Ball State University Conceptual Framework for Professional Education

The Professional Educator

Expertise
Engagement
Context

Understands Content • Understands Development
Understands Difference

Communicates • Manages & Motivates
Evaluates • Designs Instructional Strategies • Plans & Integrates

Reflects on Practice
Participates in the Professional Community

Expert Engagement in Context
A Conceptual Framework for Professional Education
Ball State University

Our conceptual framework establishes Ball State University's shared vision for preparing professional educators at initial and advanced levels. It summarizes our philosophy, our professional commitments, and declares what we value and what we are trying to accomplish in the formation of professional educators (teachers, educational leadership and administration) and educational professionals (school counseling, counseling, school and educational psychology).

Vision and Mission of the Institution and Unit

Ball State University's vision is to be a "national model of excellence for challenging, learner-centered academic communities that advance knowledge and improve economic vitality and quality of life" (BSU Strategic Plan 2007-2012). BSU's mission, therefore is threefold, seeking to inspire undergraduate and graduate students by

- "offering action-oriented learning, including immersive out-of-class experiences, research and study abroad.
- providing extraordinary access to and collaboration with professors who create scholarship to advance knowledge, improve teaching, and transform learning
- engaging state, national, and international communities to enhance educational, economic, and cultural development" (Strategic Plan, p.2).
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The professional education programs at Ball State have synthesized the values of the institution's vision and mission and redefined them emphasizing the educational components of the statements. Therefore, the unit's vision and mission highlight teaching excellence, applied research to enhance practice, and service to improve the quality of life in community and professional settings. To meet these goals, the unit is committed to

- offering outstanding programs for the preparation of professional educators and human service providers;
- implementing a performance assessment system for evaluating educational candidates,
- supporting experimental and innovative teaching and learning;
- fostering demonstration and research opportunities for P-12 educational professionals;
- offering high-quality programs and services for gender, linguistically, and culturally diverse learners and those with special needs;
- providing educational and human resource services aimed at improving quality of life for citizens;
- developing and disseminating strategies for effective technology use;
- expanding meaningful international and multicultural experiences/opportunities for candidates; and

- offering an outstanding and diverse faculty of teacher-scholars (Teachers College Mission Statement, 2008)

The vision statements for both the institution and unit promote quality, innovative educational opportunities designed to establish a supportive and positive climate that advocates respect for all cultures and considers all perspectives. Both wish to offer candidates opportunities to put their knowledge and skills into practice through community based immersion to help identify and solve "real world" issues. The professional education programs at BSU want to produce candidates that not only have the knowledge and skill sets to be effective educational professionals but to engage with the broader community in effective ways to improve educational opportunities for all stakeholders.

Philosophy, Purposes, Goals, and Institutional Standards of the Unit

Philosophy

There is evidence that the content and orientation of teacher preparation programs are strong influences on teacher learning. The Teacher Education and Learning to Teach (TELT) study found that differences in knowledge about instructional practices, diverse learners, and subject matter among pre-service teacher candidates was partly a function of their *knowledge of the conceptual orientation of the program* (National Center for Research on Teacher Learning, 1993). The TELT study reported that the "content and orientation of the programs is more likely to influence teacher learning" (p. 4) than is the structure or duration of programs. BSU professional education programs have selected three themes around which to orient their belief system. These are expertise, engagement, and context, with the conceptual framework summarized as

> *The mission of the professional education unit at Ball State University is to prepare engaged educational experts who are sensitive and responsive to the contextual bases of teaching, learning, and development.*

Each theme encompasses a set of assumptions about teaching, learning, and professional competence. Each implies a set of commitments for professional education at BSU and provides criteria for on-going assessment of the unit's efforts. Each acknowledges the complexity of the learning setting in today's schools where diverse students interact within diverse contexts.

Purposes/Goals

The broad goal of the educational programs at BSU is to prepare candidates with the knowledge and skills to meet the challenges of educational systems made up of learners who vary in their backgrounds and abilities using the three themes as an organizational tool. Candidates also will train to become partners with others in the community to foster positive growth in students. The themes are consistent with the mission of the institution and unit in terms of supporting transformational learning and problem-solving.

Expertise is defined as the development of competence in such knowledge areas as

- subject matter;
- pedagogy and pedagogical content (including technology);
- developmental characteristics of learners and of learning;
- the influence of culture on the development of learners and of learning;
- the purposes and ends of education more generally; and
- professional conduct in the classroom.

Engagement is defined as the development of skills in areas such as

- creating complex learning environments and ecologically-valid tasks such as case-based instruction, authentic tasks, and situated learning strategies;
- creating learning environments that emphasize collaboration, social negotiation, and shared responsibility for learning;
- providing multiple representations of content using analogies, examples, and metaphors with an understanding of the interrelationship between culture and learning;
- helping students understand their own role in constructing knowledge;
- emphasizing student-centered instruction, which includes inquiry and problem-based learning ideally within cooperative learning groups.

Context is defined by the growth of competence in

- utilizing professional best practice during encounters with students and clients;
- working to strengthen linkages among developmental settings (home, school, neighborhood) that influence students and clients;
- the understanding of cultural values and beliefs and the ability to apply these to instruction; and
- engaging the broader systems within societies to better cultivate the developmental and educational assets of the community.

Institutional Standards

The professional education unit at BSU is committed to the ideals of the "engaged university." The commitment of the unit to engage stakeholder communities is exemplified in numerous programs, services, and initiatives. For example, the Office of Outreach Programs at the Indiana Academy for Science, Mathematics and Humanities, in partnership with the Field Museum in Chicago, and the Smithsonian National Museum of Natural History, offers electronic field trips to students from across the country, using satellite and web-based technology. The Indiana Academy provides foreign language instruction using distance education technology. The Department of Special Education, in collaboration with the Indiana School for the Deaf, offers special education candidates a residential field experience in which they can work with deaf children and deaf educators. Counseling and school psychology candidates complete practicum placements and offer clinical services to local individuals and school districts. Additionally, the Professional Development School

program affords both faculty and candidates the opportunity to partner with regional school districts for both research and teacher preparation. These and other initiatives clearly demonstrate the deep commitment of Teachers College to a policy of engagement with its constituencies and stakeholders.

The conceptual framework presents guidelines for departments and centers associated with the professional education unit with respect to the development of programs, curricula, and other initiatives. Generally, the commitment to the framework encourages academic units to

- provide opportunities for continuing professional development and life-long learning, including the provision of certificate programs, advanced degrees, continuing education credits, alternative licensure options, and other educational initiatives;
- develop the technological resources that would enable the unit to deliver educational opportunities to stakeholder communities beyond the immediate Ball State campus;
- offer site-based and field-based practicum experiences, both to maximize the contextual-relevance and ecological competence of our candidates and to project university-based clinic services to the community;
- encourage partnerships and collaboration with community organizations to address pressing public issues;
- strengthen and extend partnerships with school corporations to improve academic achievement of P-12 students, promote professional development, and enhance the clinical components of preservice teacher education;
- engage in joint venture and collaborative research that informs policy at any level within the ecological settings of education and development;
- stage colloquia, workshops, panel discussions, conferences, and other opportunities to share the results of research to stakeholder groups, to make visible the practices of scholarship, and to model the "deliberative character" of academic citizenship;
- encourage "hands-on" pedagogy in coursework, including collaborative inquiry, project-based learning, experiential learning, and service learning;
- provide "education for pluralism" that treats cultural diversity as a resource.

Diversity and Technology

As noted above and within the unit's standards, diversity and technology are treated as foundational competencies and infused throughout all aspects of the framework. Both are integral to the mission of the institution and unit and inform all aspects of practice. Indeed, their synergistic influence means they cannot be easily separated from the goals of dynamic educational programs.

Diversity. "The impact of increasing diversity is not limited to traditional definitions of the term that are based most commonly on 'cultural' differences as reflected by the proxy variables of race or ethnicity" (Ortiz, Flanagan, & Dynda, 2008, p. 1723-1724). Instead, cultural diversity must consider all the unique influences on the individual's development that can influence learning. These may include family constitution, socioeconomic status, level of acculturation, sexual orientation, language fluency, and presence of exceptionality to name a few (Miranda, 2008). Indeed, aspects of diversity strongly overlap with the theme of context.

To prepare for diversity, the candidate must have knowledge of the various elements that comprise diversity but also an appreciation for the candidate's own background and possible biases. Darling-Hammond (2006) noted that the cultural differences between teachers and students can oftentimes influence teachers' choice of employment setting. New teachers have to be given the coursework, supervision, and applied experiences that allow them to adjust their perspectives and not revert to preconceived ideas about diversity or diverse students (Edwards, 2005; Kroll, 2004). Additionally, developing competencies must address contextual and communication issues that arise in multicultural situations.

Diversity is defined by the growth of candidate proficiencies in such areas as

- understanding the effect of cultural diversity on communication in the classroom;
- adjusting approaches to learning to take into account diverse styles or skill levels;
- knowledge about exceptionalities in learning;
- incorporating students' experiences/background into the context of instruction;
- sensitivity to differences in perspective and family background;
- creating a learning community in which all learners are accepted and expected to achieve.

Technology. Education has embraced technology to aid in teaching and communicating with children and parents (Pfohl & Pfohl, 2008; Weise, 2008). As with diversity, not only must educational professionals understand and develop expertise in technology for their personal use but must consider the ramifications of on-line learning and available databases on educational opportunities for their students and the community. Technology can engage learners in different ways and also improve communication options with parents and other professionals. The Department of Education (2009), in discussing educational reform, stated the importance of technology for all students to offer high-quality educational opportunities. Technology can perform as a tutor, communicator, or exploratory tool. Technology then would seem an important contributor to the theme of engagement. Authentic uses of technology can help to develop problem-solving skills and prepare students for life outside of school. McLester (2008) challenged adults to try to keep children from technology. She implied that today's youth are digital "natives" who think nothing of communicating and collaborating across place. As such, the various systems and communities present in a school can be explored or expanded. Consequently, proficiency in technology plays an increasingly important role in instructional practice. The university's commitment to technology has been integrated into the expectations for our initial and advanced programs.

Technology is defined by the growth of candidate proficiencies in such areas as

- using web-based resources to plan lessons or enrich curriculum;
- assisting students to use technology as a learning tool;
- interacting with parents through a variety of communication options;
- charting student progress and assessing instructional success;
- fostering problem-solving ability and student collaboration through available technologies.

Knowledge Bases That Drive the Work of the Unit (for a complete literature review of the development of the conceptual framework, see Lapsley, 2002)

Context

The conceptual framework arose out a consideration of research and practice dealing with children's development and learning. One of the central ideas is that of contextualism because this theme is central for our understanding of the student and client. Therefore, context unites the initial and advanced programs because they must dedicate themselves to understanding the individuals they are to serve in terms of their backgrounds and community systems.

A greater appreciation of the complexity of developmental and educational processes exists now than two or three decades ago. In the past, the learner was viewed as passive, implying that learning or development was something that happens *to* children, from the outside-*in*. It also implied a model of *teaching* that assumed active transfer of knowledge on the part of the teacher. Now it is understood that the context of learning and of child development is not a simple stimulus environment to which the child merely reacts but that the learning setting consists instead of overlapping levels of organization, including biological, psychological, social, and cultural processes that dynamically interact throughout the life course (Lerner, 1991; Lerner & Kaufman, 1985). The interdependence among these levels of organization and their interaction, suggests that there is considerable variation in students' trajectories of development. There is inter-individual variability in intra-individual change as well as considerable individual difference on any variable of interest. This perspective implies that children are active producers of their own development, constructors of meaning and their learning environment, and capable of initiating alterations in their own developmental sequence (Lerner & Busch-Rossnagel, 1981). Lerner (1995) called this perspective *developmental contextualism*.

Developmental contextualism, compatible with Bronfenbrenner's (1979) "ecology of human development," asserts that there is a dynamic, reciprocal interaction between the dispositions, interests, capacities, and potentialities of the child and the socializing structures of the learning or developmental context. Consequently, educational interventions that focus only on "learner" without also addressing "context" are bound to fail. Educational regimes that ignore the multiplicity and diversity of developmental contexts represented by students will fall far short of their instructional and developmental objectives. In turn, instruction and learning are not simple matters of arranging or structuring environments. Children and candidates are dynamically active in the construction of their own developmental progress in context (Edwards, 2005: Kroll; 2004). Hence educational interventions that focus only on "context" without addressing "learner" are bound to fail. Learner and context are inextricably linked and cannot be separated.

A contextual or ecological approach to education prepares educational candidates to be sensitive to the personal and contextual influences on student learning and development, and

the ways in which successful adjustment can be promoted (Cole & Griffin, 1987; Greene, 1989; Kroll, 2004). Additionally, an ecological approach to education means a commitment on the part of professionals to be active in their communities, in settings outside of the classroom, school building and clinic, in order to maximize the possibilities of positive youth development (Oakes, Quartz, Ryan, & Lipton, 2000). One hallmark, then, of a BSU candidate is a willingness to be actively engaged in all relevant settings that influence educational outcomes, to be engaged in collaborative partnerships with families, civic organizations, community structures, and political entities to influence the ecology of youth development.

Additionally, the reality of ecological contextualism requires a candidate to be able to engage others and operate responsibly in diverse settings and be responsive to multiple contextual realities. This necessitates that initial and advanced programs encourage candidates to experience diverse contexts and interact with other stakeholders in ways that allow them to evolve in their use of multiple methods of pedagogy and recognize the different worldviews present in their students and clients. Therefore, candidates learn about the following perspectives.

- Individual differences are normative. There is significant variability in the pace of learning that is affected by the interaction of students' characteristics and the systems in which they function.
- There is considerable plasticity in learning, development, and adaptation. Consequently, diverse outcomes may be expected. It behooves candidates to be creative and adaptive in the way in which they instruct or intervene with the learner and his/her family.
- Constant change occurs across the lifespan. There are always opportunities for growth and change given the appropriated instruction or intervention.

Implications for advanced programs. Although initial programs address context as a central theme of primary training, advanced programs for educational professionals and school service personnel prepare for more intensive or complex forms of intervention or instruction. Hallmarks of excellence in preparation are seen in professional candidates who have learned to

- be well versed in the systemic components of development, teaching, and learning. They understand effective school organization and are skilled at educational/psychological diagnosis and academic or clinical interventions;
- analyze educational and clinical options for intervention and adapt them to the needs of diverse learners;
- foster community understanding of learning needs by utilizing skills to advance continuity between contextual levels and recognizing the assets and strengths of the community support system;
- seek to maximize educational and adaptational objectives through healthy community development;
- provide effective leadership in both school and communities to develop and support learning opportunities for all students.

Engagement

The theme of engagement directly follows from the ecological and contextual approach to education. It supports a constructivist view of teaching and learning. Therefore, the child is an active producer of his or her own development, and is in dynamic interaction with intersecting and overlapping contextual systems. From this idea the unit derives a commitment to constructivist principles of teaching and learning. A constructivist orientation to teaching and learning is likely to have a salutary influence on candidates enrolled in teacher education programs and on the professional practices of program graduates. Tatoo (1998) showed, for example, that a constructivist orientation is more likely to promote professional norms among teacher-graduates regarding best practice, the purposes of education, and the direction of school reform.

Constructivism is not a unitary concept (Edwards, 2005; Prawat, 1996; Perkins, 1999). Some versions of constructivism are derived from schema theory or information-processing considerations (Anderson, 1983; Gagne, Yekovich, & Yekovich, 1993; Resnick, 1981) whereas others emphasize the social-psychological (Gergen, 1994, 1995) or social-cultural basis of constructivism (Hickey, 1997; Vygotsky, 1978). Yet there is a core set of constructivist principles around which to fashion an orientation to teacher education.

It is a central claim for this approach that knowledge is actively created, interpreted, situated, and context-bound (Brown, Collins, Guguid, 1989; Lerman, 1989). It is also claimed that learning is mediated by the cognitive activity of students (Anderson, 1989) and that knowledge is constructed through social interaction, collaboration, and negotiation. There is a significant knowledge base that supports use of constructivist theories of learning and instruction as the centerpiece of a teacher education curriculum. However, as Anderson (1989, p. 85-86) put it,

> "If teacher educators wish to have a significant impact on preservice and beginning teachers' most basic conceptions, they must seriously consider not only what is the knowledge base but also how to organize it for presentation in a manner that results in significant conceptual change toward a cognitive, constructivist perspective."

A constructivist orientation suggests a view of learning that draws attention to the cognitive activity of the student as the decisive variable in the construction of knowledge. Student achievement and failure are linked to the operation of certain cognitive processes (or their absence), and not to the immutable characteristics of students (Anderson, 1989). These processes include the schemata and prior knowledge that students bring to the task; the availability and selection of relevant strategies; their capacity and motivation for self-regulated learning; their meta-cognitive ability and their ability to *engage* in "good-information processing" more generally (Pressley, Borkowski, & Schneider, 1987, 1989; Pressley, Harris, & Marks, 1992). Constructivist pedagogy attends to the stimulation of these cognitive processes on any learning task.

Constructivist pedagogy is compatible with the notion of *engaged learning* (Jones, Valdez, Nowakowski, & Rasmussen, 1994). This perspective envisions students who are self-motivated, self-regulated, goal-directed learners, who engage in strategic, collaborative problem solving. They encounter tasks that are authentic, complex, thematic, interdisciplinary, and integrative. Engaged learning embraces performance-based assessment and instructional models that are interactive, constructive, and generative (The Department of Education, 2009). Collaborative, flexible, heterogeneous groupings are preferred. Teachers are viewed as facilitators, guides, and co-investigators. Students are viewed with the metaphors explorer, apprentice, and producer of knowledge.

A constructivist approach encourages the development of a richer knowledge base in students (Tyajala, 1999) and solidifies a commitment to professional norms of best practice among preservice and beginning teachers (Tatoo, 1998). However, social relatedness also can be a key element to motivation and academic engagement. For instance, Hughes and her associates (Hughes, Luo, Kwok, & Loyd, 2008: Hughes & Kwok, 2007) reported that an accepting atmosphere or sense of belonging could affect engagement in the classroom. Particularly noteworthy was that minority (African American) students may find their teachers less supporting and that this lessened engagement can be found in parent-teacher relationships as well. Hughes and Kwok (2007) found that early achievement appeared to be higher when students and parents experienced support from teachers.

Candidates are therefore exposed and encouraged to experience the following:

- site- and field-based practica and internships that maximize the competence of candidates to deal with diverse clientele both in schools and clinical settings as well as offer university-based clinical services to the community;
- authentic learning tasks including those that are technology based that increase problem solving and collaborative capacities;
- opportunities for continuing professional development and life-long learning, including certificate programs, advanced degrees, continuing education credits, and alternative licensing options;
- prospects for partnerships with community organizations to address public educational and mental health issues;
- options for staging colloquia, workshops, inservices, and other venues to share research and intervention results with stakeholders;
- collaborative research opportunities that inform educational policy or interventions; and
- programs that emphasize multicultural education where diversity is viewed as a valuable resource (Hernandez Sheets, 2005).

Implications for advanced programs. As with context, the meaning of engagement for advanced candidates is expanded beyond the training concerns of candidates in initial programs who are learning to master the theories and practices of collaboration. Advanced programs are further distinguished by

- commitment to active engagement with the scholarship of one's discipline;

- active contributions to one's professional community; and
- dedication to developing expertise through continuing professional preparation.

It is critical for engaged educational professionals not only to exemplify a commitment to constructivist best practice, and to find ways to encourage "good information-processing," but to be *expert* in pedagogical content knowledge. Expertise is the third pillar of BSU's conceptual framework.

Expertise

There is mounting evidence that graduates of university-based teacher education programs enjoy numerous advantages over teachers admitted to the profession through alternative routes (Darling-Hammond, 2000; Evertson, Hawley, & Zlotnick, 1985; Greenberg, 1983). As Darling-Hammond (2000, p. 167) put it:

> "In fields ranging from mathematics and science to vocational education, reading, elementary education, and early childhood education, researchers have found that teachers who have greater knowledge of teaching and learning are more highly rated and are more effective with students, especially at tasks requiring higher order thinking and problem solving."

Teacher qualifications have a significant influence on student achievement, including performance on state-mandated achievement tests. Teachers who come through short-term, alternate route programs are more poorly rated by principals and colleagues on instructional practices, and their students learn less (Darling-Hammond, 1999). These graduates also report less satisfaction with their training and less commitment to remaining in teaching (Lutz & Hutton, 1989). This literature suggests, then, that teacher education *matters* (Borko, et al., 2000).

The comparative advantage of university-based teacher education lies partly in the access that candidates have to disciplinary bodies of knowledge regarding subject matter knowledge, pedagogy and pedagogical content knowledge, developmental characteristics of learners and of learning, and the purposes and ends of education more generally. The comparative advantage also is partly an outcome of the extended clinical practice that university-based education affords, but clinical practice alone, without access to relevant bodies of knowledge, is insufficient for training high quality educational professionals.

University-based teacher education provides a context for candidates to develop the requisite expertise required for professional conduct in the classroom. Expertise is, of course, a relative matter. We do not expect beginning teachers to be experts. One research group estimates that expertise requires at least ten years of active study, reflection, and practice (Weinert, Schrader, & Helmke, 1990). It is our view that initial candidates require a period of induction in order to make progress toward an acceptable degree of professional competence.

The knowledge base for educational practice has been conceptualized in various ways.

Shulman (1986, 1987) has distinguished several types of knowledge, such as:

- content knowledge of specific subject matter areas;
- knowledge of general pedagogical principles--broad principles of classroom management or organization;
- pedagogical content knowledge--how to transform subject matter content into formats that are comprehensible to learners, in light of their specific learning needs, developmental status, or background.

Pedagogical reasoning and content knowledge are domains unique to the teaching profession. Pedagogical content knowledge, in particular, "differentiates *expert teachers in a subject* area from *subject area experts*" (Cochran, DeRuiter, & King, 1993, p. 263). In addition to these domains, Shulman (1987) also includes knowledge of learners and their characteristics, educational contexts, and educational ends and purposes, which includes philosophical and historical perspectives.

There is considerable evidence demonstrating important differences between novice and expert teachers (e.g., Carter, Sabers, Cushing, Pinnegar, & Berliner, 1987: Hogan & Rabinowitz, 2009). Expert teachers possess knowledge structures that are better integrated in the form of schemas, prototypes, routines, plans, and propositional structures (Sternberg & Horvath, 1995). Their well-organized knowledge structures give experts an advantage for perceiving and interpreting classroom events (Carter, Cushing, Sabers, Stein, & Berliner, 1988). Expert teachers have better-scripted instructional routines (Leinhardt & Greeno, 1986), rely more upon procedural knowledge (Peterson & Comeaux, 1987), and are better able to adapt instruction to match the learning needs of individual students (Darling-Hammond & Berry, 2006; Fogerty, Wang, & Creek, 1983). They are more determined to reject student or background characteristics as an explanation for learning failures, and, hence have a greater sense of general and personal teaching efficacy than do novice teachers (Scardamalia & Bereiter, 1989). Therefore, the pursuit of expertise in the profession of education is a worthy goal to which our initial and advanced programs ascribe. To further expertise among candidates we encourage programs to use

- extended clinical practice, including scaffolded, coached and supervised instruction in practicum and internship experiences;
- ecologically-valid tasks, case-based instruction, situated learning strategies and realistic applications of content-knowledge to increase candidate understanding; and
- study of the literature in content and pedagogical knowledge areas.

Implications for advanced programs. Whereas the initial programs determine to begin the inculcation of expertise, the goal of advanced programs is to engage educational professionals and school service personnel in the project of expanding expertise. It does so by organizing post-graduate coursework and instructional experiences in ways that encourage the characteristic features of developing expertise. This is reflected in training models that emphasize

- a commitment to developing expertise through study, extended practice and on-going professional development;

- developing competence in modes of inquiry and scientific practice;
- expert application of program-specific disciplinary knowledge to problems of educational or clinical practice
- original scholarship and publication in accordance with the *scientist-practitioner model*.

Candidate Proficiencies Related to Expected Knowledge, Skills, and Dispositions, including Proficiencies Associated with Diversity and Technology that are Aligned with State, Professional, and Institution Standards

Initial Programs

Alignment with professional standards. Initial licensing programs are based on the ten principles developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The INTASC principles have been adopted not only by the institution but by the state of Indiana to reflect agreement about the aptitudes, attitudes, and skills that new teachers should display to be successful educators. The INTASC principles offer the mechanism upon which our conceptual framework themes are operationalized. Appendix 1 gives a complete accounting of the alignment of the unit's conception of the standards in relation to the conceptual framework (also see the conceptual framework logo).

Proficiencies related to diversity and technology. As noted in Appendix 1, INTASC principle 3 addresses diversity directly but aspects of diversity issues permeate many if not all of the principles. Aside from developing and acknowledging an understanding of our multicultural society, programs purposefully provide opportunities to interact with diverse citizens both within and outside the program. Faculty, students, and community stakeholders who increase our candidates' exposure and interaction to multicultural experiences are sought. Candidate practical experiences are tracked in terms of diversity opportunities so that additional interactions are designed intentionally to increase candidates' engagement with individuals unlike themselves. Given the size of the Ball State program, this **evolving** commitment to increasing multicultural experience is a challenging goal, but with our society's pattern of an increasingly multicultural nature, it is critical for candidates to understand, apply, and effectively evaluate best practices as they involve diverse students and families.

Technology competencies are addressed in INTASC principle 6 (see Appendix 1) and are critical to both candidate and student learning. In order to accomplish the goals of educational opportunity for all students, our candidates must demonstrate knowledge and skills related to technology use not only to access information but to consider how to better engage their future students in learning opportunities. Technology also assists in creating and fostering communication prospects with parents and other professionals. Therefore, the way in which candidate instructional strategies, assessment techniques, and methods of accountability are structured will depend on candidate proficiencies in technology. As part of BSU's role in the development of these competencies, all students use computers and other tools to complete course and program requirements. Faculty members both model the use of multi-media during instruction and expect students to show similar skill development. Digital portfolios are required of candidates in initial programs to encourage increasing technology

use and sophistication.

Advanced Programs

Alignment with professional standards. The advanced programs of the professional education unit range across numerous disciplines, content, and special program areas, some of which are governed by standards promulgated by professional associations. Although many of these standards address the circumstances of professional practice unique to specific program areas, the core themes of the Conceptual Framework for Advanced Programs are compatible with their general training objectives. Proficiencies for diversity and technology are specific to professional association requirements. Four examples of how the professional standards align with the Conceptual Framework for Advanced Programs are provided in the following appendices:

Appendix	Professional Standards
Appendix 2	National Board Certification
Appendix 3	National Association of School Psychologist (NASP)
Appendix 4	American Speech Language Hearing Association (ASHA)
Appendix 5	Interstate School Leaders Licensure Consortium (ISLLC) Council of Chief State School Officers (CCSSO)
Appendix 6	**Council for Accreditation of Counseling and Related Educational Programs (CACREP)**

Unit Assessment System

The standard "Assessment System and Unit Evaluation" mandates that a unit have an "assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs" (NCATE, 2001, p. 10). The conceptual framework stakes out a vision of the prototypic graduate of Ball State University's professional education programs. We intend to prepare students who become engaged experts in the educational professions. The Unit commits to systematic assessment of its efforts to reach this goal.

Assessment takes place at two levels. First, the unit assesses candidate performance at the level of individual classes and coursework in accordance with the content and developmental performance standards articulated by the Indiana Professional Standards Board (which are

based on INTASC Principles), and, at the unit level, in terms of "decision points" criteria. Second, the Unit commits to ongoing assessment of the Unit's ability to prepare competent professional educators by means of a "unit assessment protocol," which is systematically administered to graduates of unit programs. This dual-level unit assessment system reflects a commitment to continuous improvement of our ability to prepare competent, engaged educational professionals who have the knowledge, skills, and dispositions to promote student learning and positive developmental outcomes. For a thorough accounting of the assessment system, please reference the *Ball State University Professional Education Unit Assessment Handbook, July 2009*.

Unit Assessment System: Courses and Decision Points

Courses. At the direction and leadership of unit deans, the unit convened the Teacher Education Performance Assessment Steering Committee (TEPASC). This committee included a broad cross-section of faculty from across the university, working in collaboration to institute a unit-wide system of performance assessment of teacher education candidates. Interdisciplinary teams representing teacher licensure areas, education degree programs, and other stakeholder departments have been formed to align coursework in the various educational licensure areas with Indiana Professional Standards Board content and developmental performance standards. Performance indicators for each licensing standard are mapped onto relevant courses, along with an account of the artifacts that will be used to demonstrate authentic mastery of the standard. This curricular mapping of standards and artifacts are then compiled into rGrade, our unit assessment environment that shows where indicators are located in the curriculum, and what artifacts will count as performance indicators.

Each course in the initial preparation professional education curricula is required to explicitly reference the relevant INTASC principles that the course will address, and provide opportunities for students to demonstrate mastery of these principles by means of authentic performances that students might reference in a digital professional portfolio.

INTASC Principles also are the explicit focus of the Ball State University *Guide for the Evaluation of Student Teachers*. This *Guide* offers cooperating teachers and clinical teaching supervisors with explicit rubrics for assessing the degree to which student teachers demonstrate mastery of INTASC principles in authentic teaching performances. The rubrics provide evaluative criteria indicative of unsatisfactory, basic, proficient, and distinguished levels of performance, and reflect unit commitment, in collaboration with partnership schools, to align candidate proficiencies with professional and state standards, and to institute rigorous, standards- based performance assessment of candidate competencies. Courses in advanced preparation programs are required to explicitly reference the relevant SPA, NBPTS, and/or relevant state standards as appropriate for the program. Advanced programs also must provide opportunities for candidate to demonstrate mastery of these principles.

Decision Points. Undergraduate candidate performance is assessed at the unit level at four critical decision points in the professional formation of candidates. Successful completion of the requirements at each decision point marks growth in the acquisition of professional

proficiencies. For a detailed review of the decision points and assessment structure, please see the Unit Assessment Handbook. Programs for advanced candidates are more individualized but incorporate a four-decision point model as well. For these programs, the initial decision point involves meeting admission requirements and the last involves completion of all degree/licensing requirements. Progress through an advanced program is tracked by unique performance assessments aligned with the appropriate state and national standards.

In order to earn the status of "aspirant" an undergraduate candidate must satisfactorily complete introductory courses and demonstrate knowledge of INTASC and IPSB standards, along with the professional dispositions that are expected of Ball State University professional educators. To earn the status of "pre-candidate" a BSU student must

- maintain a satisfactory grade-point average (2.50 in 45 hours of coursework),
- pass the PPST at IPSB score levels,
- satisfy content requirements in one's licensure area,
- satisfy portfolio review requirements as specified by the student's licensure area.

This decision point is designed to demonstrate that the basic and foundational elements expected for pursuit of a professional teaching license are present, and that the candidate shows a clear interest and commitment to the teaching profession. An individual who earns the status of pre- candidate is formally admitted to Teacher Education.

In order to earn the status of "professional educator candidate" a BSU student must verify with his or her advisor:

- an overall GPA of 2.5 in at least 93 hours of coursework,
- that one has earned a GPA of at least 2.5 in one's content courses (and to be within 9 hours of completing content area coursework),
- that one has earned a GPA of at least 2.5 in professional education courses,
- a C or better in 300/400 level professional education courses.

The professional educator candidate also must demonstrate certain proficiencies in participation courses, such as applying INTASC, IPSB, and Indiana K-12 standards to a teaching episode related to a student's content area; reflecting on personal and professional growth; and giving evidence of professional dispositions. Students must obtain at least a "basic" rating on all rubric scales used in performance assessment by participation instructor, P-12 classroom teacher, content specialist, and classmates. The professional educator candidate must also satisfy portfolio review requirements as specified by the student's licensure area.

This decision point is designed to verify that the candidate has made significant progress toward the attainment of skills and dispositions to become a professional teacher. Successful completion of this decision point verifies that a candidate is sufficiently skilled and motivated to engage in the professional internship phase of professional preparation.

Finally, one earns the status of "professional educator," and is recommended for initial licensure (and is admitted to the profession), when the candidate

- demonstrates acceptable grades in all courses,
- passes the PRAXIS II (and Reading Test for Elementary Education majors) exam,
- passes student teaching,
- completes degree requirements.

The professional educator candidate also must demonstrate

- evidence of the ability to apply INTASC, IPSB, and Indiana K-12 standards to teaching;
- evidence of content knowledge;
- evidence of professional dispositions;
- evidence of an ability to be a reflective practitioner;

Additionally, the professional educator candidate must attain at least a "basic" rating on all rubrics of the INTASC student teaching performance-based evaluation instrument (*Guide for the Evaluation of Student Teachers*). This decision point is designed to provide a final assessment of the candidate's suitability to be admitted to the teaching profession.

The "decision points" element of the Unit Assessment System is predicated on the belief that the knowledge, skills, and dispositions required for competent teaching must be constructed and inculcated through a carefully designed sequence of study, practice, and reflection. It takes a developmental approach to the cultivation of professional expertise. Moreover, the Unit assesses progress in the development of professional expertise through analysis of standards-based learning outcomes, portfolio assessment, and other performance-based artifacts.

Unit Assessment Protocol

The unit's assessment system is evolving to meet both NCATE needs and the unit's institutional vision and mission to highlight teaching excellence, applied research to enhance practice, and service to improve the quality of life in community and professional settings. For a detailed description of the system, see the *Ball State University Professional Education Unit Assessment Handbook, July 2009*.

The assessment system for initial programs addresses the conceptual framework themes. rGrade, the data management system developed to collect and evaluate all program's documentation of the alignment of performance assessments with the three themes, supports data collection and program reviews. In addition, master syllabi for all professional education courses identify the elements of the framework addressed in individual courses. Disposition assessment also is aligned with the three themes of the conceptual framework. Because the state adopted the INTASC principles as the basis for the state teacher preparation standards, all assessments and courses are associated with both INTASC and Indiana state standards. Where national SPA standards exist for a program, courses and

assessments have also been aligned to these national standards. Matrices of these alignments can be generated by the rGrade system as required. Thus, the unit is able to document that all relevant standards are addressed within a program (*Ball State University Professional Education Unit Assessment Handbook, July 2009*, p.15*)*.

A similar assessment protocol exists for advanced programs. The rGrade management system documents the alignment of performance assessments with the three themes of the conceptual framework yet allows programs the flexibility to expand documentation of proficiencies related to the specialty area. Master syllabi for all professional education courses identify the themes addressed in individual courses. Again, the unit assessment of dispositions is aligned with the three themes of the conceptual framework and completed at least once during the course of each advanced program. All licensing programs at the advanced level are associated with the adopted state standards for that program. Administrative licensing programs are also aligned with the 1996 ISLLC Principles that were adopted as the framework for the state standards. Where SPA standards exist for advanced programs, these programs are also aligned with the relevant standards. Programs for the professional development of teachers and for which SPA standards do not exist are aligned with the NBPTS (National Board for Professional Teaching Standards). Courses that are applicable in multiple programs are aligned with all relevant sets of standards. Matrices of these alignments can be generated by the rGrade system as required. Thus, the unit is again able to document that all relevant standards are addressed within a program (*Ball State University Professional Education Unit Assessment Handbook, July 2009*, p. 15*)*.
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Appendix 1

Alignment of the Conceptual Framework for Initial Programs with INTASC

Standards and Ball State University's Indicators of Proficiency

PRINCIPLE 1 (P1): CONTENT PEDAGOGY

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge (K)

P1.K1   The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

P1.K.2 The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

P1.K.3 The teacher can relate his/her disciplinary knowledge to other subject areas.

Disposition (D)

P1.D.1 The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

P1.D.2 The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

P1.D.3 The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

P1.D.4 The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Performance (P)

P1.P.1 The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

P1.P.2 The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.

P1.P.3 The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

P1.P.4 The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

P1.P.5 The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

P1.P.6 The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

PRINCIPLE 2 (P2): STUDENT DEVELOPMENT

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

Knowledge (K)

P2.K.1 The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.

P2.K.2 The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

P2.K.3 The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions (D)

P2.D.1 The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

P.2.D.2 The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Performance (P)

P2. P.1The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

P1.P.2 The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.

P2.P.3 The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

PRINCIPLE 3: DIVERSE LEARNERS

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge (K)

P3.K.1 The teacher understands and can identify differences in approaches to learning and

performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

P3.K.2 The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

P3.K.3 The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

P3.K.4 The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

P3.K.5 The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions (D)

P3.D.1 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

P3.D.2 The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

P3.D.3 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

P3.D.4 The teacher is sensitive to community and cultural norms.

P3.D.5 The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

Performance (P)

P3.P.1 The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

P3.P.2 The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

P3.P.3 The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

P3.P.4 The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

P3.P.5 The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

P3.P.6 The teacher brings multiple perspectives to the discussion of subject matter, including

attention to students' personal, family, and community experiences and cultural norms.

P3.P.7 The teacher creates a learning community in which individual differences are respected.

PRINCIPLE 4: MULTIPLE INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Knowledge (K)

P4.K.1 The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

P4.K.2 The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

P4.K.3 The teacher knows how to enhance learning through the use of a wide variety of   materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

Dispositions (D)

P4.D.1 The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

P4.D.2 The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performance (P)

P4.P.1 The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

P4.P.2 The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.

P4.P.3 The teacher constantly monitors and adjusts strategies in response to learner feedback.

P4.P.4 The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

P4.P.5 The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

PRINCIPLE 5: MOTIVATION AND MANAGEMENT

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge (K)

P5.K.1 The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

P5.K.2 The teacher understands how social groups function and influence people, and how people influence groups.

P5.K.3 The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

P5.K.4 The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

P5.K.5 The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

Dispositions (D)

P5.D.1 The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.

P5.D.2 The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom. The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

P5.D.3 The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning

P5.D.4 The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performance (P)

P5.P.1 The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

P5.P.2 The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

P5.P.3 The teacher organizes, allocates, and manages the resources of time, space, activities, and

attention to provide active and equitable engagement of students in productive tasks.

P5.P.4 The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

P5.P.5 The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

P5.P.6 The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

P5.P7 The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

PRINCIPLE 6: COMMUNICATION AND TECHNOLOGY

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge (K)

P6.K.1 The teacher understands communication theory, language development, and the role of language in learning.

P6.K.2 The teacher understands how cultural and gender differences can affect communication in the classroom.

P6.K.3 The teacher recognizes the importance of nonverbal as well as verbal communication.

P6.K.4 The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

Dispositions (D)

P6.D.1 The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

P6.D.2 The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

P6.D.3 The teacher is a thoughtful and responsive listener.

Performance (P)

P6.P.1 The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

P6.P.2 The teacher supports and expands learner expression in speaking, writing, and other media.

P6.P.3 The teacher knows how to ask questions and stimulate discussion in different ways for

particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risktaking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

P6.P.4 The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

P6.P.5 The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities

PRINCIPLE 7: PLANNING

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge (K)

P7.K.1 The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

P7.K.2 The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

P7.K.3 The teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions (D)

P7.D.1 The teacher values both long term and short term planning.

P7.D.2 The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

P7.D.3 The teacher values planning as a collegial activity.

Performance (P)

P7.P.1 As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

P7.P.2 The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

P7.P.3 The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

P7.P.4 The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

P7.P.5 The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

PRINCIPLE 8: ASSESSMENT

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Knowledge (K)

P8.K.1 The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

P8.K.2 The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

P8.K.3 The teacher understands measurement theory and assessment related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions (D)

P8.D.1 The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

P8.D.2 The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Performance (P)

P8.P.1 The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

P8.P.2 The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

P8.P.3 The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

P8.P.4 The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

P8.P.5 The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

P8.P.6 The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

PRINCIPLE 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

Knowledge (K)

P9.K.1 The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

P9.K.2 The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

Dispositions (D)

P9.D.1 The teacher values critical thinking and self-directed learning as habits of mind.

P9.D.2 The teacher is committed to reflection, assessment, and learning as an ongoing process.

P9.D.3 The teacher is willing to give and receive help.

P9.D.4 The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

P9.D.5 The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performance (P)

P9.P.1 The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

P9.P.2 The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

P9.P.3 The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

PRINCIPLE 10: SCHOOL AND COMMUNITY INVOLVEMENT

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Knowledge (K)

P10.K.1 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

P10.K.2 The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

P10.K.3 The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions (D)

P10.D.1 The teacher values and appreciates the importance of all aspects of a child's experience.

P10.D.2 The teacher is concerned about all aspects of a child's wellbeing (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

P10.D.3 The teacher is willing to consult with other adults regarding the education and well-being of his/her students.

P10.D.4 The teacher respects the privacy of students and confidentiality of information.

P10.D.5 The teacher is willing to work with other professionals to improve the overall learning environment for students.

Performance (P)

P10.P.1 The teacher participates in collegial activities designed to make the entire school a productive learning environment.

P10.P.2 The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

P10.P.3 The teacher can identify and use community resources to foster student learning.

P10.P.4 The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

P10.P.5 The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

P10.P.6 The teacher acts as an advocate for students.

Alignment of INTASC with the conceptual framework: Knowledge=K, Disposition=D, Performance=P

Proficiency	Context	Engagement	Expertise
Principle 1	K2, D1, P1, P2, P5,	P1, P2, P4, P5, P6	K1, K2, K3, D1, D2, D3, D4, P3
Principle 2		D1, D2, P2, P3	K1. K2, K3, P1
Principle 3	K1, K4. K5, D4	K5, D1, P2, P3, P5, P6 P7	K1, K2, K3, K4, K5, D3 P1, P4,
Principle 4		P1, P2, P4	K1. K2, K3, D1, D2, P3 P5
Principle 5	K3, P5, P6, P7	K4, D1, D2, P1, P2, P3, P4	K1, K2, K5, D3, D4
Principle 6	D4, P4	D2, D3, P1, P3	K1, K2, K3, K4, D1, P2, P5
Principle 7	K2	D3, P1, P2	K1, K3, D1, D2, P3, P4, P5
Principle 8	K3, P2	P1, P2, P3	K1, K2, K3, D1, D2, P4, P5, P6
Principle 9	P1	D3, D5, P3	K1, K2, D1, D2, D4, P2
Principle 10	K2, D1, P2, P3, P4	K1, D3, P1, P5, P6	K3, D2, D4
Diversity	P3D4, P6D4, P10D1,	P2D2. P3D2, P3D5, P3P2, P3P5, P3P6, P10P4	P2K1, P2K2, P2K3, P2D1, P3K1, P3K2, P3K4, P6K2, P7P3,
Technology	P10P2, P10P3	P4K3, P6K4, P10P4	P3K1, P4K3, P4P5, P6K4, P6P2, P6P5, P8P6, P9D4

Appendix 2

Alignment of the Conceptual Framework for Advanced Programs with Professional Standards

National Board Certification

The National Board for Professional Teaching Standards (NBPTS) has established a National Board certification that sets advanced standards for experienced teachers (in contrast to state licensing systems that establish entry-level standards for new teachers). The skills, knowledge and dispositions that characterize the "board certified" teacher are clustered under five core propositions. The core themes of the Conceptual Framework are evident in these propositions:

Proposition 1: Teachers are Committed to Students and Their Learning

1.1 Teachers recognize individual differences in their students and adjust their
     practice accordingly
1.2 Teachers have an understanding of how students develop and learn.
1.3 Teachers treat students equitably.
1.4 Teachers' mission extends beyond developing the cognitive capacity of their students

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to
              Students

2.1 Teachers appreciate how knowledge in their subjects is created, organized and linked to other
     disciplines.
2.2 Teachers command specialized knowledge of how to convey a subject to students.
2.3 Teachers generate multiple paths to knowledge.

Proposition 3 Teachers are Responsible for Managing and Monitoring Student Learning

3.1 Teachers call on multiple methods to meet their goals.
3.2 Teachers orchestrate learning in group settings.
3.3 Teachers place a premium on student engagement.
3.4 Teachers regularly assess student progress.
3.5 Teachers are mindful of their principal objectives.

Proposition 4: Teachers Think Systematically About Their Practice and Learn from
              Experience

4.1 Teachers are continually making difficult choices that test their judgment.
4.2 Teachers seek the advice of others and draw on education research and scholarship to
     improve their practice.

Proposition 5: Teachers are Members of Learning Communities

5.1 Teachers contribute to school effectiveness by collaborating with other professionals.
5.2 Teachers work collaboratively with parents.
5.3 Teachers take advantage of community resources.

Alignment of NBPTS with Conceptual Framework

The National Board standards validate the fundamental importance of *developing expertise* beyond entry-level licensure, and, indeed, the themes of the Conceptual Framework are infused within the five core propositions underlying national board certification. The contextual systems view ("context") aligns, for example, with standards that emphasize the importance of equitable treatment (1.3) of individual differences (1.1); the importance of group processes in learning (3.2), capitalizing on resources in the broader community (5.3), including working collaboratively with parents (5.2). The theme of engagement aligns with the recognition that teachers are called upon to engage students (3.3), and not just their cognitive capacity (1.4); and to engage the research knowledge base (4.2) and their professional community (5.1). Finally, theme of expertise aligns with all of the indicators of Proposition 2; with understanding learning and development (1.2), and multiple strategies to meet instructional objectives (3.1) and for making informed decision (4.1).

The alignment of the Conceptual Framework with National Board standards is summarized in the following table.

Alignment of Conceptual Framework with NBPTS Standards			
	Conceptual Framework Themes		
NBPTS	Context	Engagement	Expertise
Proposition 1	1.1, 1.3	1.4	1.2
Proposition 2			2.1, 2.2, 2.3
Proposition 3	3.2	3.3	3.1
Proposition 4		4.2	4.1
Proposition 5	5.3, 5.2	5.1	

Appendix 3

National Association of School Psychologists (NASP) Standards

The mission of NASP, according to its *Standards for Training and Field Placement in School Psychology*, is to "promote educationally and psychologically healthy environments for all children by implementing research-based, effective programs that prevent problems, enhance independence and promote optimal learning" (p. 14). The NASP standards are grouped under four headings: (1) Program Context and Structure; (2) Domains of Training and Practice; (3) Field Experiences and Internship; and (4) Performance-Based Program Assessment and Accountability. The following is a brief description of each category.

I.   Program Context and Structure

1.1   The program provides a clearly articulated training philosophy
1.2   that includes a commitment to understanding and responding to human diversity.
1.3   Candidates have opportunities to development affiliation with colleagues, faculty and the profession.
1.4   The program has at least three full-time equivalent faculty.
1.5   The program provides, collaborates in or contributes to continuing professional development

II.   Domains of School Psychology Training and Practice

2.1   Data-driven decision-making and accountability
2.2   Consultation and collaboration
2.3   Effective instruction and development of cognitive/academic skills
2.4   Socialization and development of life skills
2.5   Student diversity in development and learning
2.6   School and systems organization, policy development and climate
2.7   Prevention, crisis intervention and mental health
2.8   Home/school/community collaboration
2.9   Research and program evaluation
2.10   School psychology practice and development
2.11   Information technology

III.   Field Experiences and Internship

3.1   Supervised practica and internship are completed for academic credit. Supervised practicum experiences include the development and evaluation of specific skills distinct from a culminating internship that require integration and application of full range of competencies and domains.
3.2   The internship is a collaboration between the training program and field site.
3.3   The internship is completed on a full-time basis over one year or half-time basis over two years. At least 600 hours of the internship are completed in a school setting.
3.4   Interns receive an average of at least two hours field-based supervision per full-time week from an appropriately credentialed school psychologist; or, for non-school settings a psychologist appropriately credentialed for the internship site.
3.5   The internship placement agency provides appropriate support for the internship experience.

IV.   Performance-Based Program Assessment and Accountability

4.1   Systematic, valid procedures are used to evaluate and improve the quality of the program.
4.2   The program applies specific published criteria for the assessment and admission of candidates.
4.3   The program employs a systematic, valid process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and apply professional skills

Alignment of NASP Standards with Conceptual Framework

Alignment of Conceptual Framework with NASP Standards			
	Conceptual Framework Themes		
NASP Categories	Context	Engagement	Expertise
Context & Structure	1.2	1.3, 1.5	1.4
Domains	2.2, 2.5, 2.6, 2.8	2.3	2.1, 2.4, 2.7, 2.9, 2.10, 2.11
Field Placement & Internship	3.5	3.2, 3.3	3.1, 3.4
Performance-Based Assessment and Accountability			4.1, 4.2 4.3

Appendix 4

American Speech Language Hearing Association (ASHA) Standards

Standards and Implementation for the Certificate of Clinical Competence in Speech Language Pathology

The Standards Council of the American Speech-Language-Hearing Association (ASHA) was responsible for developing the standards for clinical certification and monitoring those standards. These standards were adopted in October 2000 for implementation beginning in 2005. The 2005 standards combine both process and outcome measures of academic and clinical knowledge and skills. Standards I and II relate to the degrees and institutions offering them and not to the individual candidate performance. Standards III, IV and V relate to candidate performance as outlined below:

STANDARD III: PROGRAM OF STUDY—KNOWLEDGE OUTCOMES

The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.

Standard III-A: The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.

Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

- articulation
- fluency
- voice and resonance, including respiration and phonation
- receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
- hearing, including the impact on speech and language
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)

- communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Standard III-E: The applicant must demonstrate knowledge of standards of ethical conduct.

Standard III-F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Standard III-G: The applicant must demonstrate knowledge of contemporary professional issues.

Standard III-H: The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

STANDARD IV: PROGRAM OF STUDY—SKILLS OUTCOMES

Standard IV-A: The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.

Standard IV-B: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-C: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Standard IV-D: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Standard IV-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, andcompetence. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard IV-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must

include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

2. Intervention

3. Interaction and Personal Qualities

STANDARD V: ASSESSMENT

The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.

Standard V-A: Formative Assessment

The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

Standard V-B: Summative Assessment

The applicant must pass the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Alignment of Conceptual Framework and ASHA Standards			
	Conceptual Framework Themes		
ASHA	Context	Engagement	Expertise
Standard III-A	X		X
Standard III-B	X		X
Standard III-C		X	X
Standard III-D		X	X
Standard III-E	X	X	X
Standard III-F	X	X	X
Standard III-G	X		X

Standard III-H	X		
Standard IV-A			X
Standard IV-B		X	
Standard IV-C	X	X	X
Standard IV-D		X	X
Standard IV-E	X	X	
Standard IV-F	X	X	
Standard IV-G	X	X	
Standard V-A		X	
Standard V-B			X

Appendix 5

Interstate School Leaders Licensure Consortium

Council of Chief State School Officers

Standards for School Leaders

The Interstate School Leaders Licensure Consortium was convened by the Council of Chief State School Officers to draft standards to guide the preparation of school leaders. Six standards that describe what school leaders should know and be able to do to effectively lead in the current school environment in the United States have been adopted by Indiana as the basis of the licensing framework. . These standards describe the knowledge, dispositions and performances required of a successful building level administrator. As is evident below, the core themes of the Conceptual Framework are evident in these standards:

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.

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 development.

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 divers 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.

Alignment of Conceptual Framework and ISLLC Standards			
	Conceptual Framework Themes		
ISLLC	Context	Engagement	Expertise
Standard 1		X	X
Standard 2	X		

Standard 3	X		X
Standard 4	X	X	
Standard 5	X	X	
Standard 6	X		X

Appendix 6

Alignment of the Conceptual Framework for Advanced Programs with Professional Standards

Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Standards for School Counseling Programs

In addition to the common core curricular experiences outlined in Section II.K of 2001 Standards of the Council for Accreditation of Counseling and Related Education Programs (CACREP, see, www.cacrep.org/2001Standards.html) , additional curricular experiences and demonstrated knowledge and skills are required of all students in the school counseling program. Each program for which accreditation is sought must show a history of graduates.

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. Below is the abbreviated description of the eight common core areas of Section II. K.

Professional Identity- studies that provide an understanding of all of the aspects of professional functioning.;

Social and Cultural Diversity - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

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Human Growth and Development - studies that provide an understanding of the nature and needs of individuals at all developmental levels.:

Career Development - studies that provide an understanding of career development and related life factors.

Helping Relationships - studies that provide an understanding of counseling and consultation processes.

Group Work - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.

Assessment - studies that provide an understanding of individual and group approaches to assessment and evaluation.

Research and Program Evaluation - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

The following areas are the standards unique to the School Counseling programs.

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 ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).

B.   CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

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

1. advocacy for all students and for effective school counseling programs;

2. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;

3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K–12 students in maximizing their academic, career, and personal/social development;

4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;

5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;

6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and

7. knowledge of prevention and crisis intervention strategies.

C.   KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

1. Program Development, Implementation, and Evaluation

a. use, management, analysis, and presentation of data from school- based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments 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 relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and

h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

3. Consultation

a. strategies to promote, develop, and enhance effective teamwork within the school and larger community;

b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;

c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and

d. knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

D.   CLINICAL INSTRUCTION

For the School Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

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

Alignment of Conceptual Framework and CACREP School Counseling Standards			
	Conceptual Framework Themes		
CACREP	**Context**	**Engagement**	**Expertise**
Standard K.1.		X	X
Standard K.2.	X	X	X
Standard K.3.	X		X
Standard K.4.	X		X
Standard K.5.	X		X
Standard K.6.	X		X
Standard K.7.			X
Standard K.8.			X
A. Foundations	X	X	X
B. Contextual Dimensions	X		X
C. Knowledge and Skill Requirements			X
D. Clinical Instruction	X	X	X