise in knowledge includes three domains of information: learners and learning; content discipline and methodology; and society and social contexts. Anderson and Herr (1999) also stress the importance of the knowledge areas cited by Darling-Hammond, Wise, and Klein (1995), and add research and scholarship to the important types of knowledge for teacher expertise. Knowledge domains can be further subdivided into knowledge of, appreciation for, and ability to respond to (1) human growth and

development and their relationship to the larger ecological context; (2) people, diversity, and cultures, including the social, political, religious, linguistic, ethnic, gender, historical, scientific, and technological contributions to each; (3) the transformational nature of all knowledge; (4) the basic relationships among bodies of knowledge and their theoretical differences within both perspectives and methods of inquiry; (5) the specialization in a specific discipline; (6) communication and language; (7) scientific inquiry; (8) literature on effective learning; (9) use of technology; and (10) professional responsibilities and ethics of respective fields (Minnesota Board of Teaching, 1986). In summary, the *Responsive Professional* must be an expert with a broad working knowledge of learners and learning, curriculum, research and scholarship (Anderson & Herr, 1999) as well as an in-depth content knowledge expertise (Sternberg & Horvath, 1995).

Additionally, the *Responsive Professional*'s expertise in practice includes the ability to apply and integrate multiple skills appropriately to given situations and to recognize that knowledge and practical skill application are context-related. Expertise in practice includes modeling skills in analyzing and assessing students' cognitive and behavioral needs, developing critical thinking skills within the context of content and life experiences of students, evaluating instructional paradigms, planning and managing the instructional environment, and integrating appropriate technology as a support for learning.

Reflection

Because *Responsive Professionals* are responsible and accountable for the learning of their students, they recognize the role of reflection in effectively meeting the needs of students and to engage in ongoing improvement of their teaching skills. Dewey (1910) described reflection as a process characterized by systematic, rigorous, disciplined thinking with its roots in scientific inquiry. Reflection is an interactive process that requires attitudes that value the personal and intellectual growth of oneself and others (Dewey, 1910; Rodgers, 2002). In current educational practice, reflection is broadly defined as the active, persistent, and careful consideration of practice and experiences and the consideration of available alternatives to insure success as a professional (Ebey, 1997). Through critical reflection, the candidate is able to pursue alternatives to their current thought processes and subsequent actions (Day, 1999; Gur-Ze'ev, Masschelein, & Blake, 2001). The reflective process occurs as the candidates better understands work, applies meaning to new situations, engages in innovative practices, maintains a record of learning, and shares experiences with others (Costa & Kallick, 2000).

The *Responsive Professional* is a reflective professional who engages actively in a search for information and solutions to problems, is persistent in thinking through difficult issues and reasons with care in order to ensure a positive learning environment (Gilligan, 1982). The reflective professional observes that each individual is unique and needs different conditions and a variety of incentives to be successful (Ebey, 1997). The *Responsive Professional* structures the environment to enable data collection where possible, weighs the value of the evidence against suitable criteria, draws a conclusion or makes a judgment, and translates thought and reflection into action (Schon, 1987). Throughout their development as pre-service teachers (Reiman, 1999), candidates come to view themselves as crucial stake-holders in the educational environment (Richard-Fershing, 1999).

Through instruction, dialogue, and writing, candidates develop skills as reflective professionals and examine specific aspects of their field experiences. As a result, they strengthen their knowledge of their own professional development (Shkedi, 2000; Jay & Johnson, 2002; McCollum, 2002). In addition, candidates develop reflection skills through activities, such as personal profiles, professional portfolios, and case studies (Daniels, 2002; Francis, Tyson, & Wilder, 1999; MacGillivary & Freppon, 2000; McCormick, 2001; Verkler, 2002). *Responsive Professionals* continue to develop self-awareness and full ownership of their teaching through a reflective framework. The College of Education teacher preparation program acknowledges that there is no single best pedagogical strategy to guide candidates; rather, the College believes that an eclectic approach is desirable in helping candidates to become reflective professionals (Spalding & Wilson, 2002).

Diversity

Responsive Professionals work to transform their environments (classrooms and schools) into inclusive places in which all types of diversity are valued, respected, and affirmed (Banks, 1997). Diversity of race, culture, ethnicity, gender, language, class, age, ability, and affectional orientation must be seen as tools for the enhancement of teaching and learning. The process of becoming a *Responsive Professional* in diversity issues first requires an understanding of one's own values and beliefs (Lynch & Hanson, 2000; Gollnick & Chinn, 2002; Banks, 1998). Culture influences how we think, feel, act, and view the world. At the same time, the behaviors of others elicited by the dimensions of diversity are not static issues or planned responses. These are guided by many factors, such as socioeconomic status, sex, age, length of residence in a locale, and more (Lynch & Hanson, 2000). Therefore, *Responsive Professionals* are aware of their own beliefs about diversity in both personal and professional contexts (Pohan & Aguilar, 2001).

The understanding of others' diversity enhances the ability of the *Responsive Professional* to interact successfully with many. To be responsive to diversity issues, the candidate must develop critical thinking skills and open mindedness (Stake & Hoffman, 2001). Accordingly, the *Responsive Professional* guides students not only to understand their own cultures and the issues of diversity, but also to be well informed, sensitive, and responsive to cultural differences (Ramirez, 1998; McCracken, 1993). The candidate is encouraged to affirm and value the similarities and differences in other cultures, thereby avoiding ethnocentrism and communicentric lives (Gollnick & Chinn, 2002; Gordon, Miller, & Rollick, 1990).

Candidates are influenced by their ethnic, cultural, and language backgrounds, yet remain unique in themselves. In addition, it becomes the responsibility of the professional to enhance their communication and collaborative skills in order to be culturally sensitive. *Responsive Professionals* uncover and resolve their own biases and misinformation, while leading others to do the same. The *Responsive Professional* strives to meet the needs of students with varying abilities and actively works to promote and provide inclusive learning environments for all (Grant & Sleeter, 1997).

Professionalism

The *Responsive Professional* is committed to professionalism. Candidates are expected to exhibit professionalism that includes the following components: (1) professional growth, (2) leadership, (3) collaboration, (4) advocacy, and (5) service. Professional growth is demonstrated through active participation in professional organizations, attendance and contributions through presentations at professional conferences. The professional both provides and participates in staff development training, engages in regular professional reading, commits to advanced studies, and conducts and applies research to practice. Candidates are encouraged to increase their knowledge of the field, to seek out opportunities for sharing ideas with others, and to interact meaningfully with other professionals (Henderson, 2001). *Responsive Professionals* participate in creating a culture in the workplace through which they can critically examine and analyze their roles, assume responsibility for their own professional growth and empower others (Brock & Bennett, 2001; Etelapelto, 1999; Higgins-D'Alessandro, 2002; Purdon, 2001). In addition, *Responsive Professionals* are members of learning communities in order to maintain both professional growth and professional competence (Bohen, 2001).

Leadership, the second component of professionalism, has been defined as "the process of influence between a leader and his followers to attain group, organizational and societal goals" (Avery & Baker,1990, p. 453). Leadership is a dynamic relationship based on mutual influence and common purpose between leaders and collaborators in which both are moved to higher levels of motivation and moral development as they affect real, intended change. Davis (1999) notes that good leaders are well prepared, group minded, people oriented, poised, humble, hard workers, responsible, cooperative, clear, proud, neat, courteous, planners, goal setters, advice takers, and factually oriented. Howard Gardner (1995) extends our knowledge of leaders by distinguishing between direct and indirect leadership styles. Effective leaders are those who are able to apply the necessary leadership style appropriate to the situation and the maturity of those they lead.

In the classic studies on leadership, the effective leader is distinguished by a wide variety of characteristics and behaviors (Bass, 1960; Bellows, 1959; Stogdill, 1974). According to Parker (2004), these descriptors appear to fall into four domains: cognition, problem solving, interpersonal communication, and decision making. Leadership thus is built from the attributes of knowledge and expertise in practice, reflection, service, and collaboration. The candidate's leadership capabilities are further enhanced through a commitment to professional growth, diversity, and advocacy. Henderson and Hawthorne (2000) describe leadership as transformative by encouraging individuals to engage in continuous learning.

The *Responsive Professional* who is a direct leader in education and allied fields employs these skills effectively in the leadership of schools and organizations. The indirect leader uses these skills to display exemplary performance in the classroom or clinical setting. For the direct leader, the cognitive components of knowledge, critical and creative thinking, and problem solving are essential to facilitate the pursuit of appropriate group goals. The affective goals of interpersonal communication and decision-making enable the leader to work effectively with constituents in the implementing of the solutions. The role of the indirect leader requires essentially the same dispositions and behaviors - the knowledge and skills to be an effective professional and the

affective skills needed to facilitate performance. As Gardner (1990) observed, high expectations are essential to effect high levels of performance, necessitating excellence at all levels of endeavor.

The strength of current changes in the conceptualization of educational leadership enables *Responsive Professionals* to view themselves as leaders within their respective fields (Kagan & Hallmark, 2001; King, 2002; Young & Creighton, 2002). Through critical reflection, candidates examine and perceive their professional experiences from a leadership perspective (Dentsen & Gray, 2001). Candidates learn that they can develop and apply leadership skills within their given fields as professionals who function in non-administrative positions. In their self-profiles, candidates document their actual current and perceived future experiences as leaders in diverse contexts within their professions (Lambert, 2002).

The third component of the professionalism element is collaboration. *Responsive Professionals* collaborate with peers, learners, the community, and families to optimize learning and developmental experiences for students. Collaboration is a style of interaction that is voluntary and requires parity among the participants (Friend & Cook, 2000). Successful collaboration builds collegiality and is characterized by cooperation, effective communication, shared problem solving, planning, and finding solutions (Allen & Blackston, 2003; Mastropieri & Scruggs, 2000). *Responsive Professionals* recognize the complex needs of learners and the necessity to collaborate to meet their needs. Collaboration requires a *Responsive Professional* to take responsibility for participation, decision making, resource/expertise sharing, and accountability for the outcomes of process. The opportunity to collaborate permits *Responsive Professionals* to avoid the risk of isolationism and tunnel vision and to examine their own perspectives (Briggs, 1997). Collaboration facilitates shared responsibilities and improves the learning experiences of all participants. Through the comprehensive nature of collaboration, *Responsive Professionals* are empowered to effect change in their professions and related areas that directly and indirectly affect their learners and communities they serve (Davis, 1999; Kransdorf, Doster, & Alverez, 2002; O'Shea, Williams, & Sattler, 1999).

The fourth component of professionalism is advocacy. The *Responsive Professional* is proactive and assertive in advocating for individual students, for the profession, and in the educational community. Advocacy is based on knowledge, reflection, appreciation, and sensitivity to the interdependent nature of a rapidly changing community and the unique needs of individuals. Advocacy can occur in many different places and forms. True advocates live their cause and demonstrate advocacy through passionate professionalism. It involves commitment, collaboration, service, and strategic action to promote a cause. Both service and advocacy will go beyond the typical eight-hour day. The *Responsive Professional* may advocate for the learner, for the learning environment, or for standards of learning and the profession. Advocacy includes teacher efficacy as well as valuing and validating one's own experiences to increase the candidate's confidence as a *Responsive Professional* (Stake & Hoffman, 2001). Furthermore, *Responsive Professionals* are cognizant of local, state, and federal government laws and mandates for education. They works cooperatively with other professionals and members of the community to achieve appropriate services for all learners. Advocates are leaders who provide vision, advisors who share expertise, researchers who collect and synthesize data, or active participants and contributors (Robinson & Stark, 2002). *Responsive Professionals* engage in all

of these activities to promote and maintain the highest level of competence and integrity for the profession.

Service is the fifth component of professionalism**.** Service is a meaningful learning experience that provides an opportunity for candidates to further their understanding of the collaborative roles of academic and civic responsibilities. Darling-Hammond, Wise, and Klein (1995) suggest that a dilemma for teacher education is "how prospective teachers can be transformed from students of teaching into Responsible Professionals, given the magnitude and complexity of the task they face" (p. 127). Service for the *Responsive Professional* provides the vehicle for linking knowledge, reflection, advocacy, leadership, and collaboration.

Opportunities for service learning assist in the building of a community of learners and strengthen the capacity of candidates as they seek to positively impact the community in which they serve. Thus, experiences in service learning foster increased candidate involvement in the developmental process of the community (Swick, 2001). Service provides the candidate an opportunity to define and pursue relevant goals and assist in the connecting of school and community. The *Responsive Professional* recognizes the needs of the individual, the profession, and the community, and is committed to impacting related issues. Through service, the *Responsive Professional* is involved in identifying challenges and opportunities and taking the necessary steps to initiate positive change.

Summary

In keeping with our institution's commitment to respond to the needs of the community it serves, the UL Lafayette College of Education espouses a broad mission that encompasses the preparation of teachers, school administrators, counselors, and allied health and sport professionals to be *Responsive Professionals*. The Conceptual Framework is based on the four driving elements of Expertise in Knowledge and Practice, Reflection, Diversity, and Professionalism. Candidates completing the program have demonstrated knowledge, skills, and dispositions that reflect these driving elements. This conceptual framework forms the underlying foundation for all initial and advanced programs and serves to guide the operations of the UL Lafayette College of Education.

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Appendices

Alignment Of Program Proficiencies, Dispositions And Conceptual Framework
Unit Outcomes of Candidate Proficiencies

Program Proficiencies	Disposition	Conceptual Framework Unit Outcomes
Planning	Disp 2. Candidates identify and demonstrate the importance of diversity and its impact. Disp 5. Candidates value the role of community and of the family in the learning process. Disp 6. Candidates demonstrate collaboration with other professionals to affect student learning. Disp 7. Candidates demonstrate a commitment to critical thinking and problem solving. Disp 8. Candidates value the use of data to inform decisions.	**Knowledge and Expertise in Practice** CF-K1 knows, understands, and applies multiple theoretical perspectives on human development and learning (K, S) CF-K2 demonstrates knowledge of content discipline and related standards (K) CF-K3 knows and demonstrates appropriate use of instructional resources and instructional methodologies for subject matter content (K, S) CF-K4 plans and implements effective standards-based learning experiences (S) CF-K5 applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement (S) CF-K6 demonstrates effective classroom management skills (S) CF-K7 uses and integrates technology as appropriate (K, S) CF-K8 models and utilizes effective planning that incorporates higher order thinking (S) CF-K9 identifies and articulates relevant education policies and laws (K) **Reflection** CF-R2 uses assessment and evaluation to inform instruction (K, S) CF-R3 searches persistently for information and solutions to problems (S, D) **Diversity** CF-D1 fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously (D) CF-D2 accommodates learning styles and individual needs through developmentally appropriate practices (K, S, D) CF-D3 engages and involves students in relevant and challenging learning experiences (S, D) CF-D5 is informed about and responsive to cultural differences (K, D) **Professionalism** CF-P1 collaborates effectively with students, parents, and colleagues (S, D)

Alignment Of Program Proficiencies, Dispositions And Conceptual Framework
Unit Outcomes of Candidate Proficiencies

Program Proficiencies	Disposition	Conceptual Framework Unit Outcomes
Instruction	Disp 1. Candidates demonstrate commitment to professionalism. Disp 2. Candidates identify and demonstrate the importance of diversity and its impact. Disp 6. Candidates demonstrate collaboration with other professionals to affect student learning. Disp 8. Candidates value the use of data to inform decisions.	**Knowledge and Expertise in Practice** CF-K1 knows, understands, and applies multiple theoretical perspectives on human development and learning (K, S) CF-K2 demonstrates knowledge of content discipline and related standards (K) CF-K3 knows and demonstrates appropriate use of instructional resources and instructional methodologies for subject matter content (K, S) CF-K4 plans and implements effective standards-based learning experiences (S) CF-K5 applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement (S) CF-K6 demonstrates effective classroom management skills (S) CF-K7 uses and integrates technology as appropriate (K, S) CF-K8 models and utilizes effective planning that incorporates higher order thinking (S) **Diversity** CF-D1 fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously (D) CF-D2 accommodates learning styles and individual needs through developmentally appropriate practices (K, S, D) CF-D3 engages and involves students in relevant and challenging learning experiences (S, D) CF-D4 exhibits respect for all types of diversity (D) **Professionalism** CF-P2 models appropriate behaviors and attitudes (D) CF-P4 demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles (K, S)

Alignment Of Program Proficiencies, Dispositions And Conceptual Framework
Unit Outcomes of Candidate Proficiencies

Program Proficiencies	Disposition	Conceptual Framework Unit Outcomes
Management	Disp 2. Candidates identify and demonstrate the importance of diversity and its impact. Disp 7. Candidates demonstrate a commitment to critical thinking and problem solving. Disp 8. Candidates value the use of data to inform decisions.	**Knowledge and Expertise in Practice** CF-K1 knows, understands, and applies multiple theoretical perspectives on human development and learning (K, S) CF-K6 demonstrates effective classroom management skills (S) **Diversity** CF-D1 fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously (D) CF-D4 exhibits respect for all types of diversity (D)
Technology	Disp 2. Candidates identify and demonstrate the importance of diversity and its impact. Disp 8. Candidates value the use of data to inform decisions.	**Knowledge and Expertise in Practice** CF-K3 knows and demonstrates appropriate use of instructional resources and instructional methodologies for subject matter content (K, S) CF-K7 uses and integrates technology as appropriate (K, S) **Diversity** CF-D3 engages and involves students in relevant and challenging learning experiences (S, D)
Professional Development	Disp 1. Candidates demonstrate commitment to professionalism. Disp 3. Candidates demonstrate a commitment to learning and participation in professional organizations and currency in field. Disp 4. Candidates demonstrate self-direction in learning and practice.	**Reflection** CF-R3 searches persistently for information and solutions to problems (S, D) **Professionalism** CF-P1 collaborates effectively with students, parents, and colleagues (S, D) CF-P3 sustains commitment to professional growth (D) CF-P7 participates in professional organizations, meetings, and conferences (D)

Alignment Of Program Proficiencies, Dispositions And Conceptual Framework
Unit Outcomes of Candidate Proficiencies

Program Proficiencies	Disposition	Conceptual Framework Unit Outcomes
Leadership	Disp 2. Candidates identify and demonstrate the importance of diversity and its impact. Disp 7. Candidates demonstrate a commitment to critical thinking and problem solving. Disp 8 Candidates value the use of data to inform decisions.	**Knowledge and Expertise in Practice** CF-K1 knows, understands, and applies multiple theoretical perspectives on human development and learning (K, S) CF-K5 applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement (S) CF-K8 models and utilizes effective planning that incorporates higher order thinking (S) CF-K9 identifies and articulates relevant education policies and laws (K) **Reflection** CF-R3 searches persistently for information and solutions to problems (S, D) **Diversity** CF-D1 fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously (D) CF-D4 exhibits respect for all types of diversity (D) CF-D5 is informed about and responsive to cultural differences (K, D) **Professionalism** CF-P1 collaborates effectively with students, parents, and colleagues (S, D) CF-P2 models appropriate behaviors and attitudes (D) CF-P4 demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles (K, S) CF-P5 engages in service to the profession (D) CF-P6 participates in educational advocacy (D)

Alignment Of Program Proficiencies, Dispositions And Conceptual Framework
Unit Outcomes of Candidate Proficiencies

Program Proficiencies	Disposition	Conceptual Framework Unit Outcomes

Advocacy	Disp 1. Candidates demonstrate commitment to professionalism.
	
	Disp 2. Candidates identify and demonstrate the importance of diversity and its impact.
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	Disp 4. Candidates demonstrate self-direction in learning and practice.
	
	Disp 5. Candidates value the role of community and of the family in the learning process.
	
	Disp 7. Candidates demonstrate a commitment to critical thinking and problem solving.
		Knowledge and Expertise in Practice
		  CF-K9 identifies and articulates relevant education policies and laws (K)
		Diversity
		  CF-D1 fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously (D)
		  CF-D4 exhibits respect for all types of diversity (D)
		Professionalism
		  CF-P1 collaborates effectively with students, parents, and colleagues (S, D)
		  CF-P5 engages in service to the profession (D)
		  CF-P6 participates in educational advocacy (D)

Accountability	Disp 4. Candidates demonstrate self-direction in learning and practice.
	
	Disp 7. Candidates demonstrate a commitment to critical thinking and problem solving.
	
	Disp 8. Candidates value the use of data to inform decisions.
		Knowledge and Expertise in Practice
		  CF-K2 demonstrates knowledge of content discipline and related standards (K)
		  CF-K4 plans and implements effective standards-based learning experiences (S)
		  CF-K5 applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement (S)
		  CF-K9 identifies and articulates relevant education policies and laws (K)
		Reflection
		  CF-R1 reviews systematically one's own educational practices and learns from experience (D)
		  CF-R2 uses assessment and evaluation to inform instruction (K, S)
		  CF-R3 searches persistently for information and solutions to problems (S, D)