

Shaping Tomorrow: Ideas to Action



The Conceptual Framework for the Professional Education Unit

University of Louisville
2007

Conceptual Framework Committee

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Shaping Tomorrow: Ideas to Action

ABSTRACT

The Conceptual Framework of the College of Education and Human Development (CEHD) represents the unification and intensification of past college conceptual frameworks and aligns with the university mission, the college vision and mission, and the university's Quality Enhancement Plan developed for the Southern Association of Colleges and Schools (SACS). The college's faculty and staff are committed to functioning as one college, with the vision of being a top-tier national Metropolitan college in teaching, scholarship, and stewardship. We embrace the university's mission of being a metropolitan research university committed to advancing the intellectual, cultural, and economic development of our diverse communities and citizens. Thus, the CEHD's mission is to advance knowledge and understanding across disciplines and constituencies and to develop educational leaders who will inform policy, improve practice, strengthen communities, and address pressing social concerns. The College of Education and Human Development at the University of Louisville explicitly considers the important role of the contexts in which individuals live and grow. The college adheres to five key principles: social and human equity; high-quality instruction and professional services; life-long learning; research-based practice; and leadership and collaboration.

The Conceptual Framework for the unit, *Shaping Tomorrow: Ideas to Action*, incorporates qualities and characteristics described by Dewey, Shulman, and other scholars into a unified philosophical and pedagogical rationale for the CEHD's diverse programs. The Conceptual Framework focuses on the three guiding constructs of Inquiry, Action, and Advocacy as they are learned in the classroom, applied through habitual, skillful practice, and internalized as means of solving problems and improving the lives of children, families, and communities. Through the mediums of Research (the application of Inquiry), Practice (the application of Action), and Service (the application of Advocacy), the knowledge and theories acquired in classrooms, laboratories, and other field and clinical settings may be applied and re-applied with increasing knowledge, skills, and dispositions to the solution of problems in the community, particularly in P-12 schools and other educational settings. Developmentally and professionally, our candidates evolve and act as Critical Thinkers, Problem Solvers, and Professional Leaders who affirm principles of social justice and equity and who commit themselves to making a positive difference in their communities and schools.

Candidate proficiencies for becoming Critical Thinkers, Problem Solvers, and Professional Leaders are aligned with institutional, state, and national standards. Faculty, staff, and leaders of the college, regardless of department or professional affiliation, contribute to a common aim of improving the education and human development of our community. The College of Education and Human Development thus endeavors to continually improve the quality of life for all in our metropolitan community, in the Commonwealth of Kentucky, and in the nation.

The Conceptual Framework for the College of Education and Human Development

University of Louisville
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Shaping Tomorrow: Ideas to Action

The Conceptual Framework for the professional education unit at the University of Louisville is guided by the theme, ***Shaping Tomorrow: Ideas to Action***.

Vision and Mission of the Institution and Unit

On April 18, 2006, the University of Louisville Board of Trustees formally adopted a new mission statement for the university:

Mission of the Institution

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

The College of Education and Human Development's vision and mission are consistent with the University of Louisville's institutional mission.

Vision of the Unit

Our vision for the College of Education and Human Development is to be a top-tier national Metropolitan College of Education in teaching, scholarship, and stewardship. We will respond to the needs of our constituents, including school districts, local agencies, and organizations that seek to advance education and human development.

Mission of the Unit

The College of Education and Human Development embraces the university's mission as a metropolitan research university committed to advancing the intellectual, cultural, and economic development of our diverse communities and citizens. We promote the highest levels of learning and social, emotional, and physical health and well-being for all children, individuals, and families. Our programs enhance the organizations and communities in which our citizens grow and develop. Our mission is to advance knowledge and understanding across our disciplines and constituencies and to develop educational leaders who will inform policy, improve practice, strengthen communities,

and address pressing social concerns. We prepare students to be exemplary professional practitioners and scholars; to generate, use, and disseminate knowledge about teaching, learning, health promotion, disease prevention, and leadership in public and private sector organizations; and to collaborate with others to solve critical human problems in a diverse global community. We seek to continually improve the quality of life for all in our metropolitan community, the Commonwealth of Kentucky, and the nation.

Goals of the Institution

In 1997, the Kentucky General Assembly approved House Bill 1 (HB1), also known as the *Postsecondary Education Improvement Act*. That act included the mandate that the University of Louisville would become a preeminent metropolitan research university by 2020.

The university responded in 1998 by launching the Challenge for Excellence, a ten-year, eleven-point plan to move the university toward national preeminence by 2008. The challenge focused on raising the quality of students and faculty, increasing research, improving the university's financial health, and spurring economic development in Louisville and the state.

The Challenge for Excellence goals for 2008 were:

- Achieve classification as a Carnegie Research I university
- Acquire a national reputation for its quality undergraduate program
- Possess at least 20 nationally recognized research and graduate/professional programs
- Attain designation for the James Graham Brown Cancer Center as a National Institute of Health Cancer Center
- Have 75 endowed chairs and professorships in key fields
- Graduate at least 140 doctoral students per year
- Increase federal research funding to more than \$40 million annually and increase total sponsored funding to \$80 million per year
- Increase endowment from \$255 million to \$500 million
- Increase significantly the number of business start-ups that develop from university research activity
- Increase the number of patents and licenses based upon university research
- Be recognized as a national leader for linking its resources to the needs of its community

In October 2006, Dr. James Ramsey delivered a State of the University Address in which he noted that ten of the eleven goals for 2008 had been achieved and that the university would strive toward a new vision for 2020. Dr. Ramsey emphasized that

Kentucky's higher education agenda is at a critical crossroad: We have come a long way but we have a *longer* way to go. It's now time to redefine, or perhaps refine, our vision, our focus, our work plan taking us to the year 2020. Under the

leadership of Dr. Willihnganz and Chairman of the Board Chester Porter, we commit today to the development of a work plan that will take us through 2020—a plan to ensure that we continue on the road to achieve the mandates that have been given to us. This vision and this work plan will be the product of campus discussions and conversations within the community.

Victory 2020 is the sequal for the UofL Challenge for Excellence. Victory 2020 takes the university through the process of realizing all goals laid out in 1997. The plan addresses 5 critical areas: Educational Excellence; Research, Scholarship, and Creative Activity; Community Partnerships; Diversity, Opportunity, and Social Justice; and Creative and Responsible Stewardship. Funding the new strategic plan is the next stop on the university's road to national pre-eminence.
(<http://louisville.edu/uoflmagazine/winter-2008/2020-vision.html>)

The university's new vision, mission, and goals, once completed, will most certainly impact the college. As such, this Conceptual Framework, as a living document, will adapt and expand to reflect them.

Philosophy, Purposes, Values, and Goals of the Unit

Philosophy. The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers individuals to achieve their highest potential without fear of prejudice or bias. The UofL academic family embraces and demonstrates a strong commitment to attract, retain, and support students, faculty, and staff who reflect the diversity of the larger society (Vision Statement, Provost's Office, 2007). The College of Education and Human Development (CEHD) is part of a human ecology embedded within the University of Louisville, the community, and the larger democratic society. These relationships drive three CEHD core philosophical and ecological principles. First, the CEHD is part of a network of interdependencies or bioecological dimensions of an environment comprised of various systems. We interact with a variety of institutions and agencies, and the relationships derived from these interactions form bonds between the CEHD and the community. Second, we believe that such integrative and supportive systems ensure that individuals have opportunities to maximize their human potential and to participate in a civic, modern democracy. Third, the CEHD contributes to the creation of a vibrant, metropolitan research university and the welfare of a democratic society by addressing all of its ecological dimensions: the biological/physical, the psychological/developmental, and the social.

Purpose. The purpose of the CEHD is to advance education and human development while deliberately considering the important role of the *contexts* in which individuals live and grow. For example, we contribute to the physical, social, and emotional well being of individuals within the community through research and activities related to health promotion, disease prevention, and policy development. We contribute to the psychological development of children, youth, and adults by furthering their intellectual and emotional development. This is accomplished through our research and service programs and through the education of teachers, counselors, school leaders, and other

professionals. We contribute to the general welfare of society by embracing and advancing public education policies such as those embodied in the *Kentucky Education Reform Act of 1990*. The purpose of the CEHD is furthered by our commitment to be *one college*. Faculty, staff, and leaders of the college, regardless of their departmental or professional affiliations, all work toward our common aim of improving the education and human development of our community.

Values of the Unit. The values shared by the CEHD community reflect those of the university and serve as the foundation for our philosophy and purpose. Discussed in the following narrative are five key values held by the CEHD: high-quality instruction and professional services; life-long learning; research-based practice; leadership and collaboration; and social and human equity.

High-quality instruction and professional services. Professionals in education and human development ensure learning for all candidates by designing instruction that is engaging, of high quality, encourages students to persist, and honors diversity of students in terms of exceptionalities, ethnicity, race, age, language, gender, religion, socioeconomic status, sexual orientation, and geographical area. We encourage effective communication, critical thinking, and cultural diversity as important components of inquiry and active problem solving. We believe that our teacher candidates must have strong preparation in content knowledge. They should be knowledgeable about the subjects they teach and also be able to inspire their students to learn and perform at high levels. Instruction and assessment are guided by school leaders who are effective managers and who collaborate with teachers to develop best practices, standards-based curricula, and data-based decisions. In partnership with teachers and school and district administrators, our counselors remove barriers to learning through interventions and services that address growth and development needs of children and adolescents in order to optimize their learning.

Life-long learning. Professionals in the CEHD model and provide experiences for candidates to engage in continuous learning as they acquire the knowledge, skills, and dispositions to become lifelong learners. Continuous growth and explicit experiences in Inquiry, Action, and Advocacy are essential components of professionalism throughout the career and lifespan of an individual.

Research-based practice. CEHD faculty and candidates are committed to a metacognitive understanding of how, when, and why to use and apply scientifically based research in educational and community settings. This knowledge serves as a foundation for representations of effective practice. In schools, we value instructional decisions that are evidence based. Similarly, in other professional settings (e.g., clinics, non-profit agencies, and businesses), we believe that results of scientifically based research must guide the professional practice of leaders, counselors, and other professionals.

Leadership and collaboration. Professionals in the CEHD believe that our best opportunity for success occurs when we effectively lead, collaborate, and provide opportunities for candidates to develop professional leadership skills. The theoretical principles of leadership and collaboration, through practice, become commitments our candidates internalize and enact in professional settings. Leadership and collaboration extend across a range of organizations served by the CEHD, including school districts, non-profit agencies, clinics, businesses, and community organizations. Leadership and collaboration produce synergies that promote capacity building, problem solving, and opportunities for service and engagement among our faculty, candidates, constituents, and community. Several assumptions underlie a collective understanding of such a community as a collaborative context. A learning community cares about its members and the quality of its work; fosters cooperation and connections among individuals in the community; respects individuals and provides diverse opportunities for leadership; owns known standards for performance; seeks to improve through ongoing assessment and feedback; and governs itself through participatory means (Ryan, 2000).

Social and human equity. A commitment to upholding and advocating for social and human equity is a logical and deliberate outcome of our institutional history, vision for the future, and collective perspectives about the CEHD's role in our community. We believe that advocacy is a motivation for service and a support for change and that it is essential to strengthening a dynamic, democratic society. We demonstrate our commitment to social and human equity in our teaching, research, professional practices, relationships with others, and actions undertaken outside the college.

Goals of the Unit. The goals of the CEHD are reflective of its philosophy and purpose and are consistent with the strategic direction of the University of Louisville. In alignment with the University of Louisville's Challenge for Excellence, the overarching goal for the CEHD is to rank among the first tier of national metropolitan colleges of education in its teaching, scholarship, and stewardship activities. Three other goals of the CEHD are explained below.

Goal 1: High-Quality Programs for Undergraduate and Graduate Candidates and Expanded Doctoral Education Opportunities for Advanced Candidates

A core CEHD goal is to provide high-quality, recognized programs at the undergraduate and graduate levels. One component of this goal is to ensure that candidates' knowledge, skills, and dispositions are aligned with national, state, and university expectations for high quality programs. Another component of this goal is to sustain undergraduate and graduate-level enrollments in alignment with the university's Scorecard and the Educational Professional Standards Board (EPSB) guidelines for undergraduate and master's degrees in education. For example, graduate programs in Teaching and Learning demonstrate collaboration, support job-embedded professional experiences, engage candidates in professional growth plans and relevant research projects, and include

opportunities for instructional leadership. The CEHD embraces the university's goal of increasing the number of doctoral degrees through the addition of a practitioner strand within the current doctoral program in Educational Leadership. Dr. Lee Shulman, President of the Carnegie Foundation for the Advancement of Teaching, argues for a reinvigorated and redesigned practitioner doctoral degree for educational and instructional leaders, one that is a "robust and distinct practice doctorate with a distinctive scholarly base" (Shulman, 2006).

Goal 2: Enhancement of the College's Capacity in Research, Scholarship, and Extramural Funding.

An important CEHD goal is to enhance the capacity of its faculty to perform research, disseminate scholarship, and obtain extramural funding. This enhancement is accomplished in several ways. First, the college supports a positive climate for research and funding. For example, staff members are available to support the grant submission process. Second, the workload assignments of faculty allow those with interests in funded research to obtain credit for grant work. Third, new faculty recruits are selected for their research records and potential to enhance research and extramural funding in alignment with the CEHD and the university's strategic plan for research. Further, through their research, our faculty help the CEHD achieve greater integration within and across units and contribute to the CEHD's core goals and objectives. The CEHD strives to be *one college*, and collaboration is encouraged among faculty and candidates across departmental or disciplinary specialty areas.

Goal 3: Stewardship of Place: Responsiveness to the Community

A third goal of the CEHD is to respond to the needs of the communities in which it resides. This means the CEHD responds to the needs of the Jefferson County Public Schools (JCPS), the largest public school district in the state, and the Ohio Valley Education Cooperative (OVEC), an educational consortium of fourteen counties surrounding Louisville. The CEHD also serves the educational needs of other school districts, organizations, and agencies within the state of Kentucky. We demonstrate our responsiveness in many ways. For example, all candidates are expected to demonstrate knowledge, skills, and dispositions to affirm principles of social justice and equity and a commitment to making a positive difference. The CEHD participates in UofL's Signature Partnership Initiative, which works to enhance the quality of life and economic opportunity for residents of West Louisville. Our signature partnerships aim to eliminate disparities in education, health, economic development, and human/social services within the urban core through an initiative in five schools in West Louisville. The CEHD is committed to providing high-quality programs for undergraduate, graduate, and doctoral preparation, including P-12 educators employed by local and regional school districts and educational agencies.

Historical Background of the Conceptual Framework

The current Conceptual Framework evolved from previous efforts to unify the missions and outcomes of the CEHD's multiple academic programs. *Shaping Tomorrow: Ideas to Action* represents the unification and intensification of these past documents and the efforts of the university community to develop a Quality Enhancement Plan for the Southern Association of Colleges and Schools (SACS). In 2001, as part of the NCATE review process, the CEHD described three prior frameworks for programs in (1) teacher education (*Teaching for Knowledge, Leadership, and Change: Enabling Success of All Learners*); (2) instructional leadership; and (3) school counseling. In 2003, through the work of Dr. Joseph Petrosko, a self-study committee of faculty and staff began to revise the Conceptual Framework to align with a more coherent, *one college* model and to address the feedback from the previous NCATE/EPBSB site-visit team. This work continued as part of the CEHD self-study process until January 2005, when Provost Shirley Willihnganz appointed a Quality Enhancement Plan (QEP) Team in fulfillment of a requirement of SACS accreditation. The QEP Team included the Vice Provost for Diversity and Equal Opportunity, the Associate Provost for Undergraduate Studies, the Associate Provost for Academic Planning and Accountability, the SACS Coordinator, faculty representatives from all schools and colleges of the university, a faculty member from University Libraries, a part-time faculty member, the Executive Director of Campus Life, the Associate Director of the Delphi Center, an undergraduate student in Arts and Sciences, and a CEHD graduate student. The Team solicited QEP ideas from students, faculty, staff, administrators, and alumni.

In early 2005, President Ramsey invited all members of the university community to submit QEP topics to a dedicated e-mail account. This phase of the process ended in April 2005 with over a hundred ideas submitted. In the summer of 2005, a content and frequency analysis of these ideas was conducted and results were reported to the QEP Team. In September 2005, the Team recommended to the Provost and the SACS leadership team that the university's QEP focus on "Improving Students' Critical Thinking Skills, Leading to the Ability to Address Real-World Community Problems." In the spring of 2006, "*Ideas to Action: Using Critical Thinking to Foster Student Learning and Community Engagement*" became the university's QEP theme.

Beginning in the fall of 2006, a CEHD Conceptual Framework committee began meeting to discuss the implications of the university's QEP charge to the unit and began revising the unit Conceptual Framework to align with the university QEP. The current Conceptual Framework reflects the vision and mission of the university and CEHD and establishes a framework for the next decade of quality program delivery in the CEHD. The Conceptual Framework is fully consistent with the university's QEP and other policy documents, including the university and CEHD strategic plans. Table 1 provides a brief summary of actions taken toward revising the CEHD Conceptual Framework since the last NCATE site visit in 2002.

Table 1
Historical Record of Conceptual Framework Revisions, 2003-2008

Year	Action	Group	Purpose of Group	Membership of Group	Results
Fall 2003	Review of the CF begins with Self-Study Committee	Self-Study Committee	To merge the three separate CFs into a coherent, cohesive document	Faculty representatives from four departments, Associate Dean	Document Version 1 was shared with all faculty for input and changes
Fall 2004	Work begins on a new mission statement for the college with Self-Study Committee	Self-Study Committee	To revisit the mission and goals of the CEHD	Leadership Team	Department chairs share a draft of the mission statement with faculty
Spring 2005	Version 2 of the CF is shared with faculty	Self-Study Committee	To ensure consistency between the specific programs and the CF	Leadership Team	Faculty provide input to the committee for additional changes to Version 2
January 2005	Provost appoints a QEP Team to develop a plan for the University SACS accreditation process	QEP Team	To solicit ideas for the development of a QEP that will be implemented during the next 10 years at UofL	Administrators, faculty from all colleges and schools, students, and alumni (includes CEHD faculty and students)	Ideas are solicited for the QEP from faculty in all schools and colleges
January 2005	Strategic plan for the CEHD is developed	Self-Study Committee	To develop a strategic plan that moves the college forward	Leadership Team	Adopted by CEHD departments
Spring 2005	President Ramsey invites input from the University community for additional input	QEP Team	To solicit ideas from students and alumni	Administrators, faculty from all colleges and schools, students, and alumni	Ideas are solicited from students and alumni via email
Fall 2006	Revision of the CF to align with changes to the QEP began during this semester	Self-Study Committee	To initiate revisions of the CF and alignment with the changes in the QEP	Faculty representatives from each department	Document Version 3 was shared, and meetings to complete the CF began. The theme changed to "Scholarship in Community: Fostering Inquiry, Action, and

					Advocacy”
Spring 2007	University Strategic Plan is being rewritten to set the future direction of UofL	Strategic Planning Committee		Faculty representatives from across campus; facilitator of the process is a faculty member from CEHD	
Spring 2007	Vision, Mission, Goals of the Unit, Values of the Unit, and Philosophy and Purpose were revised and discussed by the CF committee	Self-Study Committee		Faculty representatives from each department	Document Version 4 was shared with the CF committee. The CF was shared with faculty for input during May of 2007. The theme became “Shaping Tomorrow: Ideas to Action”
July 2007	CF was revised and distributed for comments by CEHD faculty, A&S faculty, and school partners	Self-Study Committee	Revisions were suggested to align the University QEP and the CF	Faculty representatives from each department in CEHD, selected faculty from A&S, and selected school partners	
September/October 2007	CF Powerpoint presentation was created for use with faculty, staff, partners, and candidates	Self-Study Standard 2 Committee	Ensure institutional and school partner knowledge of the CF	Faculty representatives for each department, other unit partners and administrators	Document Version 4 was submitted to EPSB
Spring 2008	CF was revised based on feedback from the EPSB Reading Committee	Self-Study Committee	Revisions included clarification of how the assessment measures address CF constructs and unit goals; articulation of how unit commitments to diversity and technology are addressed	Leadership Team and CF Writing Team	Document Version 5 will be shared when the CF is approved by the Reading Committee of the EPSB

Core Elements of Past and Present Frameworks

Past frameworks began the task of outlining the main elements that form the primary work of the college. These have been distilled in the current document as the core constructs of Inquiry, Action, and Advocacy as unified in a central vision of scholarship performed in community. Early efforts identified other important elements that define and describe the work of a community of educational scholars dedicated to educator, counselor, and researcher preparation. These elements are as follow.

First, the CEHD fosters *educational excellence* by adhering to the highest standards of performance in knowledge of content, teaching, leadership, school counseling, educational research, and other relevant professional disciplines. In this way, the college seeks to reduce achievement gaps and strives to tear down barriers to educational opportunity for all students. Second, CEHD scholars seek to *maximize human development* by conducting scientifically based research and employing best practices to improve the lives, educational experiences, and social, emotional, and physical well-being of children, families, and the community. This is achieved through the diverse programs represented in the CEHD, including teacher education, organizational leadership, counseling, educational research, college student personnel services, human resource development, sports management, and the health sciences. Third, the work of the college is *research-based*. That is, it is informed by the research conducted by faculty and students, is responsive to the research generated by the field of educational research as a whole, and is engaged in constant discourse with that field. Fourth, our work is highly *collaborative* and involves partnerships with other departments, units, universities, communities, and external agencies, along with other stakeholders in the region, the nation, and the world. Fifth, the CEHD embraces and celebrates *diversity* in all aspects of its curricula, scholarship, service, and faculty and student life. This involves encouraging understanding and awareness of the many aspects of diversity, including ethnicity, age, gender, socioeconomic status, national origin, language proficiency, and level of ability. For the CEHD, diversity is an asset that affords all of its members access to opportunities and experiences that inform research and practice. Finally, and perhaps most important, the CEHD embraces *social justice* by providing opportunities for our faculty and students to collaborate in the application of their knowledge toward solving problems that address equity issues. Our candidates achieve this by taking courses; participating in field experiences and practica; and engaging in research studies, including empirical, theoretical, and applied research.

But the truest test of the CEHD's commitment to these concepts, and to the central concepts of Inquiry, Action, and Advocacy, may be found in the impact our graduates have on the lives and educational experiences of those they serve. Boyer (1990) reminds us that

What we urgently need today is a more inclusive view of what it means to be a scholar—a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching. We acknowledge that these four categories—the scholarship of discovery, of

integration, of application, and of teaching—divide intellectual functions that are tied inseparably to each other. (pp. 24-25)

Knowledge Bases (Theories, Research, Practice, and Policies)

The sources of educational science are any portions of ascertained knowledge that enter into the heart, head, and hands of educators, and which, by entering in, render the performance of the educational function more enlightened, more human, more truly educational than it was before.

(John Dewey, as cited in Cronbach and Suppes, 1969, p. vi)

The CEHD is committed to fostering all aspects of the educational enterprise and to preparing teachers, counselors, instructional leaders, future teacher educators, researchers, and other professionals according to Dewey’s vision of scholarly preparation. We have developed a holistic, bioecological model of educator preparation that adopts and adapts Dewey’s interest in fundamentally changing the hands, minds, and hearts of learners. Various described as the habits of the hand, mind, and heart by Dewey, Shulman (2004b), and others (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985), these practices are reflected in the shared vision of the faculty and students of the CEHD. We promote a bioecological model of the CEHD in which these habits, applied to active investigation, service, and a commitment to educational access (Wegener, 1978), aid us in forming a scholarly community that positively impacts the world.

Lee S. Shulman (the 2006 winner of the Grawemeyer Award in Education and President of the Carnegie Foundation for the Advancement of Teaching) notes that “Learning is least useful when it is private and hidden; it is most powerful when it becomes public and communal. Learning flourishes when we take what we think we know and offer it as community property among fellow learners so that it can be tested, examined, challenged, and improved before we internalize it” (1999). Shulman has described teaching and learning how to teach as processes of learning, knowing, and understanding. Integral to these experiences is the attainment not only of pedagogical and content knowledge but also an awareness of teaching’s moral obligations—that is, service to both society and community (Shulman, 2006). Shulman stated in his official Grawemeyer address that in professions like teaching (as in medicine, nursing, law, divinity, or engineering), mere comprehension or depth of knowledge is not enough. One must also learn how to apply knowledge and skills through ethical and responsible practice and public performance—in short, one must learn how to act in the world. It is through such habitual activities that professional identity, integrity, commitment, and character are formed.

These principles have been employed in our Conceptual Framework, *Shaping Tomorrow: Ideas to Action*, which applies the qualities described by Dewey, Shulman, and others in a unified philosophical and pedagogical rationale for the CEHD’s diverse programs. While the Framework makes explicit references to programs in educator preparation (including teacher education, instructional leadership, and school counseling), it also

applies to all other programs in the CEHD. Further, it is aligned with the university's Quality Enhancement Plan, which in part calls for "engaging students in solving real world, community-based problems." In all of our work, as in this Conceptual Framework, the CEHD responds fully to the university's commitment to service, diversity, equity, and social justice.

The Conceptual Framework focuses on three guiding constructs, *Inquiry*, *Action*, and *Advocacy*, as they are learned in the classroom, applied through habitual, skillful practice, and internalized as means of solving problems and improving the lives of those children, families, and communities we serve. Through the mediums of *Research* (the application of *Inquiry*), *Practice* (the application of *Action*), and *Service* (the application of *Advocacy*), the knowledge and theory acquired in classrooms, laboratories, and internships, among other experiences, may be applied and re-applied with increasing awareness, skill, and meaning to the solution of problems in the community and particularly in P-16 schools and other educational settings. The Framework depicts how candidates, having learned and internalized these constructs through scholarly engagement and continual practice, go on to enhance the lives of others by becoming *Critical Thinkers* (*Inquiry* applied through *Research* and reflected as a disposition to inform practice through inquiry and reflection), *Problem Solvers* (*Action* applied through *Practice* and reflected as a disposition to improve practice through content, pedagogical, and professional knowledge), and *Professional Leaders* (*Advocacy* applied through *Service* and reflected as a disposition to affirm principles of social justice and equity and a commitment to making a positive difference).

The Conceptual Framework, presented in this document both graphically (on the front cover) and in tabular form (see Table 2), provides a summary of the components of our Conceptual Framework aligned with candidates' knowledge, skills, and dispositions. In its graphic representation, the Framework is depicted as a system within the context of *Shaping Tomorrow with Ideas to Action* at its center. The graphic representation of the Conceptual Framework illustrates how ideas become concrete through inquiry, action, and advocacy. From those constructs (*Inquiry*, *Action* and *Advocacy*), we progress to their application as reflected in our candidates (*Critical Thinkers*, *Problem Solvers*, and *Professional Leaders*). The cyclical form of the graphic framework also reflects how candidates move from abstraction into increasing depths of knowledge and on to meaningful action and useful service to both the scholarly community and the world.

Table 2
**Conceptual Framework Aligned with Candidate Knowledge,
 Skills, and Dispositions**

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

The theoretical basis of our Conceptual Framework is also rooted in the bioecological model of development (Bronfenbrenner & Morris, 1998). In this model, each individual is placed at the core. That is, individuals develop through active interactions within and between the contexts surrounding them. Through these interactions, individuals function as essential parts of the larger community and society. In realizing the mission of the CEHD, the focus of our work is on shaping tomorrow and society by influencing and informing every individual at the core. Through research, practice, and policy, we shape today's and tomorrow's students, teachers, leaders, and community and social structures.

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

Critical to our model is the idea that interactions occur within and among aspects of the environment. That is, through action, teachers develop new skills and greater experience in schools. By improving the overall educational experiences of children and by mentoring colleagues, teachers provide better experiences for children and contribute to

the quality of the school and district in which they serve. As an example of interactions among aspects of the environment, research conducted in the college (*Inquiry*) should inform practice in the classroom and in school and laboratory settings (*Action*).

As described, the three conceptual constructs that encompass the essential work of the CEHD are *Inquiry*, *Action*, and *Advocacy*. We restate them here individually while acknowledging, as does Boyer (1990), that their application and practice are essentially inseparable.

Construct 1: Inquiry

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

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

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

Inquiry skills can be defined as “seeking knowledge to solve problems and to achieve goals” (Kuhn, 2005, p. 5). Others may define inquiry slightly differently, perhaps including in the definition the understanding of how knowledge is generated and justified and the use of those understandings to engage in new inquiry (National Research Council, 2005). The University of Louisville’s QEP has adopted the Paul-Elder model

for critical thinking, which defines critical thinking as “that mode of thinking—about any subject, content, or problem—in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them” (*Paul-Elder* 2008). The CEHD’s Conceptual Framework endorses and incorporates the university’s critical thinking model. Our conception of inquiry, therefore, does not merely include the performance of the skills of inquiry but rather encompasses a candidate’s deeper understandings of how, when, and why to use such skills. We acknowledge that our candidates’ metacognitive abilities must be enhanced by structured reflection and that this involvement is critical to independent inquiry.

A cornerstone of inquiry is the idea of a thesis, or question, and the potential evidence that supports it. According to Paul and Elder (2005), a well-developed critical thinker is able to formulate vital questions and problems; gather, assess, and interpret relevant information; define and test solutions; and think open-mindedly within alternative systems of thought. Further, Anderson (2001) claims that the most important aspect of critical thinking is that it is situational in nature. Critical thinking, like inquiry, includes both contextual performance skills and metacognitive skills. Programs in the CEHD are designed to enhance both of these abilities in our candidates.

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

Construct 2: Action

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

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

Shulman’s categories of knowledge include knowledge of educational contexts, ranging from the workings of the group or classroom, to the governance and financing of school districts, to the characteristics of communities and cultures (*Norlander-Case*, *Reagan*, &

Case, 1999). The knowledge of educational ends, purposes, and values (and the philosophical and historical foundations of these) is inherent to understanding that teaching occurs at the interaction of complex disciplines with diverse and complex learners (Strong, 2002).

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

Our candidates' repertoires of research-based strategies are a key dimension of overall educational effectiveness. In programmatic courses and experiences, candidates employ a range of strategies and develop and regularly integrate inquiry-based, hands-on learning activities, critical thinking skills, and assessments that reach all learners. Our candidates are effective teachers who stress the importance of high-level cognitive processes, including problem-solving techniques, analytical thinking skills, and creativity. They design and model learning experiences that connect learning to authentic, real-world contexts. In their university, field, and clinical experiences, candidates learn about the challenges of schools and other community settings and recognize that a broad repertoire of approaches (including collaboration with other professionals) will create ideas and solutions that are based on multiple, informed perspectives.

Construct 3: Advocacy

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

Under the construct of ***Advocacy*** and through dedicated, committed ***Service*** to their peers, university, community, and world candidates in the CEHD develop the knowledge, skills, and dispositions to become ***Professional Leaders***. Shulman (2006) notes that through practice theoretical principles become commitments engraved on the heart. The CEHD exists in a metropolitan community and a world marked by diversity. Diversity has many dimensions, encompassing race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, military, geographic location, etc. Our duty to promote diversity implies that we empower our candidates and others to participate fully in the life of the community in which we live, to practice social justice, and to seek equity of educational access for all the constituents we serve. Social justice serves as a framework for unifying the teaching and scholarship across disciplines in the CEHD with the constructs of Inquiry, Action, and Advocacy. As a college, we encompass a wide array of research and instructional interests. Therefore, the

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

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

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

Second, we examine how social justice is contextualized in the communities connected to our lives and work. The University of Louisville is a state-supported university located in a metropolitan area. The children of our community face many challenges, including social, economic, legal, and cultural barriers to education. Our commitment to social justice demands that we seek to rigorously understand, investigate, and end these inequities. We are committed to the core assumption of the *Kentucky Educational Reform Act* (KERA, 1990), which asserts that all children can learn. To achieve this, we employ research-based pedagogical, counseling, and administrative practices that encourage learning that is relevant, dynamic, and transformative.

One College (Policy)

The Conceptual Framework for the professional education unit at the University of Louisville reflects the shared vision of various stakeholders, including our university, school, and community partners. The current Conceptual Framework was developed and modified by the Self-Study Committee, which was formed at the end of the last NCATE review in 2001. Modifications were made based on the work of the Quality Enhancement Plan (QEP) committee and feedback from school district partners. The Self-Study Committee is composed of faculty from all departments within the unit and includes educator preparation and human development faculty. The work of the QEP

committee will continue to influence the changes and modifications made to the current Conceptual Framework. This Conceptual Framework reflects the unit’s effort to function as *one college* with interdisciplinary and cross-disciplinary elements.

The Conceptual Framework is a living document generated from three previous documents submitted for the 2001 NCATE review, the Strategic Plan of the CEHD (2005), and the university’s Quality Enhancement Plan (2006). The policies that guide our work come from a variety of education policy contexts including: National Council for Accreditation of Teacher Education, Specialized Professional Associations, American Psychological Association, American Art Therapy Association, North American Society for Sport Management, Council of Post-secondary Education, Educational Professional Standards Board, Kentucky Department of Education, the university *Redbook* for Personnel Policies and Procedures, the Quality Enhancement Plan committee, and CEHD Bylaws. The following section includes the institutional, state, and national standards that facilitate candidate proficiencies.

Candidate Proficiencies Aligned with Institutional Standards*

Candidate proficiencies are aligned with institutional standards. Evidence of this alignment can be found in program review documents, course syllabi, and candidate assessments. All educator preparation programs are aligned with institutional frameworks, which include the university’s Quality Enhancement Plan (Ideas to Action, I2A), constructs and dispositions articulated in the Conceptual Framework, and the CEHD Diversity Standard 11 for teacher education. Candidates must demonstrate specific skills and dispositions that reflect the constructs of the Conceptual Framework throughout their respective preparation programs. These skills and dispositions, accompanied with indicators for each, are outlined in Table 3.

Institutional standards that candidates must demonstrate throughout their programs include the three constructs and dispositions for the Conceptual Framework: *inquiry, action, and advocacy*; the university’s standards for undergraduate students in *critical thinking, effective communication, and cultural diversity*; and the unit’s standard for *diversity*.

**Table 3
Professional Skills and Dispositions Aligned with the Conceptual Framework
and Expected of Candidates**

Construct 1: Candidates develop a metacognitive understanding of how, when, and why to use inquiry skills to become critical thinkers.
Exhibits a disposition to inform practice through inquiry and reflection (Unit Disposition)
Construct 2: Candidates demonstrate active engagement as problem-solvers in the community.

Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge (Unit Disposition)
Construct 3: Candidates demonstrate advocacy as leaders in their profession and community.
Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference (Unit Disposition)

Teacher Education candidates must also demonstrate proficiency in meeting the CEHD Diversity Standard 11. Table 4 shows the CEHD Diversity Standard 11 for Initial and Advanced teacher education programs adopted by the unit.

Table 4
Professional Skills and Dispositions Aligned with UofL Program Standard XI:
Understands the Complex Lives of Students and Adults in Schools and Society

Indicator 1. The teacher’s instructional materials affirm differences and groups honestly, realistically, and sensitively and accommodate the special needs, behavioral patterns, learning styles, and orientations of diverse group members.
Indicator 2. The teacher designs, plans, and accommodates objectives, instructional strategies, and learning materials that reflect the cultures, cognitive and physical special needs, and styles of the various ethnic, cultural, linguistic, religious, and socioeconomic groups and within the classroom.
Indicator 3. The teacher’s curriculum experiences and resources offer a variety of materials on the histories, experiences, and cultures of diverse groups.
Indicator 4. The teacher respects the dignity and worth of students as individuals and as members of racial, ethnic, cultural, linguistic, religious, gender, and economic groups.
Indicator 5. The teacher seeks professional development opportunities to gain knowledge and understanding and to affirm various and diverse groups.
Indicator 6. The teacher provides continuous opportunities for students to develop a better sense of self, to strengthen their self-identities, to develop greater self-understanding, and to better understand themselves in light of their ethnic, cultural, linguistic, and religious heritages and special needs.
Indicator 7. The teacher designs curriculum that reflects knowledge of societal problems some group members experience, such as racism, prejudice, discrimination, and exploitation.
Indicator 8. The teacher creates and maintains a classroom atmosphere reflecting an acceptance of and respect for differences and promotes values, attitudes, and behaviors that support diversity.
Indicator 9. The teacher supports students to develop decision-making abilities, social participation skills, and a sense of efficacy necessary to be critical, participatory, and productive life citizens.
Indicator 10. The teacher provides opportunities for students to use knowledge, valuing, and thinking in decision making on issues related to special needs, race,

ethnicity, culture, language, religion, and social class.
Indicator 11. The teacher works with parents, families, and caretakers of students to serve the best interests of their children, makes use of local community resources, and encourages students in the study of the local community by enlisting members and contexts within the community as classroom resources.
Indicator 12. The teacher demonstrates knowledge of equity, ethics, legal and human issues concerning use of computers and technology, designs learning activities that foster equitable, ethical, and legal use of technology by students, and applies theories of learning, teaching, and instructional design and their relationships to the uses of technology to support the diverse learning needs of students.

Candidate Proficiencies Aligned with State Standards

Candidate proficiencies are aligned with state standards. Evidence of this alignment can be found in program review documents, course syllabi, and candidate assessments. Initial teacher certification programs are aligned with the Kentucky New Teacher Standards, with the exception of the Interdisciplinary Early Childhood Education program, which is aligned with the state’s New Teacher Standards for Interdisciplinary Early Childhood Education Birth through Primary. Likewise, Advanced teacher certification programs in the unit are aligned with the Kentucky Experienced Teacher Standards. The Kentucky Education Professional Standards Board (EPSB) has also adopted the Interstate School Leaders Licensure Consortium (ISLLC) Standards and the Technology Standards for School Administrators (TSSA) to guide educational leadership programs in the Commonwealth. The Kentucky Standards for Guidance Counselors were adopted from the CACREP and ASCA standards. These institutional and state standards are identified more specifically in Tables 5 through 10.

Initial certification programs in Kentucky are required to document how their candidates meet the nine New Teacher Standards. Following adoption of the current standards in 1999, professional educator programs began integrating them into their respective curricula and assessments. In 2005, Hallmark assessments were developed and scored in LiveText™ (an electronic system for gathering and documenting standards-based performance data). These assessments are aggregated, shared with candidates, and used by faculty to improve programs.

Table 5
Kentucky New Teacher Standards for Preparation and Certification

Standard 1: Designs and Plans Instruction. The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
Standard 2: Creates and Maintains Learning Climates. The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core contents, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

<p>Standard 3: Implements and Manages Instruction. The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core contents, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p>
<p>Standard 4: Assesses and Communicates Learning Results. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p>
<p>Standard 5: Reflects and Evaluates Teaching and Learning. The teacher reflects on and evaluates specific teaching/learning situations and/or programs.</p>
<p>Standard 6: Collaborates with Colleagues, Parents, and Others. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p>
<p>Standard 7: Engages in Professional Development. The teacher evaluates his or her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.</p>
<p>Standard 8: Knowledge of Content. The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.</p>
<p>Standard 9: Demonstrates Implementation of Technology. The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.</p>

Candidates in initial certification programs in Early Childhood education are required to meet the Kentucky New Teacher Standards for Interdisciplinary Early Childhood Education (IECE) Birth to Primary. These standards, adopted by the EPSB in January 1995 and revised in March 2003, identify what IECE new teachers are required to know and be able to do. Thus, they guide the curriculum and field and clinical experiences for candidates in the IECE program at the University of Louisville. The nine New Teacher Standards for Interdisciplinary Early Childhood Education Birth to Primary are described in Table 6. In 2005, Hallmark assessments were developed and scored in LiveText™. These assessments are aggregated, shared with students, and used by faculty to improve programs.

Table 6
Kentucky New Teacher Standards for Interdisciplinary Early Childhood Education (IECE) Birth to Primary

<p>Standard 1: Designs and Plans Instruction. The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.</p>

Standard 2: Creates and Maintains Environments. The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.
Standard 3: Implements Instruction. The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool, and kindergarten children, including those with disabilities.
Standard 4: Assesses and Communicates Learning Results. The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.
Standard 5: Reflects and Evaluates Professional Practices. The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.
Standard 6: Collaborates with Colleagues, Families, and Others. The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.
Standard 7: Engages in Professional Development. The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.
Standard 8: Supports Families. The IECE educator supports families through family-centered services that promote independence and self-determination.
Standard 9: Demonstrates Implementation of Technology. The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

Candidates in Advanced teacher preparation programs must demonstrate that they are able to meet the ten Kentucky Experienced Teacher Standards. In 2005, Hallmark assessments were introduced in LiveText™. These assessments are aggregated, shared with students, and used by faculty to improve programs. Experienced Teacher Standards appear in Table 7.

Table 7
Kentucky Experienced Teacher Standards for
Preparation and Certification

Standard 1: Demonstrates Professional Leadership. The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.
Standard 2: Demonstrates Knowledge of Content. The teacher demonstrates content knowledge within his or her own discipline(s) and in application(s) to other disciplines.
Standard 3: Designs and Plans Instruction. The teacher designs/plans instruction that

develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
Standard 4: Creates and Maintains Learning Climates. The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core contents, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
Standard 5: Implements and Manages Instruction. The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core contents, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
Standard 6: Assesses and Communicates Learning Results. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
Standard 7: Reflects and Evaluates Teaching and Learning. The teacher reflects on and evaluates teaching and learning.
Standard 8: Collaborates with Colleagues, Parents, and Others. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
Standard 9: Engages in Professional Development. The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.
Standard 10: Demonstrates Implementation of Technology. The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Candidates in educational leadership programs at the University of Louisville are required to document their proficiency on each of the six Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, which were adopted by the EPSB in November 1998 as the state standards for instructional leaders. In addition, candidates must also demonstrate their ability to meet the six Technology Standards for School Administrators (TSSA), which the EPSB adopted in August 2003 as the state standards for all educational leadership programs. The ISLLC standards are described in Table 8, and the TSSA are identified in Table 9.

Table 8
Kentucky-Adopted Interstate School Leaders Licensure Consortium (ISLLC)
Standards for School Leaders

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
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Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Table 9
Kentucky-Adopted Technology Standards for School Administrators

Standard I: Leadership and Vision. Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.
Standard II: Learning and Teaching. Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
Standard III: Productivity and Professional Practice. Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.
Standard IV: Support, Management, and Operations. Educational leaders ensure the integration of technology to support productive systems for learning and administration.
Standard V: Assessment and Evaluation. Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.
Standard VI: Social, Legal, and Ethical Issues. Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Professional guidance counselors represent a significant and important component of the educational leadership team within the P-12 schools of the Commonwealth of Kentucky. The standards for training and preparation of guidance counselors evolved from a synthesis of the American School Counselor Association (ASCA) National Model and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) national counselor preparation standards. The standards found in Table 10 acknowledge the importance of a common core of knowledge, skills, and abilities as well as the specific skills and knowledge unique to the practice of professional school counseling.

Table 10
Kentucky Standards for Guidance Counselor, U of L/JCPS Collaborative, and the
Council for Accreditation of Counseling and Related Educational Programs
(CACREP)

A. FOUNDATIONS OF SCHOOL COUNSELING

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

B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

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

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

6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and knowledge of prevention and crisis intervention strategies.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

1. Program Development, Implementation, and Evaluation

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

2. Counseling and Guidance

- a. individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all;
- b. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career, and personal/social development;
- c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
- d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide);
- e. developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school,

- high school to postsecondary education and career options);
- f. constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;
 - g. systems theories and relationship among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and
 - h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

3. Consultation

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

D. CLINICAL INSTRUCTION

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

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

In addition to alignment with institutional and state standards, programs are further aligned with national standards of the respective specialized professional associations (SPAs) that are endorsed by NCATE. Additionally, NCATE recognizes those programs that have been accredited by their respective accrediting agencies (i.e., American Speech-Language-Hearing Association, Council on Social Work Education, and National Association of Schools of Music). In some disciplines and/or program levels, NCATE has not endorsed standards. In these instances, program faculties have identified standards with which to align their programs. Appendix A contains a complete list of Initial and Advanced programs in the unit along with a description of the pertinent institutional, state, and national standards associated with that program area.

CEHD's Commitment to Diversity

The CEHD is committed to addressing issues of diversity and to assessing candidate performance related to diversity in curricula, field experiences, and clinical practice. The CEHD has established performance standards (proficiencies) that all candidates are

expected to develop and demonstrate during their academic career at UofL. All university units submit diversity data to the Office of Diversity and Equal Opportunity on an annual basis. These data are compiled on the university and unit Scorecards (see Table 11).

All B.S. candidates seeking certification meet a university-wide General Education Cultural Diversity requirement. In addition, all teacher education candidates (initial and advanced) are assessed using the CEHD Diversity Standard 11, “Understands the Complex Lives of Students and Adults in Schools and Society,” that accompanies Kentucky New and Experienced Teacher Standards (see Table 4). All CEHD course syllabi include the following unit-wide diversity statement that was accepted by the faculty in 2005:

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

Diversity is embedded throughout the CEHD curricula. CEHD Diversity Standard 11 (which contains 12 indicators) is assessed for all candidates in initial certification and advanced teacher education programs through portfolios. Diversity is also assessed through the Conceptual Framework construct of Advocacy at various assessment points and through the *Ideas to Action* Unit Dispositions Assessment (Item 3: “Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference”). For initial programs, this is done through the IECE and NTS Portfolios. In all advanced programs, diversity is assessed within a designated transition point using the Advanced Program Diversity Rubric developed by the College Educator Preparation Committee (Advanced Programs sub-committee). This rubric is available in the CEHD Continuous Assessment Plan report. A sampling of Initial and Advanced program coursework related to diversity may be found in Appendix B.

CEHD’s Commitment to Technology

The CEHD submits to the UofL Office for Information Technology an annual technology plan that includes the unit’s goals for empowering faculty, staff, and students to use technology to meet learning objectives, institutional goals, and personal needs. The Office for Information Technology and the university’s Academic Technology Committee review individual unit technology plans, looking for common themes, unmet needs, potential projects, and emergent themes that will help them to propose new technology for university-wide use. The CEHD maintains an Education and Resource

Technology Center (ERTC), which serves candidates in the college, as well as students from across the university. The Associate Dean for Research and Graduate Studies has oversight of the ERTC.

The CEHD is committed to providing opportunities for its candidates to use technology and to assessing candidates' ability to incorporate technology into both their teaching and their students' learning. The CEHD has continued to allocate significant resources to expand and enhance technology support across all departments and programs. The college provides a staffed Education Resource and Technology Center (ERTC) to support faculty, staff, and students. The ERTC has 29 computers and is available for use Monday through Thursday (8:00 a.m. - 8:00 p.m.), Friday (8:00 a.m. - 4:00 p.m.), and Saturday (9:00 a.m. - 4:00 p.m.). A new state-of-the-art computer laboratory, housing space for 40 users and designed to accommodate the technology needs of the students, faculty, and staff, was added in 2006. Three additional computer labs each house space for 20 users. Also, six additional CEHD classrooms have been converted to interactive rooms and two have been converted into technology-enhanced rooms.

The CEHD has also invested considerable resources in the development and implementation of technology for the unit's assessment system. The college uses LiveText™, an electronic system for gathering and documenting standards-based performance data. A full-time coordinator oversees LiveText™ and provides support for candidates and faculty using the system. Candidates are required in two departments (Teaching and Learning and Health and Sports Sciences) to submit online portfolios for assessment purposes and must be familiar with the technical submission process. Candidates receive formative and summative feedback from faculty on their portfolios and on Hallmark assessments, which are course-based assessments submitted and assessed on LiveText™. The unit's assessment system functions through Peoplesoft© with an iStrategy© reporting module overseen by the unit's Assessment Coordinator and Associate Deans.

Many courses require that candidates use technology in preparing assignments. Specific assessment points exist in all programs for monitoring the technology skills and knowledge of candidates. In Initial programs, technology is assessed on Standard 9 of the IECE Portfolio and the NTS portfolio. In Advanced programs, technology is assessed within a designated transition point using an Advanced Program Technology Rubric developed by the College Educator Preparation Committee (Advanced Programs sub-committee). In addition to the standardized technology rubric, all advanced candidates in teacher education are assessed on Standard 10 of the ETS portfolio. The rubrics for assessing these technology standards (indicators) are available in the CEHD Continuous Assessment Plan report.

Continuous Assessment Record and Documentation System (CARDS)

As stated before, the CEHD has three goals. Table 11 shows how these goals are aligned with our Conceptual Framework, university and unit goals, and CEHD internal measures.

Table 11
Alignment of Conceptual Framework Constructs with Unit and Institutional Goals

Unit Goals from Conceptual Framework	Conceptual Framework Constructs and Dispositions	University Measurements Institutional Goals: Challenge for Excellence: 1999-2008 Strategic Goals/CEHD Unit Scorecard Goals	CEHD Internal Measurements
Goal 1: High-Quality Programs for Undergraduate and Graduate Candidates and Expanded Doctoral Education Opportunities for Advanced Candidates	Inquiry, Action, and Advocacy	<p>Scorecard Goal 1: Educational Experience: Student Success</p> <ul style="list-style-type: none"> • Year-to-year first-time freshmen with ACT scores greater than or equal to 27 • Number of doctoral degrees awarded • Number of undergraduate students involved in research or creative activity in collaboration with faculty • Number of disciplines graduating doctoral students • Number of students receiving national awards and/or national recognition • Number of undergraduate students • Number of graduate students • Number of students per full-time faculty • Percent of student credit hours produced by part-time faculty • Number of faculty traveling abroad for teaching or research <p>Scorecard Goal 5: Institutional Effectiveness of Programs and Services</p> <ul style="list-style-type: none"> • Pass rates on licensure exams • Percent of programs accredited 	<p>Goal 1: CEHD Unit Scorecard</p> <p>Key Unit Assessments (CARDS 1-3, 4-6)</p> <p>Curriculum Committee Actions</p> <p>Student Learning Outcomes (SLOs)</p> <p>PEDS Report</p> <p><i>US News and World Report</i> Ranking of Graduate Programs in Education</p>
Goal 2: Enhancement of the College's Capacity in Research, Scholarship, and Extramural Funding	Inquiry, Action, and Advocacy	<p>Scorecard Goal 2: Research, Creative and Scholarly Activities</p> <ul style="list-style-type: none"> • Nationally recognized programs • Total number of grants and contracts—dollar amount received by PI's unit (excluding financial aid) • Number of endowed Chairs and Professorships • Number of faculty on sponsored 	<p>Goal 2 CEHD Unit Scorecard</p> <p>CEHD Unit Operations</p> <p>Annual Faculty Reviews</p>

		<p>research</p> <ul style="list-style-type: none"> • Number of students on funded research • Total publications in refereed journals • Number of refereed presentations and/or papers sponsored by national or international organizations <p>Scorecard Goal 4: Partnerships and Collaboration</p> <ul style="list-style-type: none"> • Number of interdisciplinary research projects 	
Goal 3: Stewardship of Place: Responsiveness to the Community	Inquiry, Action, and Advocacy	<p>Scorecard Goal 3: Accessibility, Diversity, Equity, and Communication</p> <ul style="list-style-type: none"> • Achievement of annual goals specified in the university's Diversity Plan • Kentucky Resident African American Undergraduate Enrollments (KY EEO Plan) • Kentucky Resident African American Graduate Enrollments (KY EEO Plan) • Number of African American professional students • Employment of African Americans as faculty (number and percent to total faculty) (KY EEO Plan) • Number and percent to total full-time faculty of full-time women faculty • Number and percent to total full-time faculty of full-time African American faculty • Number and percent to total full-time tenured and tenure-track faculty of full-time tenured and tenure track African American faculty • Number and percent to total full-time tenured and tenure track faculty of full-time tenured and tenure track women faculty • Employment of African Americans in Executive, Administrative, and Managerial Positions (number and percent to 	<p>Goal 3 CEHD Unit Scorecard</p> <p>Field and Clinical Placements--Office of Educator Development and Clinical Practice</p> <p>CARDS 1-3, 4-6</p>

		<p>total executive, administrative, and managerial positions) (KY EEO Plan)</p> <ul style="list-style-type: none"> • Employment of African Americans as Other Professionals (number and percent to total other professionals) (KY EEO Plan) • Number of African Americans holding endowed chairs and professorships • Number of women holding endowed chairs and professorships <p>Scorecard Goal 4: Partnerships and Collaboration</p> <ul style="list-style-type: none"> • Number of collaborative programs with K-12 educational institutions 	
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Initial Certification Programs: CARDS 1-3

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

CARDS 1 Transition Point

Admission to the initial certification programs is based on university requirements and additional program requirements. Undergraduate candidates are required to have a minimum of 45 semester credit hours for admission to the professional program and a minimum 2.75 cumulative and 3.0 professional GPA (suggested). Candidates must have an ACT minimum composite score of 21 (suggested) or equivalent test and a "C" or better in written communication (English 102 or equivalent) and oral communication (Speech Communication course or equivalent). MAT candidates must have a suggested GRE score of 800 (V + Q) and in selected programs (i.e., middle/secondary) evidence of having taken the PRAXIS II (MAT candidates) or evidence of having passed the PRAXIS II (Alt. Cert. MAT) for program application. Candidates seeking alternative route certification have completed the Medical/TB form and a State Criminal Records check for school district employment.

Assessment at the Point of Entry requires candidates to submit a Personal Statement, the Student Disposition Rating Form, and three letters of recommendation. Competitive candidates are interviewed. Faculty provide a holistic assessment of the candidate using the *Ideas to Action* Holistic Construct rubric of Inquiry, Action, and Advocacy and the

Ideas to Action Unit Dispositions rubric of Inquiry, Action, and Advocacy (see Appendices C and D). Candidates sign a Statement of Understanding of Admissions Guidelines, an Acceptable Use of Technology Agreement, and a Professional Code of Ethics for Kentucky School Personnel form. As a part of the application process candidates submit three (3) letters of recommendation: one from a university/college faculty member, one concerning work in the community (for example: employer, church, organizations, etc.), and one that describes their ability to work with children. Teams of faculty from program committees (including doctoral candidates and school district representatives) interview candidates and submit admission decisions to the Education Advising Center (EAC) based on the above criteria. Upon admission, candidates are required to attend a program orientation and to have a signed Curriculum Contract from their assigned advisor.

CARDS 2 Transition Point

Ongoing Assessment. Hallmark Assessment Tasks (HAT) are used for ongoing candidate assessment in every CEHD course. Each HAT rubric for Initial candidates is aligned with Kentucky New Teacher Standards and/or the CEHD Diversity Standard 11, and each Hallmark assessment is defined with a purpose, process, and product. As candidates progress through the program, there is ongoing development of a Livetext™ portfolio, which incorporates unit key assessments as well as other course and field/clinical experiences artifacts related to standards. The portfolio is assessed by the faculty advisor at midpoint, prior to student teaching. The candidate's midpoint portfolio undergoes a required evaluation using the *Ideas to Action* Holistic Construct rubric (see Appendix B). The evaluator checks that the candidate's work reveals an understanding of the constructs and applications of Inquiry, Action, and Advocacy. In addition to the *Ideas to Action* Holistic Construct Rubric, the *Ideas to Action* Unit Dispositions Assessment rubric based on the Conceptual Framework is used (i.e., the candidate exhibits a disposition to inform practice through inquiry and reflection; to critique and change practice through content, pedagogical, and professional knowledge; and to affirm principles of social justice and equity and a commitment to making a positive difference [see Appendix C]). The Teacher Candidate Dispositions Assessment is completed in a Methods course with a field placement for initial certification candidates. Undergraduate candidates must maintain a cumulative GPA of 2.75 and professional GPA of 3.0 (suggested minimums). Graduate candidates must maintain a cumulative GPA of 3.0 (required).

Assessment of Progress in Field and Clinical Experiences. Prior to entering field work, candidates must complete a background check. Prior to clinical experience (student teaching), candidates must complete a State Criminal Records Check, TB test form, medical/physical examination form, and are notified of insurance liability options. Candidates engage in a minimum of 60 (MAT) to 100 (UG) hours of field experiences prior to student teaching. Candidates are assessed in field experiences by the cooperating teacher(s) (and university supervisor if elementary education) and during the clinical experience by the cooperating teacher(s) and the university supervisor. Programs work closely with the CEHD Office of Educator Development and Clinical Practice for candidate placements, evaluations, and disposition assessments. Candidates are required

to attend a student teaching orientation (during which the Kentucky Code of Ethics is addressed), to provide evidence of planning (Midpoint Portfolio NTS 1). Candidates may submit evidence for meeting unit technology (Midpoint Portfolio NTS 9) or diversity (Midpoint Portfolio CEHD 11) standards. Candidates must submit a Midpoint Portfolio that meets ½ of the NTS and ½ of each standard's indicators. Once all evidence is presented, the OEDCP approves a recommendation for the candidate to proceed to student teaching.

CARDS 3 Transition Point

Assessment at completion of student teaching. Candidates are once again evaluated for the Conceptual Framework constructs of Inquiry, Action, and Advocacy evident in the candidate's exit portfolio (using the *Ideas to Action* Holistic Construct rubric; see Appendix B). The portfolio evaluator (university supervisor, faculty advisor, or program faculty member) confirms that the candidate's work reveals an understanding of the constructs and application of Inquiry, Action, and Advocacy. In addition, the *Ideas to Action* Unit Dispositions Assessment rubric based on the Conceptual Framework is used (i.e., the candidate exhibits a disposition to inform practice through inquiry and reflection; to critique and change practice through content, pedagogical, and professional knowledge; and to affirm principles of social justice and equity and a commitment to making a positive difference [see Appendix C, the *Ideas to Action* Unit Dispositions Assessment rubric]). The Teacher Candidate Dispositions Assessment is completed by the candidate, cooperating teacher(s), and university supervisor during Student Teaching. Student Teaching Evaluation of candidate performance (using the Student Teaching Observation form) occurs a minimum of four times during the clinical experience. The four evaluations of student teaching by the university supervisor are entered into the assessment system.

Assessment at completion/exit of an initial certification program. Candidates must maintain a cumulative 2.75 GPA and a professional 3.0 GPA. Candidates take the appropriate Praxis Content exam(s) and the PLT Praxis exam. The candidate's exit portfolio receives a final evaluation by the faculty advisor at completion of student teaching and course work. If evidence of meeting the content knowledge (NTS 8), technology (NTS 9), and diversity (CEHD 11) standards did not occur at the midpoint, candidates must be assessed on these standards in the exit portfolio. Candidates must show evidence of meeting proficiency on a unit key assessment rubric attached to the portfolio, "Impact on P-12 Student Learning." All Kentucky NTS and ½ of each standard's indicators must be at the target or acceptable level in the exit portfolio. The Education Advising Center (EAC) conducts a degree audit prior to the candidate's completion of the program. Candidates are informed of graduation application and TC1 employment application procedures.

Table 12 is a graphic representation of the CARDS 1-3 assessment system used for all initial certification programs.

Table 12
Initial Certification Programs: Continuous Assessment Record and Documentation
System (CARDS 1-3)

			
Criteria	CARDS 1 Admission	CARDS 2 Pre-clinical/Midpoint	CARDS 3 Clinical Practice/ Completion
Required Check-Points	<p>Admissions Check-Points: Written Communication: ENG 102 (C or above) or equivalent writing course, 3.5 or better on the writing section of the GRE</p> <p>Oral Communication: Speech communication or equivalent (C or above) or speech proficiency exam</p> <p>3 letters of Recommendations (faculty, professional/community, and work with children/adolescents)</p> <p>CARDS 1 Interview: Program Faculty and School Partners</p> <p>Statement of Understanding of Admissions Guidelines Signed statement in application</p> <p>Curriculum Contract (must be signed by advisor and candidate and submitted to the Education Advising Center)</p> <p>Personal Statement</p> <p>Medical/Physical Form (Alt Cert MAT, completed for employment)</p> <p>TB Form (Alt Cert MAT, completed for employment)</p> <p>State Criminal Records Check (Alt Cert MAT, completed for employment)</p>	<p>Midpoint Check-Points: Field Experience Required Checks: Background Check</p> <p>Student Teaching Required Checks: State Criminal Records Check Medical/Physical Form TB Form Liability Insurance Information</p> <p>Recommendation for Student Teaching</p>	<p>Program Completion Check-Points:</p> <p>Graduation Application (EAC) TC 1 Completed for Employment Application</p> <p>Degree Audit</p>
Orientations	Candidates are required to attend a Program Orientation upon admission	Student Teaching Orientation	
Academic Content and Professional Knowledge GPA and Minimum Credit Hours	GPA: Cumulative 2.75 (Suggested Minimum) 45 Semester Credit Hours (UG)	GPA: Cumulative 2.75 Professional GPA 3.0 (Suggested Minimums)	GPA: Cumulative 2.75 Professional GPA 3.0 (Suggested Minimums)
Academic Competency: Content Knowledge	Academic Competency: Suggested minimum ACT-21 or SAT- 990 or PPST scores (R-173, M-173, W-	Unit Assessment for Content Knowledge (Midpoint Portfolio for NTS 8)	Unit Assessment for Content Knowledge (Exit Portfolio for NTS 8)

	172) GRE-800 (MAT) Praxis II: Middle/Secondary (MAT-must take, Alt Cert MAT-must pass)		Pass Praxis II Pass PLT Exam
Conceptual Framework Constructs	Ideas to Action Holistic Construct Rubric (Personal Statement, Letters of Recommendation, Interview, etc.)	Ideas to Action Holistic Construct Rubric (Hallmark Assessments and Rationale provided in the midpoint portfolio)	Ideas to Action Holistic Construct Rubric (Hallmark Assessments and Rationale provided in the exit portfolio)
Unit Dispositions	Conceptual Framework— Ideas to Action Unit Dispositions Rubric (Personal Statement, Interview, etc.)	Conceptual Framework— Ideas to Action Unit Dispositions Rubric (Midpoint Portfolio) Teacher Candidate Dispositions Assessment (Methods Course)	Conceptual Framework— Ideas to Action Unit Dispositions Rubric (Exit Portfolio) Teacher Candidate Dispositions Assessment (Student Teaching)
Field and Clinical Placements		Field Hours- Minimum of 100 hours (UG) Minimum of 60 hours (MAT)	Student Teaching Observation Forms (4)
Code of Ethics	Kentucky Code of Ethics Signed statement in application	Kentucky Code of Ethics Student Teaching Orientation	
Technology	Acceptable Use of Technology Agreement	Unit Assessment for Technology (Midpoint Portfolio for NTS 9)	Unit Assessment for Technology (Exit Portfolio for NTS 9)
Diversity		Unit Assessment for Diversity (Midpoint Portfolio CEHD 11)	Unit Assessment for Diversity (Exit Portfolio CEHD 11)
Evidence of Planning		Unit Assessment for Evidence of Planning (Midpoint Portfolio NTS 1)	
Impact on P-12 Student Learning			Unit Assessment for Impact on P-12 Student Learning
Portfolio		Midpoint Portfolio: Kentucky New Teacher Standards (NTS) (½ standards and ½ of each standard's indicators)	Exit Portfolio: Kentucky New Teacher Standards (NTS) (all standards and ½ of each standard's indicators)

Advanced Certification Programs: CARDS 4-6

The College of Education and Human Development (CEHD) has defined three continuous assessment plan transition points for monitoring candidates through Advanced programs. Advanced programs are represented in CARDS 4-6 of the Continuous Assessment Record and Documentation System (CARDS). The CEHD assessment system collects and analyzes data on applicant qualifications and candidate and graduate performance in order to evaluate and improve the unit and its programs.

CARDS 4 Entry Point

Admission to an advanced educator preparation program is based on university Graduate requirements and a valid teaching license. Beginning in fall 2006, the state requirements for school counseling no longer include a valid teaching license. School counseling candidates are required to provide a personal statement, and faculty review the personal

statement and letters of recommendation for admission. All candidates have a suggested minimum cumulative GPA of 2.75, a suggested minimum GRE score of 800 (combined verbal and quantitative), and provide two letters of recommendation.

Assessment at the Point of Entry requires that all candidates entering CEHD be evaluated for meeting the School of Interdisciplinary and Graduate Studies requirements for graduate study at the university. ([http:// www.graduate.louisville.edu/apply](http://www.graduate.louisville.edu/apply)) The Education Advising Center staff organizes admission files and works collaboratively with a program faculty committee. The program committee continuously reviews applications and submits the admission decisions in consultation with the Education Advising Center (EAC) based on the above criteria. Upon admission candidates meet with an assigned faculty advisor who prepares a Curriculum Contract in collaboration with the candidate.

CARDS 5 Transition Point

Ongoing Assessment and Assessment of Progress at Midpoint. Hallmark Assessment Tasks (HATs) are used for ongoing candidate assessment in every CEHD course in an M.Ed. or Rank I program. Each HAT is defined with a rubric that includes a purpose, process, product, and assessment elements and is aligned with the appropriate professional standards (e.g., Kentucky Experienced Teacher Standards, CEHD Diversity Standard 11, ISLLC, etc.). As candidates progress through the program, there is ongoing development of a portfolio that incorporates unit key assessments as well as candidate-selected artifacts from other courses and clinical experiences related to standards. The teacher education candidate's Midpoint Portfolio must meet $\frac{1}{2}$ of the ETS standards and $\frac{1}{2}$ of each standard's indicators for MEd, and $\frac{1}{2}$ of the ETS standards and $\frac{3}{4}$ of each standard's indicators for Rank1 (Fall, 2008 Portfolio Guidelines require candidates to use the new Kentucky Teacher Standards). Other school professionals also submit midpoint portfolios prior to internship. The portfolio are assessed by an advisor using a standards-based portfolio rubric. The advisor may also complete unit key assessments of a candidate's evidence of planning, diversity, impact on P-12 student learning, and technology (either through artifacts submitted in the portfolio or assessed in a designated program course assignments). Also, during the midpoint there is a required evaluation of the candidate's portfolio using the *Ideas to Action* Holistic Construct rubric and *Ideas to Action* Unit Dispositions Assessment rubric (see Appendices C and D), which are aligned with the Conceptual Framework Constructs of Inquiry, Action, and Advocacy. The faculty advisor holistically assesses the candidate's letter to the reader, artifacts, and rationales provided in the midpoint portfolio, searching for the candidate's proficient understanding of the constructs and dispositions (evaluating the candidate's disposition to inform practice through inquiry and reflection; to critique and change practice through content, pedagogical, and professional knowledge; and to affirm and commit to principles of social justice, equity, and making a positive difference). Candidates must maintain a cumulative GPA of 3.0 in graduate course work.

CARDS 6 Exit Point

Exit from an Advanced program. As candidates progress through the program, there is continuous development of the portfolio that incorporates unit key assessments as well as artifacts from other course and clinical experiences related to standards. All Kentucky

ETS and $\frac{3}{4}$ of each standard's indicators must be met in the exit portfolio. The advanced teacher education candidate's Exit Portfolio must meet $\frac{1}{2}$ of the ETS standards and $\frac{1}{2}$ of each standard's indicators for MEd, and $\frac{1}{2}$ of the ETS standards and $\frac{3}{4}$ of each standard's indicators for Rank 1 (Fall, 2008 Portfolio Guidelines require candidates to use the new Kentucky Teacher Standards). Other school professionals also submit exit portfolios. The exit portfolio is assessed by the advisor using a standards-based rubric at the completion of the candidate's program and must meet appropriate standards at a target or acceptable level. Candidates show academic competency as evidenced by the ETS 2 portfolio entry or an equivalent standard in other school professional programs, and/or norm-referenced examination (i.e., PRAXIS, School Leader Licensure Assessments). The advisor must also complete advanced program unit key assessments of a candidate's evidence of planning, diversity, impact on P-12 student learning, technology (if not assessed in the midpoint evaluation) and clinical practice. Also, during the exit there is a required evaluation by the candidate's advisor using the *Ideas to Action* Holistic Construct rubric and *Ideas to Action* Unit Dispositions Assessment rubric (see Appendices C and D), which are aligned with the Conceptual Framework Constructs of Inquiry, Action, and Advocacy. The advisor uses the *Ideas to Action* Unit Dispositions rubric to assess the candidate's dispositions to inform practice through inquiry and reflection; to critique and change practice through content, pedagogical, and professional knowledge; and to affirm principles of social justice and equity and a commitment to making a positive difference. Candidates must maintain a cumulative GPA of 3.0 in graduate course work. All candidates are evaluated for clinical practice/internship/practicum at least once during their program using the Advanced Program Clinical Practice Rubric. Depending on the program, and in lieu of a portfolio, a candidate may have a thesis option or earn National Board for Professional Teaching Standards Certification for the exit requirement. If a candidate selects the thesis option, a committee of faculty supports the development, research methodology, writing, and defense of the candidate's study. The Education Advising Center (EAC) conducts a degree audit prior to the candidate's completion of the program. Candidates are informed of TC1 application procedures.

Table 13 provides a graphic visual of CARDS 4-6 for advanced educator preparation programs.

Table 13
Advanced Certification Programs: Continuous Assessment Record and
Documentation System (CARDS 4-6)

	 CARDS 4 Admission	 CARDS 5 Mid-Program	 CARDS 6 Completion
Required Check-Points	Admissions Check-Points: <i>(Requirements may vary by Department)</i> 2 Letters of Recommendation Personal Statement or Letter of Intent (School Counseling, School Social Work)	Mid-Program Check-Points: Curriculum Contract (must be signed by advisor and candidate and submitted to the Education Advising Center)	Program Completion Check-Points: Graduation Application (EAC) TC 1 Completed <i>Degree Audit</i>
Academic Content and Professional Knowledge (GPA)	GPA: Suggested minimum cumulative 2.75 Academic Competency: Suggested minimum GRE-800 (V+Q)	GPA: Cumulative 3.0	GPA: Cumulative 3.0
Academic Competency: Content Knowledge		ETS 2 Midpoint Portfolio or appropriate professional standard (other school professionals)	Exit Exam or Exit Portfolio (appropriate standard)
Code of Ethics	Valid teaching license, except school counseling and school social work		
Conceptual Framework Constructs		Ideas to Action Holistic Construct Rubric (Hallmark Assessments and Rationale provided in the midpoint portfolio)	Ideas to Action Holistic Construct Rubric (Hallmark Assessments and Rationale provided in the exit portfolio)
Conceptual Framework Unit Dispositions		Ideas to Action Unit Dispositions Rubric (midpoint portfolio)	Ideas to Action Unit Dispositions Rubric (exit portfolio)
Field and Clinical Placements			Clinical Practice/ Internship/Practicum Observation Form
Technology		Unit Assessment for Technology (Midpoint Portfolio)	Unit Assessment for Technology (Exit Portfolio)
Diversity		Unit Assessment for Diversity (Midpoint Portfolio)	Unit Assessment for Diversity (Exit Portfolio)
Evidence of Planning		Unit Assessment for Evidence of Planning	Unit Assessment for Evidence of Planning
Impact on P-12 Student Learning		Unit Assessment for Impact on P-12 Student Learning	Unit Assessment for Impact on P-12 Student Learning
Portfolio		Midpoint Portfolio: KY-ETS (½ standards and ½ indicators for MED, ½ standards and ¾ of each standard's indicators for Rank 1) ISSLC KY-COUNS Social Work	Exit Portfolio: KY-ETS (all standards and ½ indicators for MED, all standards and ¾ of each standard's indicators for Rank 1) ISSLC KY-COUNS Social Work

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

APPENDIX A
Alignment of Candidate Proficiencies with Institutional, State, and National Standards

Program	Level	Degree	Institutional Standards*	State Standards	National Standards
Programs for Initial Teacher Preparation					
Art Education (P-12)	Initial	Masters of Art in Teaching	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	National Art Education Association
Business and Marketing Education (5-12)	Initial	Masters of Art in Teaching	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	National Business Education Association **
Communication Disorders	Initial	Masters of Science	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	American Speech-Language-Hearing Association**
Early Elementary Education (P-5)	Initial	Bachelors/Masters of Art in Teaching	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	Association of Childhood Education International
English (5-9)	Initial	Masters of Art in Teaching	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	National Council of Teachers of English
English (8-12)	Initial	Masters of Art in Teaching	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	National Council of Teachers of English
Foreign Language in French and Spanish (P-12)	Initial	Masters of Art in Teaching	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	American Council on the Teaching of Foreign Languages
Health Education (P-12)	Initial	Masters of Art in Teaching (MAT)	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	American Association for Health Education

Program	Level	Degree	Institutional Standards*	State Standards	National Standards
Programs for Initial Teacher Preparation					
Interdisciplinary Early Childhood Education (B-P)	Initial	Bachelors/Masters of Art in Teaching (MAT)	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards for Interdisciplinary Early Childhood Education Birth to Primary	National Association for the Education of Young Children
Industrial Education	Initial	Masters	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	
Mathematics (5-9)	Initial	Masters of Arts in Teaching (MAT)	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	National Council of Teachers of Mathematics
Mathematics (8-12)	Initial	Masters of Arts in Teaching (MAT)	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	National Council of Teachers of Mathematics
Music Education (P-12)	Initial	Bachelors/Masters of Arts in Teaching (MAT)	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	National Association of Schools of Music**
Physical Education (P-12)	Initial	Bachelors/Masters of Arts in Teaching (MAT)	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	National Association of Sport and Physical Education
Science (5-9)	Initial	Masters of Arts in Teaching (MAT)	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	National Science Teachers Association
Science (8-12)	Initial	Masters of Arts in Teaching (MAT)	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	National Science Teachers Association
Social Studies (5-9)	Initial	Masters of Arts in Teaching (MAT)	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	National Council for the Social Studies
Social Studies (8-12)	Initial	Masters of Arts in Teaching (MAT)	Conceptual Framework Elements; Diversity Standard	Kentucky New Teacher Standards	National Council for the Social Studies

Programs for Advanced Preparation of Teachers and Other School Personnel

Educational Administration Program – Director of Special Education	Advanced	Masters, Rank 1	Conceptual Framework Elements	Interstate School Leaders Licensure Consortium (ISLLC); Technology Standards for School Administrators (TSSA)	Interstate School Leaders Licensure Consortium***
Educational Administration Program – School Principal	Advanced	Masters, Rank 1	Conceptual Framework Elements	ISLLC; TSSA	Interstate School Leaders Licensure Consortium***
Educational Administration Program – School Superintendent (P-12)	Advanced	Masters, Rank 1	Conceptual Framework Elements	ISLLC; TSSA	Interstate School Leaders Licensure Consortium***
Educational Administration Program – Supervisor of Instruction	Advanced	Masters, Rank 1	Conceptual Framework Elements	ISLLC; TSSA	Interstate School Leaders Licensure Consortium***
Elementary Education	Advanced	Masters, Rank 1	Conceptual Framework Elements, EDTL Diversity Standard	Kentucky Experienced Teacher Standards	
English as a Second Language Endorsement (P-12)	Advanced	Rank 1, Endorsement	Conceptual Framework Elements	Kentucky Experienced Teacher Standards	Teachers of English to Speakers of Other Language, Inc. (TESOL)
Guidance Counseling	Advanced	Masters, Rank 1	Conceptual Framework Elements		
Instructional Computer	Advanced	Masters, Rank 1	Conceptual Framework Elements, EDTL	Kentucky Experienced Teacher	Association for Education Communications and

Programs for Advanced Preparation of Teachers and Other School Personnel

Technology			Diversity Standard	Standards	Technology; International Society for Technology in Education; International Technology Education Association
Middle School Education	Advanced	Masters, Rank 1	Conceptual Framework Elements, ECTL Diversity Standard	Kentucky Experienced Teacher Standards	
Reading and Writing Endorsement (P-12)	Advanced	Masters, Endorsement	Conceptual Framework Elements; ECTL Diversity Standard	Kentucky Experienced Teacher Standards	International Reading Association
Special Education: Learning and Behavior Disorders (P-12)	Advanced	Masters, Rank 1, Add-on certification	Conceptual Framework Elements; ECTL Diversity Standard	Kentucky Experienced Teacher Standards	Council for Exceptional Children
Special Education: Moderate and Severe Disabilities (P-12)	Advanced	Masters, Rank 1, Add-on certification	Conceptual Framework Elements; ECTL Diversity Standard	Kentucky Experienced Teacher Standards	Council for Exceptional Children
School Social Worker	Advanced	Masters, Post-Masters	Conceptual Framework Elements	Kentucky Experienced Teacher Standards	Council on Social Work Education**
Secondary Education	Advanced	Masters, Rank 1	Conceptual Framework Elements; ECTL Diversity Standard	Kentucky Experienced Teacher Standards	
Vision Impairment	Advanced	Rank 1, Add-on Certification	Conceptual Framework Elements; ECTL Diversity Standard	Kentucky Experienced Teacher Standards	

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

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

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

APPENDIX B

Sampling of Initial and Advanced Program Coursework Related to Diversity

Course	Title	Description
EDTP 201	The Teaching Profession	Candidates participate in a variety of activities in urban classrooms. They show how issues of race, class, gender and ability influence educational opportunities for students at various ages and in various contexts. The hallmark assessment is an ethnography of a classroom.
ECPY 407/607	Human Growth & Development/Learning Theory	Basic principles of learning theory and human development (including behaviorism, cognitive, and cultural historical activity theory and physical, social, cognitive, emotional, language, and cultural development) as they apply to children and youth including those with special needs.
ECPY 663	Multicultural and Diversity Issues	Emphasis is placed on developing effective communication skills in multicultural settings. Focus is directed toward various cultural and ethnic groups.
EDAP 606	Orientation and Readings	Addresses goals of schooling in a democratic society, students' achievement differences and related issues (teacher aims, assumptions, expectations, and efficacy; economic and cultural influences), and instructional practices for supporting educational achievement for all students.
EDAP 625	Social and Ethical Development in Teaching	The course focuses on social justice and its imperative in education. Students in this course read, reflect, and participate in projects that focus on multicultural, culturally responsive, and anti-racist communities of learners.
EDAP 642	Literacy Learning and Culture Differences	Explores the current knowledge base and theoretical frameworks used to explain differential achievement rates between students of diverse cultural, ethnic, and linguistic backgrounds.
EDSP 540	Introduction to Exceptional Children	A survey course designed to acquaint students with all types of exceptional children--physically and mentally handicapped, socially and emotionally disturbed, and the gifted; methods of adapting education to meet the needs of these children.
EDSP 545	Exceptional Child in the Regular Program	Teacher candidates develop lesson plans and Specially Design Instruction (SDI) for exceptional learners. In addition, the teacher candidate will have the practical experience of analyzing and synthesizing their own teaching with peer feedback.
EDSP 618	Instructional Technology for Students with Special Needs	Designed to provide information about the use of instructional technology for students with learning disabilities. Lectures, video presentations, and required readings are combined to provide a basic foundation of skills.
EDSP 642	Assessment Procedures for LBD	Analyzes and evaluates the assessment procedures for children with learning disorders in the academic and social behavior areas. Teacher candidates develop a curriculum-based assessment for an academic area.
EDTP 503	Developing Cross-Cultural Competence	Extends the principles of curriculum, development, teaching, and learning introduced in previous courses to working with students from diverse, ethnic, racial, linguistic, and socioeconomic backgrounds.
EDTP 505	Challenging Advanced Learners	Study of methods for identifying gifted/talented students and differentiating curriculum and instruction to meet their needs.
EDTP 607/608/609	Content Special Methods	Candidates learn to affirm and address appropriately differences (special needs, behavioral, gender, race, language, learning styles) among students, to integrate a variety of experiences that reflect the specific and cultural needs of students, and to provide opportunities for students to develop decision making skills as

		active members of the classroom.
EDTP 602	Exploring Teaching	Teacher candidates are made aware of the ways in which multiple and overlapping contexts (social, cultural, political, and historical) influence their future work as classroom teachers.
ELFH 607	Principles of Educational Leadership	Candidates learn to study complex organizations to better understand behavior as it exists among diverse constituents. The role of diversity is explored to increase understanding of diversity issues faced in urban environments.
ELFH 609	Internship in Educational Leadership	Field-based, monitored leadership application activities. Emphasis is upon elements of the Kentucky Education Reform Act and its implementation. All experiences for principals, supervisors of instruction, superintendents, and special education directors are completed in a diverse environment. Candidates examine achievement data to determine achievement gaps and their effect on a diverse population.
ELFH 679	Superintendency Practicum	Field-based, monitored leadership application activities. The student learns by doing administrative work. Emphasis is upon elements of the Kentucky Education Reform Act and its implementation. All experiences for principals, supervisors of instruction, superintendents and special education directors are completed in a diverse environment. Candidates examine achievement data to determine achievement gaps and their effect on a diverse population.
ELFH 720	Advanced Internship	Field-based, monitored leadership application activities augmented by seminars that assemble interns for reflection and informed discussions. All experiences for principals, supervisors of instruction, superintendents and special education directors are completed in a diverse environment. Candidates once again examine achievement data to determine achievement gaps and their effect on a diverse population. Internship plan is reviewed by university supervisors for inclusion of diversity.
SW 642	Advanced Practice III	Candidates apply the skills learned in Advanced Practice I and Advanced Practice II to a project aimed at solving a social problem. In the context of social work, these social problems almost always involve diverse populations.
SW 673	Advanced Field Practicum III	Candidates gain valuable experience engaging in social work practice with diverse clients and client systems
CMDS 602	Articulation and Phonology	Procedures for diagnosing disorders in phonology/articulation are examined. Students identify speech and language differences associated with cultural background and how linguistic and cultural backgrounds affect articulation.

APPENDIX C

Ideas to Action Holistic Constructs Rubric

Student Name: _____ **Term:** _____ **Year:** _____

	Target	Acceptable	Unacceptable	N/A
Organization	Ideas are generally arranged logically to support the candidate’s knowledge. The overall structure is coherent. Transitions connect ideas and evidence. There may be minor lapses.	Although there is evidence of logical organization, there are still places where the organization is confusing. The paragraphing may be choppy and disjointed and the overall structure is generally simplistic. This writer uses some transitions but not skillfully.	The ideas presented lack logical organization. The composition is confusing and may seem disconnected from the content. It may be difficult to follow the presentation of ideas. There are few transitions between ideas.	
Inquiry	The candidate presents balanced information to support a central purpose. Evidence is presented to demonstrate understanding of the definition and value of the conceptual framework construct.	The candidate presents balanced information to support a central purpose. Evidence is presented to demonstrate understanding of the conceptual framework construct. Evidence may be vague and inconsistent in some areas.	The candidate does not present balanced information to support a central purpose. There is no evidence to demonstrate understanding of the definition and value of the conceptual framework construct or the evidence presented is poor.	
Action	The candidate presents balanced information to support a central purpose. Evidence is presented to demonstrate understanding of the definition and value of the conceptual framework construct.	The candidate presents balanced information to support a central purpose. Evidence is presented to demonstrate understanding of the conceptual framework construct. Evidence may be vague and inconsistent in some areas.	The candidate does not present balanced information to support a central purpose. There is no evidence to demonstrate understanding of the definition and value of the conceptual framework construct or the evidence presented is poor.	
Advocacy	The candidate presents balanced information to support a central purpose. Evidence is presented to demonstrate understanding of the definition and value of the conceptual framework construct.	The candidate presents balanced information to support a central purpose. Evidence is presented to demonstrate understanding of the conceptual framework construct. Evidence may be vague and inconsistent in some areas.	The candidate does not present balanced information to support a central purpose. There is no evidence to demonstrate understanding of the definition and value of the conceptual framework construct or the evidence presented is poor.	
Purpose	The candidate’s purpose is generally clear. The tone is generally appropriate for the audience. May be minor lapses in effectiveness.	Evidence of a purpose is provided but may be lapses in depth of development.	The purpose is unclear. Either the candidate does not articulate a purpose or provides conflicting statements of purpose. The evidence and tone are inappropriate for the audience.	

APPENDIX D

Ideas to Action Unit Dispositions Assessment

Student Name: _____ **Term:** _____ **Year:** _____

	Target	Acceptable	Unacceptable	N/A
I: Exhibits a disposition to inform practice through inquiry and reflection	The candidate presents balanced information to support a central purpose. Evidence presented in artifacts and rationale, demonstrate a disposition to inform practice through inquiry and reflection.	The candidate presents balanced information to support a central purpose. Evidence presented in artifacts and rationale, demonstrate a disposition to inform practice through inquiry and reflection. Evidence may be vague and inconsistent in some areas.	The candidate does not present balanced information to support a central purpose. There is no evidence presented in artifacts and rationale to demonstrate a disposition to inform practice through inquiry and reflection or the evidence presented is poor.	
II: Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge	The candidate presents balanced information to support a central purpose. Evidence presented in artifacts and rationale, demonstrate a disposition to critique and change practice, through content, pedagogical and professional knowledge.	The candidate presents balanced information to support a central purpose. Evidence presented in artifacts and rationale, demonstrate a disposition to critique and change practice, through content, pedagogical and professional knowledge. Evidence may be vague and inconsistent in some areas.	The candidate does not present balanced information to support a central purpose. There is no evidence presented in artifacts and rationale to demonstrate a disposition to critique and change practice, through content, pedagogical and professional knowledge or the evidence presented is poor.	
III: Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference	The candidate presents balanced information to support a central purpose. Evidence presented in artifacts and rationale, demonstrate a disposition to affirm principles of social justice and equity and a commitment to making a positive difference	The candidate presents balanced information to support a central purpose. Evidence presented in artifacts and rationale, demonstrate a disposition to affirm principles of social justice and equity and a commitment to making a positive difference. Evidence may be vague and inconsistent in some areas.	The candidate does not present balanced information to support a central purpose. There is no evidence presented in artifacts and rationale to demonstrate a disposition to affirm principles of social justice and equity and a commitment to making a positive difference or the evidence presented is poor.	