Brief Description of the Ways Unit Programs Address Each of the Conceptual Framework’s Six Guiding Principles

**Professionalism and Reflection (PR).** Uses a reflective model (e.g., What? Why? So What? Now what?) to improve professional practice. Knows and implements the legal and ethical practices of the profession.

**Initial Programs.** Disposition rubrics have been developed for initial preparation programs which focus on professionalism of candidates in courses and in field experiences. Built into the program also are several opportunities for reflection. In pre-student and student teaching, students are asked to self-evaluate at mid-term and the end of their experiences. Candidates complete a Teacher Work Sample that requires both a reflection during and about their teaching and the learning of their students. In addition, most assignments throughout the program require a caption that includes a reflective statement.

**Advanced Programs.** ESOL, Reading Specialist, and Special Education candidates all complete a Teacher Work Sample that requires reflections during and about their teaching and reflections on the learning of their students. The MEd in Curriculum and Instruction systematically requires candidate reflection on assignments, personal growth, and program goals. Building Leadership (MEd), District Leadership licensure program and the doctoral program in educational leadership uses self-reflective journals or logs as a regular part of candidate evaluations. Counseling requires ethical decision-making related to counseling practice. A self-reflective statement is included as part of both the final portfolio and the comprehensive examination. The School Psychology program utilizes self-reflection and self-improvement planning as part of candidates’ evaluation in skill-building courses. In the practicum, candidates are required to conduct an extensive self-assessment and create a professional development plan based on that assessment.

**Human Development and Diversity (HDD).** Knows basic theories of human development and learning and understands diversity (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area). Applies this knowledge to learning, teaching, guiding, and clinical situations.

**Initial Programs.** Courses in human development, exceptionalities, and cultures are offered as the first courses after entrance to teacher education. This content is extended both into other courses and later into student teaching through the use of the Teacher Work Sample.

**Advanced Programs.** By their very nature, Reading Specialist, ESOL, Special Education, and Library Science programs have content and numerous field experiences addressing human development and diversity. The MEd in CI requires candidates to have knowledge about and documented experience with current theory and practice in responding to and managing (a) diversity in human behavior and student diversity in schools and classrooms. Specific courses in diversity and exceptionalities are required in the Building and District...
Leadership programs. Human development content is woven into other educational leadership
courses, including those in the doctoral program. Courses in human development,
exceptionalities and cultures are required as foundational in the Counseling and School
Psychology programs.

**Connection of Teaching Experiences and Assessment (CTA).** Understands the cyclical and
interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment
[qualitative and quantitative], adjustment). Applies this understanding to learning, teaching,
guiding, and clinical situations.

**Initial Programs.** Assessment is introduced in Block II/Core IIa and is connected to teaching
experiences in later semesters through the Teacher Work Sample (TWS). Candidates are
asked to examine their population of students, set learning goals, plan instruction, assess
students, and reflect on the experience in order to see their impact on student learning.

**Advanced Programs.** Action research projects, IEPs, case studies, and/or field work are a
part of all advanced programs. Projects in the Reading Specialist, Special Education, ESOL
and the MEd in Curriculum and Instruction, asking candidates to assess student learning, plan
instruction, and assess student learning. Library Science candidates assess student’s interests
and reading abilities to help in book selection. Assessment is a fundamental component of
training in both the Counseling and School Psychology programs, as is the use of
assessments to design interventions. All Educational Leadership programs, through field
studies and self-reflection processes, emphasize the importance of using (assessment) data in
decision-making to improve professional practice.

**Technology (T).** Demonstrates skills in the use of technology appropriate to the respective
disciplines. Uses technology to enhance professional productivity in planning, teaching, learning
and assessment.

**Initial Programs.** A faculty-developed technology integration plan identifies key concepts,
software, and hardware for candidates. Technology experiences are integrated into all core
coursework and include word processing, spreadsheets, the Internet, Blackboard, and
PowerPoint. Content specific applications and equipment are modeled, and candidates are
required to use these in practical/classroom settings.

**Advanced Programs.** The use of technology has been an integral part of Reading Specialist,
ESOL, Special Education, Library Science, Curriculum and Instruction, Music Education, and
Educational Leadership programs, with faculty modeling the use of technology in their teaching
and research. Candidates are expected to utilize technology in a number of ways during their
program of study. Although not a priority in the Counseling and School Psychology programs
under the old program standards, technology-related learning activities have now been
integrated into specific courses in these programs. Further information is provided in Standard
One of the Institutional Report.
**Content:** Knowledge, Pedagogical Content Knowledge, and Alignment with Standards (CKS). Knows the content and continues to build knowledge in the disciplinary field(s). Applies this knowledge to teaching within the structure of the standards.

**Initial and Advanced Programs.** All programs have a set of content specific standards or program goals which are assessed using common assessments across instructors. In cases where there are state and national standards, faculty and candidates align work with those standards.

**Collaboration (C).** Knows processes to work and advocate collectively and professionally with students/clients and colleagues from different positions and/or organizations toward mutual goals. Collectively plans, builds, and gathers resources to create innovative solutions to existing problems.

**Initial and Advanced Programs.** Not only faculty, but also candidates, work in collaborative teams to design and deliver instruction and assignments. Their work on campus supports the collaborative nature of teaching and working in area schools and agencies.