

*PROFESSIONAL EDUCATION UNIT*

*CONCEPTUAL FRAMEWORKS*

**"PREPARING THE EDUCATOR AS CRITICAL THINKER"**

Conceptual Framework for Initial Programs

**"PREPARING THE EXPERIENCED PROFESSIONAL AS SPECIALIST"**

Conceptual Framework for Advanced Programs



MARSHALL UNIVERSITY  
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# PROFESSIONAL EDUCATION UNIT CONCEPTUAL FRAMEWORKS

## Introduction

The Professional Education Unit (PEU) includes the College of Education (COE) and the Graduate School of Education and Professional Development (GSEPD). The Provost and Senior Vice President for Academic Affairs serves as the PEU Head. The Professional Education Unit Coordinating Council (PEUCC) is the organizational structure that ensures unit coordination across the COE and GSEPD. A PEU Coordinator reports to the Provost and coordinates the work of the PEUCC. Organizational charts for the PEU, COE, and GSEPD are provided in Appendices A– 2.

The Professional Education Unit at Marshall University is guided by two conceptual frameworks. The initial programs are guided by the framework, **Preparing the Educator as Critical Thinker**, and the advanced programs are guided by the framework, **Preparing the Experienced Professional as Specialist**. Candidate outcomes consistent with national and state standards have been identified for both initial and advanced candidates. A list of programs provided by the unit is included as Appendix B.

## Mission and Administrative Goals of the PEU

The mission of the Professional Education Unit is to prepare exemplary educational personnel to meet the needs of the state and region. This mission is advanced by providing an array of programs leading to degrees, licensure, and professional development for initial and advanced candidates and working professionals.

This mission evolves from a set of beliefs and values that have been articulated by PEU faculty. The values include a commitment to academic excellence, integrity, responsibility and accountability, diversity, and continuous improvement. A more detailed description of these beliefs and values is provided in Appendix F.

This PEU mission statement has been translated into the following unit administrative goals:

- Provide quality instruction which addresses best practices, current and established research, and adult learner characteristics;
- Provide bachelor's, master's, graduate certificate, professional development, educational specialist, and doctoral programs designed to meet the needs of the target population;
- Provide technical assistance as well as non-degree, continuing education, staff development, and personal development opportunities in response to the needs of the service region;
- Collaborate with other institutions, agencies, Regional Education Service Agencies (RESAs), and school systems to provide educational opportunities and related services;
- Utilize innovative instructional models, service delivery, and support systems, integrating technology where applicable, which respond to the educational and community needs of the

service region;

- Provide leadership and technical assistance in identifying and addressing educational, mental health, and social issues of the service region;
- Continually enhance faculty/staff knowledge and skills by providing professional leadership and development opportunities;
- Ensure cultural diversity and social justice for everyone involved in and served by PEU programs/operations;
- Continuously improve candidate performance, program effectiveness, and unit operations to include full approval/recognition by all applicable national, specialized, regional, and state agencies/organizations; and
- Implement and support a research and scholarly activity agenda that is focused on issues and concerns of the service region, state, and broader professional community.

These administrative goals for the Unit along with initial and advanced candidate outcomes are consistent with the Marshall Creed, a statement of beliefs that all who are part of Marshall University are expected to embrace (see Appendix E). Also embedded in the initial and advanced programs are **dispositions** reflecting commitments to PreK-Adult students, to the ethical and responsible conduct as part of the educational profession, to the importance of understanding diversity and meeting the special needs associated with diversity, and to technology that improves and enhances learning.

### **Relationship to the Institutional Mission**

Marshall University's vision statement, "Aiming for Perfection" provides the conceptual framework within which both the institution and PEU operate. The University Mission Statement articulates in greater detail the commitment of the institution, faculty, staff, students, and administrators.

Using a planning process that involved the broader Marshall University community, Marshall's vision and mission statements have been translated into seven strategic themes which will guide future University development:

Improvement: A commitment to becoming better and better in all that we do each day, seeing opportunities in the challenges of our daily work and life and acting on them.

Investment: Strategic investments in what will matter most in terms of creating future opportunities, greater public value, and success.

Innovation/Inquiry: A multi-faceted, resourceful process predicated on an inquiring mind.

Integration: An approach to systems thinking and practices that uses multiple tools and

strategies to discover new opportunities embedded within complex issues with the goal of advancing performance, productivity, and new discoveries.

Initiative: A concept empowering and mobilizing organized and systematic action to accomplish priority strategic goals.

Involvement: A self-initiated and self-directed engagement leading to advances and development in personal, community, and institutional growth.

Inclusiveness: The provision of equal opportunity to achieve and succeed, fostering social and professional networking and shared success, while building a greater sense of community and citizenship.

This mission statement and strategic themes provided the parameters for the development of Marshall University's strategic plan which delineates specific directions and outcomes for the institution and university community. These concepts have also provided the context and direction for the development of the PEU strategic plan and direction. These institutional documents are available on the Marshall University website at <http://www.marshall.edu/www/mission.asp> and the PEU Strategic Plan is available on the PEU website.

The unit mission and goals are consistent with the institutional mission. A commitment to provide education that contributes to the development of society through public service; a commitment to appreciate and cultivate diversity in students, faculty, staff, and programs; and to the integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance are intrinsic elements of the University mission.

The mission of Marshall University retains a strong emphasis on professional education programs, which is appropriate given the establishment of the university as a teacher training institution. The PEU initial and advanced programs are planned in accordance with institutional, state, and national standards and all licensure programs are approved by the West Virginia Department of Education. Forty-six (46) programs offer licensure for graduates who will be working in the public schools. See Appendix B for a list of available programs.

The mission of Marshall University includes a strong commitment to providing educational opportunities to the people of West Virginia through teaching, public service, and research. Consistent with the mission, the PEU delivers programs in traditional and nontraditional configurations using a core group of dedicated full-time faculty complemented by an excellent cadre of expert adjunct faculty recruited from higher education institutions, school systems, business, industry, and other agencies. The unit offers bachelor's degrees, master's degrees, graduate certificate programs, educational specialist degrees (Ed.S.), a doctorate in education (Ed.D.), professional development programs, and continuous education programs according to need, throughout the state and region.

At both the initial and advanced program levels, faculty and administration in the Professional Education Unit value preparation of highly qualified professionals who understand and function effectively within the school setting. The PEU supports the professional development of education practitioners in order to broaden and deepen their pedagogical skills

and to develop graduates at the initial and advanced levels who are capable of functioning in a variety of specialized leadership roles. At both initial and advanced levels, the PEU seeks to prepare graduates who will be problem solving individuals, professional educators, and life-long learners.

## **The Conceptual Frameworks**

### **Development and Continuous Review**

Following the merger of Marshall University and the West Virginia College of Graduate Studies in 1997, the faculty acknowledged that each of the institutions had created, discussed, revised, and integrated a conceptual framework that reflected their programs. Faculty involvement created strong, vested interests for all faculty members. Working together, the faculty concluded that each conceptual framework was worthwhile and would provide the overall direction needed at both the initial and advanced levels. As a result, the Professional Education Unit adopted as the initial framework, **Preparing the Educator as Critical Thinker**, and adopted as the advanced framework, **Preparing the Experienced Professional as Specialist**.

This commitment to two conceptual frameworks was reviewed in-depth as an element of the 2004 NCATE visit and has continued to be the focus of periodic reviews since that visit. These reviews have been informed by data collected through surveys of full-time and part-time faculty, candidates, graduates, employers, recruiters, and members of the Educational Personnel Preparation Advisory Committee (EPPAC). Review of the Conceptual Framework is also part of the Unit's Annual Assessment Summit. Considered collectively, these data continue to provide validation of the two frameworks for the PEU. Minor changes such as updating knowledge bases, modifying candidate outcomes to maintain compliance with WVBOE policies/standards and applicable national standards, and minor editorial changes have occurred. Ultimately, the decision has been to continue the commitment to the two conceptual frameworks for the unit.

### **Initial Programs: Philosophy, Purpose, and Goals**

Guided by the conceptual framework theme of **Preparing the Educator as Critical Thinker**, initial programs seek to prepare highly qualified, critically engaged education professionals and to support the professional development of educational practitioners in order to broaden and deepen their pedagogical skills, research skills, and understanding of new research and theory. Programs are planned and implemented based on institutional, state, and national standards, including Global 21, for the preparation of teachers.

Goals for initial programs emphasize educational opportunities for candidates, best practices by candidates and faculty, and the integration of technology into all aspects of the educational experience. The programs make available to candidates a variety of unique learning experiences that prepare them through coursework and field-based and clinical experiences in the public schools. Initial programs also participate in the continuing development of practicing educators through cooperative ventures in local and regional communities.

Faculty members in the Professional Education Unit define the initial conceptual framework, **Preparing the Educator as Critical Thinker**, by the following critical thinking

themes based on the work of Richard Paul (1992-2009):

- Critical thinking both promotes and depends on the willingness to examine a variety of perspectives on any single issue.
- Critical thinking promotes independence in thought and action,
- Critical thinking involves inquiry of various types,
- Critical thinking results in reasoned value judgments, and
- Critical thinking is the process by which individuals relate theory to practice in deliberate ways.

Initial program faculty believe the conceptual framework of critical thinking is both the process and the outcome of its initial programs. The candidate develops critical thinking skills through course work and clinical experiences, emerging as a graduate who is capable of critical thinking and of encouraging PreK-Adult students to become critical thinkers as well. Brookfield (1995) said, "A critically reflective teacher can stand outside her practice and see what she does from a wider perspective ... She has a well-grounded rationale for her practice that she can call on to help her make difficult decisions in unpredictable situations. This rationale, a set of critically examined core assumptions about why she does what she does in the way that she does it, is a survival necessity." Not only is critical thinking a survival necessity for the practitioner, but is also the means by which the educator grows and develops professionally.

### **Advanced Programs: Philosophy, Purpose, and Goals**

Focusing on the unifying conceptual framework, **Preparing the Experienced Professional as Specialist**, the Professional Education Unit's advanced programs seek to develop candidates capable of functioning in a variety of specialized leadership roles and who understand and function professionally within cultural and social role expectations of a given setting. Graduates will be problem-solving oriented information seekers who make significant contributions in professional environments. They will possess the knowledge and skills needed to access information and to apply this information to the resolution of real-life problems. Most importantly, graduates will have begun to fulfill role expectations as life-long learners, particularly in specialty areas.

The mission of the Professional Education Unit related to advanced programs has been developed within and flows from the institutional mission. As such, the unit seeks to provide an array of degree and professional development programs, continuing education opportunities, and services designed to address the needs of adult learners. These programs and services are provided primarily for the convenience of fully employed adult professionals.

### **Knowledge Bases: Theories, Research, Wisdom of Practice, Education Policies**

The initial and advanced programs have adopted curriculum designs based on theories and models that reflect program standards and objectives. The curricula are designed to assure that candidates will acquire the necessary knowledge, skills, and dispositions to function as effective professionals who will make a difference in the learning of all students.

The knowledge base for initial programs is based on a common body of research, experience,

and knowledge about teaching and learning. This body of knowledge frames what teachers should know and be able to do. Through a series of courses and experiences aligned with the state and national standards, candidates are prepared within the framework of **Critical Thinker** (see Appendix C: Knowledge Bases for Initial Programs).

The knowledge base for advanced programs is derived from national and state standards, theory, research, the wisdom of practice, and personal experience. This knowledge base differs from the knowledge base for initial programs in that it is based to a lesser extent on a common body of knowledge and to a greater extent on highly specialized programs of study. Each advanced program in the PEU has a knowledge base related to the specific specialization for which candidates are preparing. Within that framework, faculty develop curricula which prepare the **Experienced Professional as Specialist** (see Appendix D: Knowledge Bases for Advanced Programs).

## **Curriculum Design and Candidate Outcomes**

### **Curriculum Design and Candidate Outcomes for Initial Programs**

Initial programs are based on a design that incorporates institutional, state, and national standards teachers should know and be able to do. The Standards for Teacher Certification, for which each candidate must demonstrate competency, include curriculum and planning, the learner and the learning environment, teaching, professional responsibilities for self-renewal, and professional responsibilities for school and community. The standards are derived from the standards adopted by the WVBOE and are correlated with Interstate New Teacher Assessment and Support Consortium (INTASC), National Board for Professional Teaching Standards (NBPTS), and the standards of the National Council for the Accreditation of Teacher Education (NCATE) standards.

In addition to these standards, initial subject area programs are governed by standards adopted by applicable national organizations. A panel of arts and sciences representatives from each specialty area in which candidates can receive licensure serves in an advisory capacity to the Professional Education Unit regarding content specific courses/issues for secondary education majors. This panel, known as the Undergraduate Program Liaison Committee for Initial Teacher Certification (UPLCITE), meets each semester and discusses issues and curricula for middle secondary education and content specializations.

Consistent with the initial conceptual framework, the Professional Education Unit has adopted a curriculum which provides for the development of educators capable of viewing themselves as critical thinkers. To accomplish this goal, the curriculum and pedagogical practices encourage candidates to conceptualize, connect, and demonstrate an understanding and meaning of theory, research, knowledge, and practice. As documented by Cheung (2002), components of the critical thinking concept include cognitive skills, motivational dispositions, behavioral habits, and ideological beliefs. Candidates are provided with continuous opportunities to (1) engage in new and varying ways of learning and practice, (2) connect theory and research to practice, and (3) apply knowledge in multiple situations.

**Critical Thinking** is further encouraged by providing candidates with opportunities to process their own thinking abilities. Candidates experience classroom and field experience

situations in order to evaluate and analyze strengths and weaknesses, to rethink, and to improve their own thinking abilities related to teaching and learning. The WV Professional Teaching Standards serve as a guide and provide evaluation criteria as candidates progress through field and clinical experiences.

As a result of demonstrating competency in the standards, candidates become reflective practitioners. A central part of teacher preparation is reflection on practice. According to Elder and Paul (2002), skilled critical thinkers are able systematically to analyze each part of their thinking, assess it for quality, and then improve it. The candidate must be able to examine the activities and data in the classroom and the school community, analyze the effects on student learning, and make adjustments in practice that are informed by that analysis. PEU faculty believe it is through willingness to examine and refine professional practice that candidates become critical thinkers.

During every classroom encounter candidates will face a multitude of complex issues that will require many decisions. Reflection helps them understand the effects of those decisions on both students and the learning process. While daily written reflections are required for the Level III student teaching capstone portfolio, the dedicated teacher candidate will begin keeping a reflective journal in the Level I clinical experience and continue doing so throughout the program.

The professional educator exhibits a number of characteristics that are inherent in reflection. The educator is well prepared in subject matter, both in broad and deep knowledge. As a critical thinker, the educator develops inquiry skills to study educational phenomena across different social contexts and historical, philosophical, and cultural perspectives.

All teacher education candidates at the initial level must demonstrate competence in the PEU standards for initial programs. The West Virginia Professional Teaching Standards provide the framework for these standards. These standards reflect the conceptual framework of **Critical Thinking** and are aligned with institutional, INTASC, NCATE, and NBPT standards. Attachment E contains a matrix that illustrates the interaction and alignment of the PEU standards with INSTASC standards.

An abbreviated version of PEU Professional Teaching Standards for initial programs is provided below. A complete version is provided in Appendix G.

**Exhibit 1**  
**Candidate Outcomes for Initial Programs**

| <u>Standards</u>  | <u>Functions</u>   |
|---|--|
| 1. Curriculum & Planning                                  | Core Content; Pedagogy; Setting Goals and Objectives for Learning; Designing Instruction; Student Assessments  |
| 2. The Learner and the Learning Environment               | Understanding intellectual/cognitive, social and emotional development; Creating an environment of respect and rapport; Establishing a culture for learning; Implementing classroom procedures; Managing student behavior; Organizing the learning environment |
| 3. Teaching   | Importance of content; Communicating with students; Questioning and discussion techniques; Student engagement; Use of assessments in instruction; Demonstrating flexibility and responsiveness   |
| 4. Professional Responsibilities for Self-Renewal         | Professional learning; Professional collaborative practice; Professional contribution  |
| 5. Professional Responsibilities for School and Community | School mission; School-wide activities; Learner-centered culture; Student support systems; Student management systems; School, family and community connections; Strategic planning/Continuous improvement; Teacher leadership; Ethical standards              |

These standards are assessed at three levels in the initial programs. Candidates must meet specified requirements that are contained in rubric indicators for each Standard for Teacher Certification at each level of clinical practice in order to continue in the program. Candidates are presented with the rubric that defines each standard and a notice of the requirements of the program at several times including admission to the program, progress through the program, and student teaching. The final activity before recommendation for teacher licensure is the passage of the Praxis II content test and the Principles of Learning and Teaching test.

**Curriculum Design and Candidate Outcomes for Advanced Programs**

The advanced programs have adopted a curriculum design model which considers four basic components: sources and needs which define the program and establish rationale; purposes which direct the curriculum development, implementation and evaluation; processes for program implementation and delivery; and evaluations which assess product, candidate performance and process. Each advanced professional education program has a standards-based knowledge base related to the specific specialization for which candidates are preparing. Within that framework, faculty develop curricula which prepare the **Experienced Professional as a Specialist**. The sources of knowledge bases used to develop advanced programs include:

- Philosophical sources and societal needs which focus on what curricula should be;
- Needs and characteristics of the learner;

- Legal policies, guidelines, and mandates;
- The nature of knowledge within a particular specialization as defined by research and best practice;
- State and national standards related to each specialization;
- Data emerging from the Unit Assessment System.

Programs contain content, methodological, and practice components, all of which are focused on producing effective professionals with a sound theoretical base. Program competencies are based on guidelines from national learned societies and professional associations, and licensure standards set forth by the West Virginia Department of Education. Consistent with unit expectations for candidates, each program is designed to include the structure, skills, concepts, ideas, dispositions, facts and methods of inquiry relevant to each field of specialization. In addition, programs are carefully planned to focus on the application of the knowledge base. Courses are planned to support the development of independent thinking, effective communication, and judgmental abilities by engaging candidates in structured exercises, group projects, individual projects, and simulations.

While each advanced program focuses on a specialization, all programs address certain common components. Candidates examine the impact of growth and development on educational decision making. All programs focus on individual learning needs, including those of culturally diverse and exceptional populations. Multicultural and global perspectives are also incorporated. An examination of societal changes and their influence on professional practice can be found in all programs. The role of technology as a tool for the specialist is another focus.

A goal of each program is the development of candidates who have the necessary research, inquiry and evaluation/assessment skills to function as effective professionals. Depending on the role for which the individual is being prepared, research and evaluation/assessment requirements may include discrete courses or segments of several courses. A focus on the continued development of independent thinking skills and the ability to make judgments is integrated throughout each program. Moreover, each program has a culminating comprehensive assessment designed to validate the existence of such skills/knowledge at program completion.

Each licensure program includes the field and clinical experiences necessary to document application of classroom learning. Inherent in the practice components is a focus on professional collaboration, effective participation, conceptualization of the school/agency as a system, and ethical professional behavior. The very nature of the clinical team (e.g., student, cooperating school/agency professional and faculty member) requires focus on these areas.

The primary target population for advanced programs within the PEU is the experienced professional or adult learner. With an average age of 36 for advanced candidates, it is imperative that PEU programs be grounded in the theory, research, and best practices related to adult learning.

Research advances the idea that adult learners have characteristics that are distinct from child

learners (e.g., Keka, 2002). It follows, then, that teaching adults should include some factors which account for those distinctions. These differences in adult approaches to learning were formally identified through the work of Malcolm Knowles and others as early as the 1970s. Carlson (1989) summarized Knowles' seven-step process for successful adult learning:

- Set a cooperative learning climate;
- Create mechanisms for mutual planning;
- Arrange for a diagnosis of learner needs and interests;
- Enable the formulation of learning objectives based on the diagnosed needs and interests;
- Design sequential activities for achieving the objectives;
- Execute the design by selecting methods, materials, and resources; and
- Evaluate the quality of the learning experience while re-diagnosing needs for further learning.

The Council for Adult and Experiential Learning (2005) has noted that an institution's faculty should use multiple methods of instruction for adult learners, including problem-based and experiential-based methods. Taylor, Marienau, and Fiddler (2000) point to how adult students are more disposed to bringing their wealth of life experiences to how and what they learn.

Curriculum design for adults should include preprogram assessment, promote information integration, use practical exercises and case studies extensively, plan for feedback and recognition, and account for learning-style differences. In classrooms, guidelines include creating a safe and comfortable environment, facilitating rather than lecturing, and actively promoting understanding and retention (Ross-Gordon, 2011).

Compton, Cox and Laanan (2006) have noted that adults tend to independently plan and implement their own learning systematically. Their learning is primarily self-directed, embedded in life experience, and situated in their needs to perform in a variety of roles such as parents, workers, and citizens. Adults actively evaluate their progress and assess their success or failure in relation to career or personal goals. They continually change learning strategies.

To ensure that all advanced programs prepare candidates as defined by the conceptual framework, **Preparing the Experienced Professional as Specialist**, the Professional Education Unit has adopted a set of expected outcomes for advanced candidates. Candidates completing advanced programs within the unit should be able to meet the following candidate outcomes.

**Exhibit 2**  
**Candidate Outcomes for Advanced Progress**

| <b>Candidate Outcome</b>     | <b>Definition of Outcome</b>   |
|------------------------------|--|
| Knowledge Base               | Understand and apply the current knowledge base for their specialization.  |
| Use of Research              | Demonstrate skills in research methodology, problem solving and critical thinking.   |
| Schools and Society          | Demonstrate the attitudes, knowledge and skills necessary to function effectively within the social setting of the school, community and society as a whole.                               |
| Technology                   | Acquire a basic effective understanding of the application of technology in their area of specialization.  |
| Human Growth and Development | Acquire an effective understanding of human growth and development and apply this knowledge to curriculum development, instructional implementation and other educational decision making. |
| Special Needs                | Acquire a basic understanding of children with special needs and the ability to provide assistance within the least restrictive environment in the school setting.                         |
| Diversity                    | Recognize variations of cultural pluralism/human diversity and the related implications for curriculum and instruction.  |
| Communication                | Communicate effectively with a wide variety of constituent groups including school personnel, policy makers, parents and other community members.  |
| Professionalism              | Develop self-direction to become independent, self-confident professionals with a commitment to continued professional growth and development and life-long learning.                      |

Candidates are assessed by multiple strategies at key points throughout the program. The Professional Education Unit Assessment Plan presents an overall view of how the unit assesses candidates, faculty, and programs.

**Professional Education Unit Dispositions**

Faculty in the unit believe that candidates should hold values, commitments, and professional ethics that promote positive behaviors toward students, families, colleagues, and communities, and that positively affect students' learning, motivation, and development as well as the educator's own professional growth. Consistent with these beliefs, the unit has developed a set of four professional dispositional commitments. These four broad areas of commitment are (1) to PreK-Adult students, (2) to the profession, (3) to diversity, and (4) to the use of technology in teaching. Implicit in the definitions of these dispositions are the NCATE expectations for fairness and the belief that all students can learn.

**Commitment to PreK-Adult Students** means that candidates believe that all children can learn. Students become the number one priority of education. By treating students equitably and exhibiting an ethic of caring for all students, a positive learning environment is created.

**Commitment to the Profession** is evidenced when candidates see student learning as the first priority of the educational profession. By maintaining professional preparation in the field and gaining a sense of professional ethics, candidates become professionals who work cooperatively with parents, the community, and other professionals to enhance the classroom setting.

**Commitment to Diversity** is demonstrated when candidates value and celebrate cultural and other types of diversity and utilize community and family resources to provide culturally rich experiences for all students. It is also evidenced when candidates design a variety of strategies to meet regular and special needs of all learners so that all children learn. (See Appendix H)

**Commitment to Technology** is evident when candidates integrate technology into professional and instructional practices and use technology to enhance all aspects of the educational experience. Commitment to technology includes enhancement of the skills of students and educators alike. The technology disposition also includes delivery modes and system support as evidence of commitment to educational enrichment.

The dispositions are in part derived from the beliefs of unit faculty/staff, the institutional standards, the SPA standards, the NCATE standards, and the WVBOE standards for teacher licensure. The faculty for each program believes that candidate dispositions can be used to assess whether a prospective teacher or related school professional has these commitments. Therefore, program specific indicators and data from candidate performance will be used as assessment of candidate professional commitments and dispositions for individual programs.

### **Involvement of the Professional Community**

The primary vehicle for involvement of the professional community is the Educational Personnel Preparation Advisory Committee (EPPAC). The EPPAC meets each semester and discusses educational issues, completes surveys, reviews the conceptual frameworks and program courses, and advises on selected topics. Other opportunities for community involvement include the COE Advisory Group which meets on a semi-annual basis; the annual meeting held at GSEPD for district certification officers, personnel directors & RESA representatives; and Third Party Contracts with counties throughout West Virginia. Additional representatives from GSEPD serve as board members for Regional Education Service Agencies (RESAs) 1, 2, and 4 and several faculty members are involved with professional development through the West Virginia Center for Professional Development (WVCPD) as well as RESA 3. The GSEPD Dean also serves as a member of the WVCPD Board of Directors. The consensus of the community is that the existing frameworks provide a strong foundation for teaching and learning. The idea of candidates who think critically and encourage their students to think critically also is supported by the professionals who help prepare teachers and other school professionals.

### **Evidence of the Conceptual Frameworks throughout the Standards**

The conceptual frameworks have been integrated throughout the initial and advanced programs so that evidence of the conceptual frameworks can be found in all programs for teacher candidates and other school professionals. The evidence for the conceptual frameworks is a shared vision, coherence, professional commitments and dispositions, commitment to diversity,

commitment to technology, and candidate proficiencies aligned with professional and state standards.

**Shared Vision.** The vision and purpose for preparation of teacher candidates and other school personnel are described in this document and articulated to the professional community for initial and advanced programs. The professional community is aware that preparation includes outcomes that will best prepare candidates with the knowledge, skills, and dispositions that are needed in the content areas which they choose to study. This information is disseminated through course syllabi, meetings, collaborations, and candidate assessments and rubrics.

**Coherence.** The conceptual frameworks provide a system for ensuring coherence among the courses, experiences, and practice required of each candidate. The program goals, the candidate outcomes, and the assessment instruments all align with the outcomes and applicable standards expected of the proficient professional.

**Professional Commitments and Dispositions.** The conceptual frameworks contain a section on professional commitments and dispositions that highlight the commitment to learning for all students. These dispositions are defined and described in this document.

**Commitment to Diversity.** The PEU believes that this commitment is so important that it should be included in the professional dispositions of the unit. Faculty believe that graduates should be prepared to assist all P-12 students to be successful and to that end have integrated diversity elements into courses, experiences, and practice. The commitment is so important that both initial and advanced programs have candidate outcomes that contain diversity elements. The scope of the Unit's commitment to diversity is graphically illustrated in Appendix H.

**Commitment to Technology.** Because the PEU believes that integrating technology into the teaching and administrative components of education will enhance the effectiveness of the school and the learning of the students, the PEU created a disposition that highlights the commitment to technology. This commitment is reflected in assessment instruments that are part of the professional assessment of candidates. Initial programs expect university faculty to assess technology use by candidates and also expect P-12 faculty to assess technology use by candidates. Candidates in advanced programs become acquainted with technology as an instructional delivery system for courses and experiences as well as an instructional tool.

**Professional and State Standards.** The conceptual frameworks provide the context for developing and assessing candidate proficiencies and program components based on professional, state, and institutional standards. Initial programs have aligned required candidate outcomes with WVBOE standards, the INTASC standards, the NCATE standards, SPA standards, and NBPTS standards. The advanced programs have aligned required candidate outcomes with the SPA standards for each program. Both initial and advanced programs meet the requirements for the West Virginia Board of Education, West Virginia Higher Education Policy Commission, and WVBOE Policies 5100 and 5202, which articulate the policy requirements for the preparation of teachers and other educational professionals in West Virginia.

## Professional Education Unit Assessment System

Assessment processes are tailored to the characteristics of the unit's community and candidate population and aligned with the conceptual frameworks. As beginning candidates in the field of teaching or as experienced, employed professionals, candidates bring to the classroom a wide range of knowledge and experience and a focus on specific career objectives. From the point of application through completion of program and into practice in the specialization, assessment processes reflect candidate expectations and program goals and objectives.

Multiple assessment techniques are used to evaluate candidate performances and program effectiveness. Assessment strategies which focus on the candidate, the faculty, and the programs are found in the Professional Education Unit Assessment System. The assessment data provide information to improve candidate performance, faculty delivery, and program content. Data that are collected are analyzed and used to improve curricula, instruction and delivery. Continuous improvement beyond the norm, as well as corrective action, is the desired outcome of the assessment process.

The unit maintains a commitment to continuous review, revision, and validation of the conceptual frameworks. Surveys are disseminated to candidates, faculty, and members of the professional community regularly. Assessments occur both formally through the surveys and informally through committee work, professional discussions, and collaborative projects.

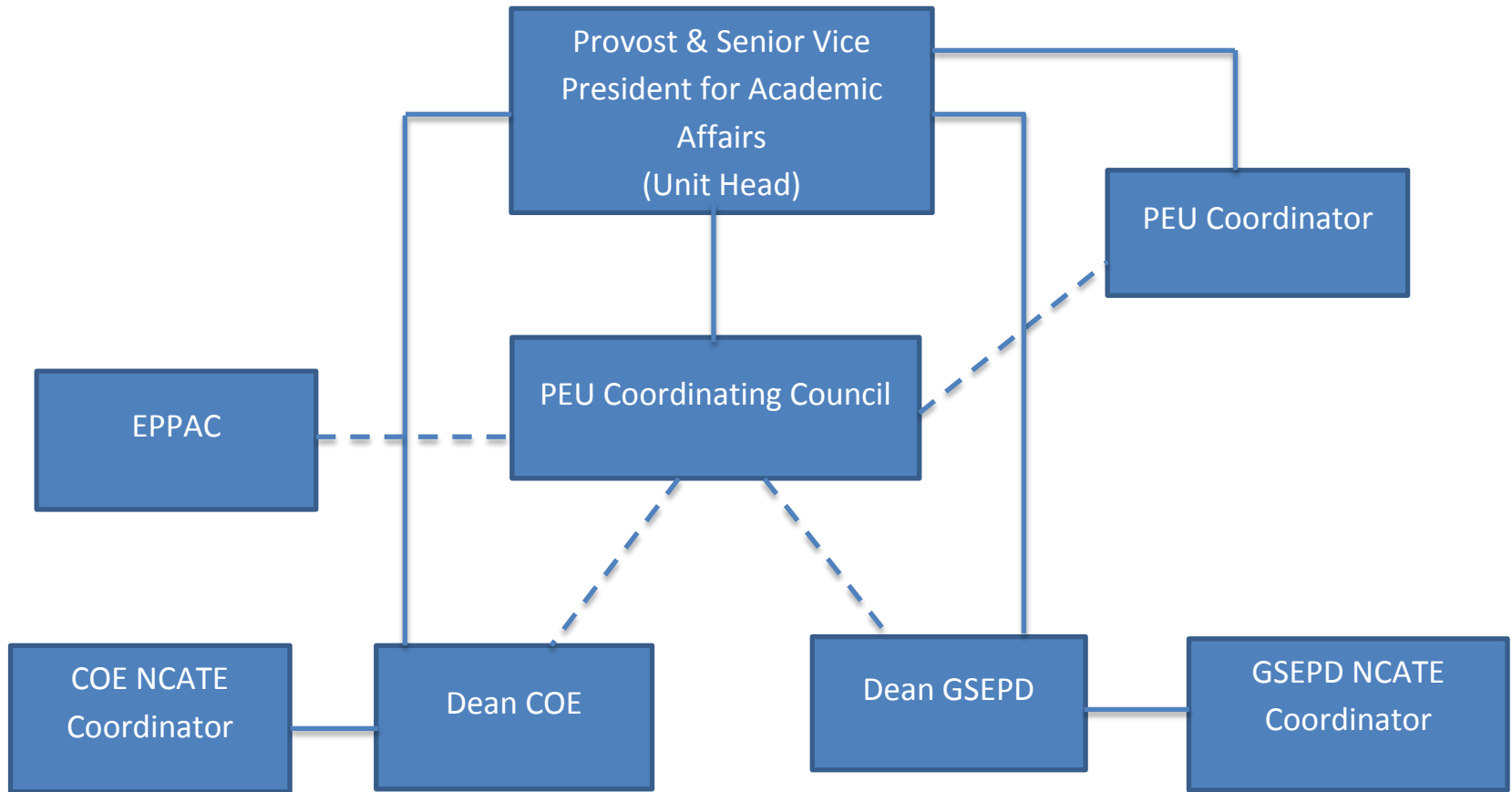
### Summary

The Professional Education Unit provides an array of undergraduate and graduate degrees, staff development, and continuing educational opportunities that involve learners in professional and personal growth through study, practice, and reflection. The Professional Education Unit at Marshall University is guided by two conceptual frameworks that are critical to all aspects of the unit. The initial programs are guided by the framework, **Preparing the Educator as Critical Thinker**. The advanced programs are guided by the framework, **Preparing the Experienced Professional as Specialist**. These frameworks are reviewed and studied by the professional community. The frameworks accurately reflect the philosophy and goals of the PEU for initial and advanced programs.

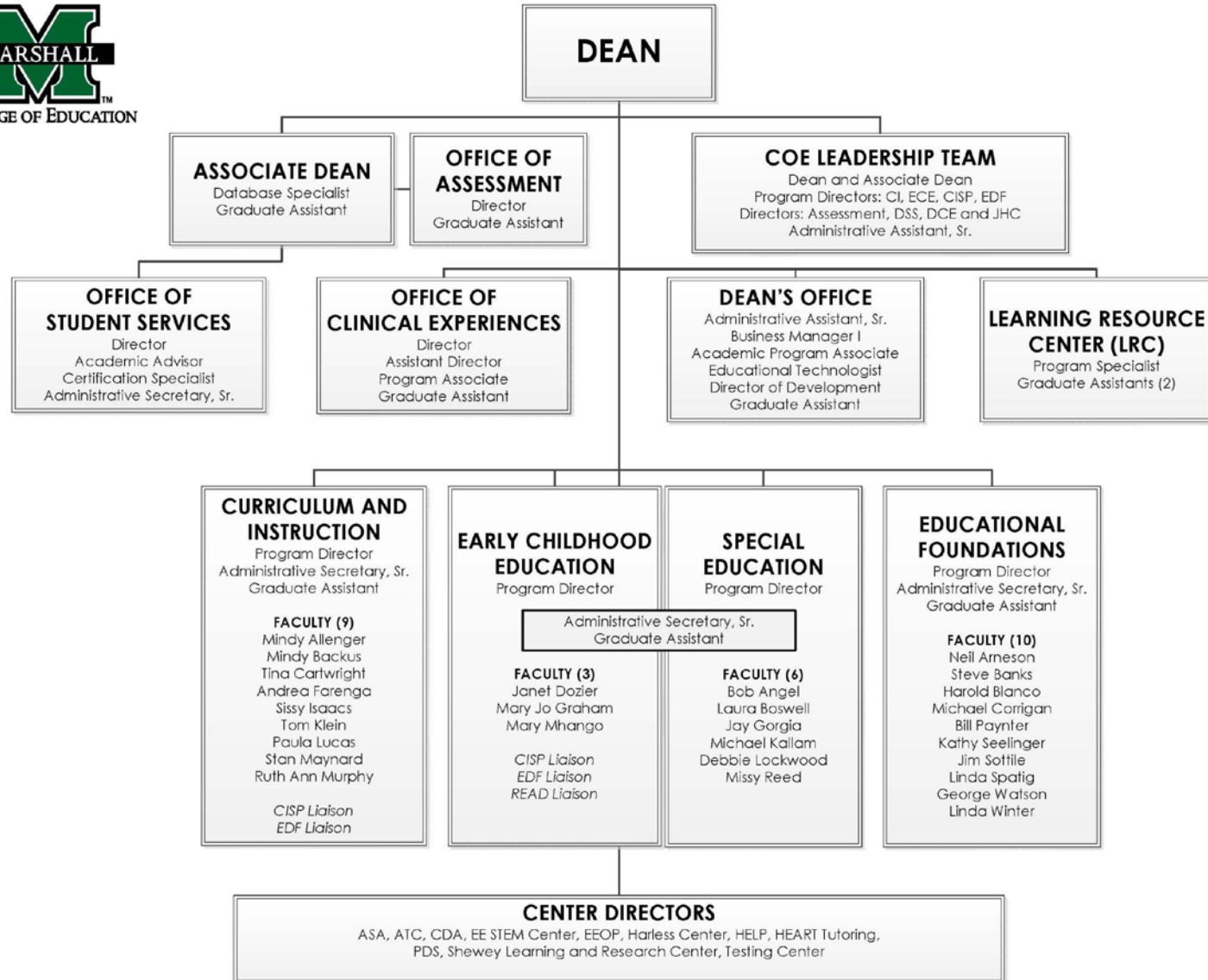
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APPENDIX A  
ORGANIZATION OF THE PEU

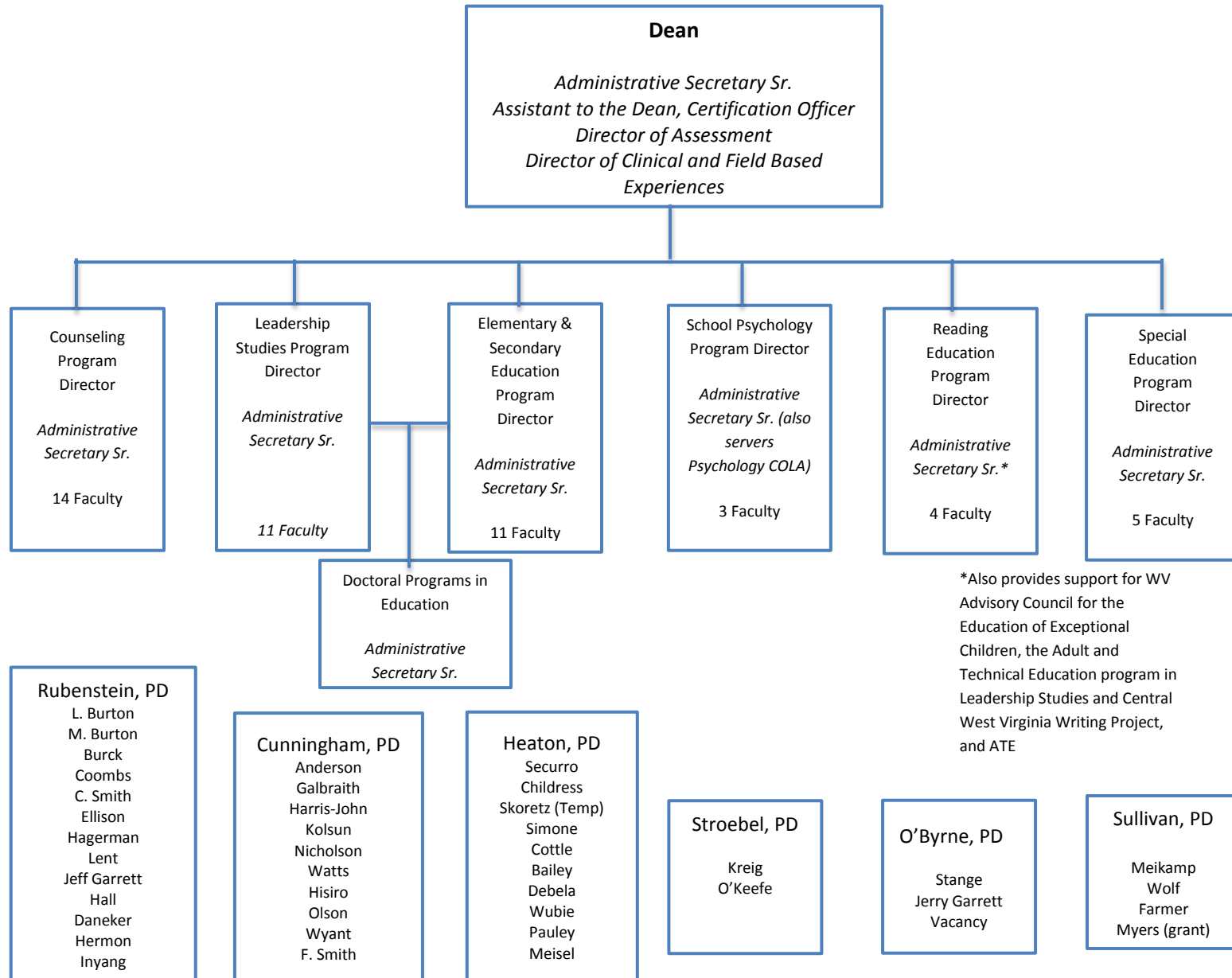


**APPENDIX A-1  
COE ORGANIZATIONAL CHART  
EFFECTIVE JULY 1, 2012**



APPENDIX A-2  
GSEPD ORGANIZATIONAL CHART

**Graduate School of Education and Professional Development  
Organizational Chart  
12/2011**



Appendix B  
**Programs Available in the PEU**

| <b>INITIAL PROGRAMS</b>                      | <b>BA</b> | <b>MA</b> | <b>CERTIFICATE</b> | <b>ENDORSEMENT</b> | <b>EDS</b> | <b>EDD</b> |
|--|-----------|-----------|--------------------|--------------------|------------|------------|
| Art PreK-Adult                               | X         |           |                    |                    |            |            |
| Biology 9-12                                 | X         |           |                    |                    |            |            |
| Business 5-Adult                             | X         |           |                    |                    |            |            |
| Chemistry 9-12                               | X         |           |                    |                    |            |            |
| Early Childhood                              | X         |           |                    |                    |            |            |
| Elementary Education K-6                     | X         |           |                    |                    |            |            |
| English 5-9                                  | X         |           |                    |                    |            |            |
| English 5 – Adult                            | X         |           |                    |                    |            |            |
| Family & Consumer Science                    | X         |           |                    |                    |            |            |
| French 5-Adult                               | X         |           |                    |                    |            |            |
| General Math – Alg. I                        | X         |           |                    |                    |            |            |
| General Science 5-9                          | X         |           |                    |                    |            |            |
| General Science 5 - Adult                    | X         |           |                    |                    |            |            |
| Health 5-Adult                               | X         |           |                    |                    |            |            |
| Journalism 9-Adult                           | X         |           |                    |                    |            |            |
| Latin 5-Adult                                | X         |           |                    |                    |            |            |
| Mathematics 5-Adult<br>(Comprehensive)       | X         |           |                    |                    |            |            |
| Music PreK-Adult                             | X         |           |                    |                    |            |            |
| Oral Communications 5-Adult                  | X         |           |                    |                    |            |            |
| Physical Education 5 – Adult                 | X         |           |                    |                    |            |            |
| Physical Education PreK – Adult              | X         |           |                    |                    |            |            |
| Physics 9-12                                 | X         |           |                    |                    |            |            |
| Social Studies 5 – 9                         | X         |           |                    |                    |            |            |
| Social Studies 5 – Adult                     | X         |           |                    |                    |            |            |
| Spanish 5-Adult                              | X         |           |                    |                    |            |            |
| MI (Mild/Moderate) K-6, 5-Adult<br>(initial) | X         |           |                    |                    |            |            |
| Preschool Special Needs PreK-K               | X         | X         |                    | X                  |            |            |

| <b>ADVANCED PROGRAMS</b>   | <b>BA</b> | <b>MA</b> | <b>CERTIFICATE</b> | <b>ENDORSEMENT</b> | <b>EDS</b> | <b>EDD</b> |
|--|-----------|-----------|--------------------|--------------------|------------|------------|
| Early Education (Advanced)<br>PreK-K                                       |           | X         |                    | X                  |            |            |
| ESL PreK-Adult   |           | X         | X                  | X                  |            |            |
| General Math - Algebra I 5-9,<br>5-Adult(Advanced)                         |           | X         | X                  | X                  |            |            |
| Middle Childhood Education 5-9<br>(Professional Development)               |           |           | X                  | X                  |            |            |
| Post-Bac 5-Adult, 9-Adult  |           |           | X                  |                    |            |            |
| Reading Endorsement K-6,<br>5-Adult  |           |           | X                  | X                  |            |            |
| Reading Specialist PK-Adult  |           | X         |                    | X                  |            |            |
| School Library Media PK-Adult  |           | X         | X                  | X                  |            |            |
| Autism K-6, 5-Adult  |           | X         |                    | X                  |            |            |
| Deaf & Hard of Hearing<br>PreK-Adult                                       |           | X         |                    | X                  |            |            |
| Gifted 1-12  |           | X         |                    | X                  |            |            |
| Multi-Categorical K-6, 5-Adult   |           | X         |                    | X                  |            |            |
| Visually Impaired PreK-Adult   |           | X         |                    | X                  |            |            |
| Counselor PreK-Adult   |           | X         |                    |                    |            |            |
| School Nurse PreK-Adult  |           | X         |                    |                    |            |            |
| School Psychologist PreK-Adult   |           |           |                    |                    | X          |            |
| Social Services & Attendance<br>PreK-Adult                                 |           |           | X                  | X                  |            |            |
| Principal PreK-Adult   |           | X         | X                  | X                  |            |            |
| Superintendent PreK-Adult  |           | X         | X                  | X                  |            |            |
| Supervisor of Instruction<br>PreK-Adult                                    |           | X         | X                  | X                  |            |            |
| MA - Elementary/Secondary<br>Education                                     |           | X         |                    |                    |            |            |
| EDS - Reading, Leadership, C&I,<br>School Counseling, Special<br>Education |           |           |                    |                    | X          |            |
| EDD – Curriculum & Instruction,<br>Educational Leadership                  |           |           |                    |                    |            | X          |

APPENDIX C  
KNOWLEDGE BASES FOR INITIAL PROGRAMS

**Conceptual Framework: Preparing the Educator as Critical Thinker**

All education majors in the College of Education and Human Services take courses in human growth and development, technology, foundations, special education, and diversity.

**PROFESSIONAL EDUCATION CORE**

**Rationale:**

The importance of understanding how children grow and develop and learn is the foundation for becoming a strong and effective teacher. Preparation in understanding children with special and diverse needs is critical to establishing a successful classroom. Finally, today's technology allows the teacher to enhance the learning of the children and to simplify the organization of the classroom. It is a valuable tool for teaching and learning.

**Theories/Theorists/Models:**

Human Growth and Development (EDF 218 and EDF 319): Bandura, Bruner, Chomsky, Erikson, Freud, Kohlberg, Marcia, Piaget, Skinner, Vygotsky, Chickering, Gilligan, Holland, Kitchener, Perry, Gardner

Technology (CI 102 and CI 350): Dale, McLuhan, Molenda, Russell, Abrams, Tipton, Koontz, Roblyer, Skinner, Heinich, Harris

Educational Foundations (EDF 435 and EDF 475): Anderson and Krathwohl, Bandura, Binet and Simon, Bloom, Messick, Moss, Paris, Popham, Shepard, Sternberg, Stiggins, Wechsler, Wertsch, Wiggins, Woolfolk; Delpit, Dewey, Freire, Kozol, Marshall, Mitchell, Reich, Sadker, Wirt

Special Education (CISP 421): Itard, Montessori, Galton, Binet, Terman, Broca, Skinner, Thorndike, Piaget, Deno, Wolfensberger, Gardner, Bloom, Frostig, Torrance, Kirk, Gallagher, Dunn, Renzulli, Stanley, Lerner, Deshler, Cruickshank, Greenwood

Diversity (SOS 207): Blumer, Boskoff, Corntead Spencer, Davis, Fromm, Goffman, Goodthorpe, Kahn, Levy, Loomis, Merton, Mills, Moore, Newcomb, Parsons, Sargent, Sarbin, Smelser, Williams, Zeitlin; functionalism, conflict theory, and interactionism.

**ELEMENTARY EDUCATION (BA)**

**Rationale:**

The Bachelor of Arts Degree in Elementary Education K-6, developed around the

conceptual framework of critical thinking, is designed to prepare professional teachers to teach multi-subjects in grades K-6. The program allows graduates to teach in a self-contained classroom in grades K-6. Three clusters of courses comprise the program: general requirements, teaching specialization, and professional education.

The curriculum in the Elementary Education K-6 program stresses critical thinking. Candidates are encouraged to choose among selected options within required courses, synthesize knowledge in ways personal to their lives, relate knowledge and practice to personal experience, and generally grow toward autonomy in their thinking. Methods of teaching that reflect contemporary research findings in education and psychology, demands in the field such as technology demands, and the value of diversity are studied in order to meet the needs of all students in the classroom.

**Theories/Theorists/Models:**

Literacy, Language, and Learning (CI 342, 343, 446, and 447): Ausubel, Bond, Farr, Herber, Huey, Smith, Vygotsky, Atweel, Clay, Goodman, Pearson, Vacca, Silveroli, Strickland, Tiernet, Allington, Gentry, Shanker, Elkwall, Avery, Kismaric, Dixon-Krauss, Routman, Taberski, Greene, Koch, Briggs, McClure

Early Education (CI 321): Bredekamp, Gestwicki, Bloom, McVicker-Hunt, Fortson, Glasser, Kamii, Dreikurs, Bruner, Slavin, Katz, Elkind, Gardner, Ginott, Chomsky, Beatty, Tyler, Berierter, Engleman, Eisner, Cople, Rosegrant, Chard, DeVries, Dewey, Piaget, Erikson, Vygotsky, Mitchell, White, Schweinhart, Berk, Ellis, Weikhart, Gottman, Epstein, Galinsky, Swick, Feldman

Math (CI 101,201, and 301): Bums, Burns, Van de Walle, Van Hiele

Social Studies (CI 360): Banks, Brophy, Bnmer, Dale, Dewey, Engle, Erikson, Gardner,Haas, Hepburn, Gagne, Lockard, Mehlinger, Ochoa, Piaget, , Skinner, Sunal, Van Sickle, VanSledright, Vygotsky; constructivism, inquiry, relevance, value-based, teaching for generalizations, conceptual teaching, teaching for problem solving

Integrated Math and Science (CI 448): Ausubel, Bruner, Dewey, Papert, Piaget, Rowe, Vygotsky; constructivism, inquiry-based, cooperative and collaborative, hands on, Bandura's theory of developing self-efficacy, technology assisted teaching and learning, discover, project-based

Classroom Management (CI 442): L. Canter, M. Canter, Dreikurs, Ginott, F. Jones, Glasser, Kounin, Skinner, Wattenberg, Kohn, Redl, Curwin, Mendler, L. Albert, Coloroso, Charles, Wong & Wong

## **EARLY CHILDHOOD EDUCATION (BA)**

**Rationale:**

Candidates who major in Preschool Education will receive a teaching certification in Birth-PreK and Preschool Special Needs. The licensure will be awarded by the West Virginia Department of Education. Assessment for all licensure programs is approved by the Professional Education Unit, and the coordinator for the preschool program is a program liaison and a member of

the Undergraduate Program Liaison Committee for Initial Teacher Education.

The Professional Education Unit believes that a primary goal is to cultivate the critical thinking capacities of educators. Specifically, the aim is to educate teachers in such a way that they become critical, reflective thinkers and have the skills to enable their students to become critical thinkers. The conceptual framework as critical thinking translates in early education to inquiry. Inquiry is conducted on two levels. First, the approach to young children's curriculum focuses on inquiry methods. Teacher candidates are taught to use child negotiated methods such as providing open ended materials and discovering and guiding children's interests in open ended inquiry. The project approach and Reggio Emilia influenced approach are specific examples of the curricular focus. Second, candidates engage in inquiry about specific children, asking what children know and how children arrive at what they know. Observation and portfolio assessment are tools students use in their inquiry about children.

A central focus is on diversity among children. A teacher of young children is often the first to identify learning challenges. Our teacher candidates learn about the full range of competency development. Candidates discover that some children need additional support because learning the requisite knowledge, skills and dispositions is more of a challenge for these children. Therefore field experiences are inclusive; we believe it is necessary for candidates to understand both typical and atypical development and to know when to seek assistance from specialists and provide for special needs.

**Theories/Theorists/Models:**

Historical foundation:

Rousseau, Froebel, Peabody, Pratt, Gesell

Practical foundation:

Bronfenbrenner, Erikson, Vygotsky, Piaget, Dewey, Montessori, Mitchell, Bruner, Skinner, Gardner

**SECONDARY EDUCATION (BA)**

**Rationale:**

The Professional Education Unit believes that a primary goal is to cultivate the critical thinking capacities of educators. Specifically, the aim is to educate teachers in such a way that they become critical, reflective thinkers and have the skills to enable their students to become critical thinkers.

**Theories/Theorists/Models:**

Critical Reading, Writing, and Thinking (CI 345): Bruner, Piaget, Skinner, Vacca, Vygotsky, Chall, Durkin, Karlin, Spache, Stauffer, Wilson

Middle Childhood Curriculum and Methods (CI 401 and CI 403): Alexander, George, Kagan, Bloom, Paul, Elder, Forte, Schurr, Slavin, Gardner, Lounsbury, Stevenson, McEwin, Williams, Erikson, Beane, Manning, Clark, Piaget, Lazear, Jacobs, Kellough, Krathwohl, Thomason,

Secondary Methods (CI 415): Ausubel, Bruner, Dewey, Erikson, Gardner, Papert, Piaget, Rowe, Vygotsky; constructivism, inquiry-based, cooperative and collaborative, hands on,

Bandura's theory of developing self-efficacy, technology assisted teaching and learning, discovery, project-based; state and national standards

Classroom Management (CI 449): F. Jones, T. Jones, Glasser, Redl, Wattenberg, Kohn, Ginott, L. Canter, M. Canter, Kounin, Skinner, Dreikurs, Sapon-Shevin, Curwin, Mendler, Albert, Epstein, Coloroso, McEwan, Charles

APPENDIX D  
KNOWLEDGE BASES FOR ADVANCED PROGRAMS

**ELEMENTARY EDUCATION (MA)**

**Theme:** Teacher as a professional educator and reflective practitioner

**Rationale:**

The Elementary Education program is designed to provide a coordinated, sequential program of study in an identified area of education (the area of emphasis) for elementary teachers. These programs are designed to produce a trained teacher as a specialist.

Each elementary education program is divided into three distinct areas: 1) a 15 hour block of foundation courses, 2) an 18 hour block concentrating on the area of emphasis (see separate areas of emphasis below), and 3) a capstone experience consisting of the development of a professional portfolio (3 credit hours) or an advisor approved elective (3 hours) and a comprehensive exam.

Core content common for all areas of emphasis include: Research, Human Growth and Development, Technology, Instructional Methods, Educational Evaluation. The rationale behind the inclusion of the core content component is to provide the student with a graduate level foundation in research, evaluation, instructional methods, technology, and human development and learning.

**Theories/Theorist/Models:**

Research: Campbell & Stanley, Charles & Mertler, Eisner, Franenkel & Wallen, Gay, Kerlinger, Krathwohl, Slaven, & Wiersma.

Human Growth and Development: Berk, Bloom, Bruner, Erikson, Kohlberg, Maslow, Pavlov, Piaget, Skinner, Vygotsky

Technology: Bandura, Becker, Cuban, Dick & Carey, Fullan, Gagne, Hannafin, Jonnassen, Prensky, Rogers, Tapscott, Williams

Instructional Methods: Bobbit, Bloom, Bruner, Dewey, Fullan, Gagne, Gardner, Goodlad, Hirsch, Ornstein, Tyler

Educational Evaluation: Bloom, the National Educational Goals (Goals 2000), the national content and performance standards from the Learned Societies for the disciplines, e.g., National Council of Teachers of Mathematics, and the National Assessment of Educational Progress (NAEP)

## **Areas of Emphasis:**

### **Early Childhood Education**

#### **Rationale:**

This area of emphasis combines theory, research, and practical applications to child development and early childhood education. It is designed for teachers who wish to add a PreK-K endorsement to their professional license.

#### **Theories/Theorist/Models:**

Theories: Behaviorist, Maturationist, and Constructivist

Theorists: Bandura, Bateson, Berk, Bruner, Corsaro, Froebel, Garvey, Gesell, Piaget, Rousseau, Thorndike, Watson, Vygotsky

Models: Montessori, Behaviorist, and Constructivist

### **Educational Computing**

#### **Rationale:**

This area of emphasis provides the practicing elementary and secondary teacher with practical experience in the integration of technology across the curriculum. Course topics focus on the utilization of technology for the purpose of enriching teaching and learning in a PK12 setting. Topics include applications software, authoring systems, instructional design, media literacy, multimedia development, and software evaluation, among others.

#### **Theories/Theorist/Models:**

Theorists: Becker, Cuban, Dick & Carey, Gagne, Fullan, Hannafin, Jonnassen, Prensky, Rogers, Tapscott, Williams

### **Elementary Science**

#### **Rationale:**

The elementary science education area of emphasis combines theory, research, and practical applications to enhance science content knowledge and strategies. The program also seeks to teach licensed teachers new techniques of delivering instruction through the use of hands-on, discovery, inquiry based teaching.

#### **Theories/Theorist/Models:**

Models: Constructivism, Inquiry Learning, Problem Based Learning, Cognitive Apprenticeship, Critical Thinking  
Theorists: Bartlett, Barr, Dewey, Metz, Piaget, Tyler, Vygotsky

### **English as a Second Language**

#### **Rationale:**

This area of emphasis is designed to help teachers offer support to P-12 students who are secondary English speakers. Participants in this program are given strategies to help improve students' English language and literacy skills.

**Theories/Theorist/Models:**

Theorists: Chomsky, Cummins, Halliday, Krashen

**Instructional Processes & Strategies**

This area of emphasis is designed to augment and supplement the instructional tools/strategies of the practicing school professional. Advanced techniques of curriculum design, teaching methods, and classroom management are presented in this program. Writing, science and math delivery techniques are all emphasized in this area.

**Theories/Theorist/Models:**

Theorists: Maslow, Freud, Erikson, Watson, Skinner, Havighurst, Piaget, Tyler, Bloom, Krathwohl, Thorndike, Goodlad, Dewey, Conant McDonald, Jackson, Gilligan, Vygotsky, Bruner, Ausubel, Rogers, Kohlberg, Montessori, Gagne, Suchman, Taba, Slavin, Papert, Gordon, Gardner

**Math – Algebra I****Rationale:**

This area of emphasis is available to teachers who hold a valid professional teaching license in any area but mathematics. The program focuses on training teachers to improve mathematics education by developing teaching professionals into qualified mathematics teachers at the middle school level.

**Theories/Theorist/Models:**

Cagelosi, Cathcart, ISTE, NCTM, Salend, Scheffield & Cruikshank

**Middle School Education****Rationale:**

This area of emphasis is designed to provide a middle school endorsement for elementary and secondary teachers who have met initial licensure requirements at the middle grade levels. The endorsement will allow teachers to provide instruction in grades 5-9 within the teacher's area of specialization. The purpose and thus mission of a graduate teacher education program in Middle Level Education is to assist service teachers in developing a more deft balance between teacher specialization and supportive interpersonal structure for students who need both to learn effectively.

**Theories/Theorist/Models:**

Alexander, Doda, Eichorn, George, Georgiady, Johnston, Lounsbury, Merenbloom, MeEwin, Schurr, Van Hoose, Vars

**School Library Media Specialist****Rationale:**

This area of emphasis will prepare a licensed teacher to properly manage school library media centers, collaborate with faculty to support the school pre K-12 curriculum and facilitate information literacy.

**Theories/Theorist/Models:**

Models: Anglo American Cataloguing, Sears, Dewey Decimal, Standard Cataloguing

Theorists: Budd, Eisenberg & Berkowitz, Hayes, McGrath, Pappas

## SECONDARY EDUCATION (MA)

**Theme:** Teacher as a professional educator and reflective practitioner

**Rationale:**

The Secondary Education program (like the elementary education program) is designed to provide a coordinated, sequential program of study in an identified area of education (the area of emphasis) for secondary teachers. These programs are designed to produce a trained teacher as a specialist.

Each secondary education program of study is divided into the three distinct areas: 1) a 15 hour block of foundation courses, 2) an 18 hour block concentrating on the area of emphasis (see separate areas of emphasis below), and 3) a capstone experience which can consist of either the development of a professional portfolio (6 credit hours) or two advisor approved electives (6 hours) and a comprehensive exam. Please note that the elementary and secondary programs share the same foundation courses and the six hour capstone experience.

The core content common for all areas of emphasis include: Research; Human Growth and Development; Technology; Instructional Methods; Educational Evaluation. The rationale behind the inclusion of the core content component is to provide the student with a graduate level foundation in research, evaluation, instructional methods, technology, and human development and learning.

**Theories/Theorist/Models:**

Research: Campbell & Stanley, Charles & Mertler, Eisner, Franenkel & Wallen, Gay, Kerlinger, Krathwohl, Slaven, & Wiersma

Human Growth and Development: Berk, Bloom, Bruner, Erikson, Kohlberg, Maslow, Pavlov, Piaget, Skinner, Vygotsky

Technology: Bandura, Becker, Cuban, Dick & Carey, Fullan, Gagne, Hannafin, Jonnassen, Prensky, Rogers, Tapscott, Williams

Instructional Methods: Bobbit, Bloom, Brunner, Dewey, Fullan, Gagne, Gardner, Goodlad, Hirsch, Ornstein, Tyler

Educational Evaluation: Bloom, the National Educational Goals (Goals 2000), the national content and performance standards from the Learned Societies for the disciplines, e.g., National Council of Teachers of Mathematics, and the National Assessment of Educational Progress (NAEP)

## **Areas of Emphasis:**

### **Educational Computing**

#### **Rationale:**

This program provides the practicing elementary and secondary teacher with practical experience in the integration of technology across the curriculum. Course topics focus on the utilization of technology for the purpose of enriching teaching and learning in a PK12 setting. Topics include applications software, authoring systems, instructional design, multimedia development, and software evaluation, among others.

#### **Theories/Theorist/Models:**

Theorists: Becker, Cuban, Dick & Carey, Fullan, Gagne, Hannafin, Jonnassen, Prensky, Rogers, Tapscott, Williams

### **English as a Second Language**

#### **Rationale:**

This area of emphasis is designed to help teachers offer support to P-12 students who are secondary English speakers. Participants in this program are given strategies to help improve students' English language and literacy skills.

#### **Theories/Theorist/Models:**

Theorists: Chomsky, Cummins, Halliday, Krashen

### **Instructional Processes & Strategies**

#### **Rationale:**

This area of emphasis is designed to augment and supplement the instructional tools/strategies of the practicing school professional. Advanced techniques of curriculum design, teaching methods, and classroom management are presented in this program. Writing, science and math delivery techniques are all emphasized in this area.

#### **Theories/Theorist/Models:**

Theorists: Maslow, Freud, Erikson, Watson, Skinner, Havighurst, Piaget, Tyler, Bloom, Krathwohl, Thorndike, Goodlad, Dewey, Conant McDonald, Jackson, Gilligan, Vygotsky, Bruner, Ausubel, Rogers, Kohlberg, Montessori, Gagne, Suchman, Taba, Slavin, Papert, Gordon, Gardner

### **Math -Algebra I**

#### **Rationale:**

This area of emphasis is available to teachers who hold a valid professional teaching license in any area but mathematics. Completion of the program allows candidates to add the Math – Algebra I endorsement to an existing teaching certificate. The program focuses on training teachers to improve mathematics education by developing teaching professionals into qualified mathematics teachers at the middle school level.

**Theories/Theorist/Models:**

Cagelosi, Cathcart, ISTE, NCTM, Salend, Scheffield & Cruikshank

**Middle School Education****Rationale:**

This area of emphasis is designed to provide a middle school endorsement for elementary and secondary teachers who have met initial licensure requirements at the middle grade levels. The endorsement will allow teachers to provide instruction in grades 5-9 within the teacher's area of specialization. The purpose and thus mission of a graduate teacher education program in Middle Level Education is to assist service teachers in developing a more deft balance between teacher specialization and supportive interpersonal structure for students who need both to learn effectively.

**Theories/Theorist/Models:**

Alexander, Doda, Eichorn, George, Georgiady, Johnston, Lounsbury, Merenbloom, MeEwin, Schurr, Van Hoose, Vars

**School Library Media Specialist****Rationale:**

This area of emphasis will prepare a licensed teacher to properly manage school library media centers, collaborate with faculty to support the school (K-12) curriculum and facilitate information literacy.

**Theories/Theorist/Models:**

Models: Anglo American Cataloguing, Sears, Dewey Decimal, Standard Cataloguing

Theorists: Budd, Eisenberg & Berkowitz, Hayes, McGrath, Pappas

**MASTER OF ARTS IN TEACHING AND POST-BACCALAUREATE****Rationale:**

The program curriculum, including the clinical experiences, is designed around the wv Professional Teaching Standards, Interstate New Teacher Assessment and Support Consortium (INTASC) standards and the four domains of the PRAXIS Principles of Learning and Teaching. The goal of the curriculum is to produce a professional educator ready to enter the public school classroom as a reflective practitioner and content expert. This goal is reached through a core knowledge base combined with the field-based clinical experiences. Students may achieve certification through either a degree program or an abbreviated certificate program.

**Theories/Theorist/Models:**

Theories/Theorists: Maslow, Freud, Erikson, Watson, Skinner, Havaighurst, Piaget, Tyler, Bloom, Krathwohl, Thorndike, Goodlad, Dewey, Conant McDonald, Jackson, Gillidgan, Vygotsky, Bruner, Ausubel, Rogers, Kohlberg, Montessori, Gagne, Suchman, Taba, Slavin, Papert, Gordon, Gardner

Models: Inductive, Deductive, Social and Independent approaches to teaching including Inquiry,

Problem Solving, Cooperative Learning, Concept Attainment, Organized Bodies of Knowledge/Integrative, and Direct Instruction, higher order thinking, authentic, and alternative assessment.

## **EARLY CHILDHOOD EDUCATION (MA)**

**Theme:** Teacher as a professional educator and reflective practitioner

### **Rationale:**

The Early Childhood Education (ECE) master's degree program examines theory, research, and practical applications of early childhood development to early childhood education settings. The purpose of the degree is to provide a concentrated ECE MA program for the certified elementary teacher. Each ECE program of study is divided into three distinct areas: 1) a 15 hour block of foundation courses, 2) an 18 hour block concentrating on the area of emphasis (see the explanation of the two areas of emphasis below), and 3) a capstone experience which can consist of either the development of a professional portfolio (6 credit hours) or two advisor approved electives (6 hours) and a comprehensive exam. Please note that the ECE program share the same foundation courses and the six hour capstone experience as the elementary and secondary degree programs.

The core content includes: Research; Human Growth and Development; Technology; Instructional Methods; Educational Evaluation. The rationale behind the inclusion of the core content component is to provide the student with a graduate level foundation in research, evaluation, instructional methods, technology, and human development and learning.

### **Theories/Theorist/Models:**

Research: Campbell & Stanley, Charles & Mertler, Eisner, Franenkel & Wallen, Gay, Kerlinger, Krathwohl, Slaven, & Wiersma.

Human Growth and Development: Berk, Bloom, Bruner, Erikson, Kohlberg, Maslow, Pavlov, Piaget, Skinner, Vygotsky

Technology: Bandura, Becker, Cuban, Dick & Carey, Gagne, Hannafin, Jonnassen, Rogers, Williams

Instructional Methods: Bobbit, Bloom, Brunner, Dewey, Fullan, Gagne, Gardner, Goodlad, Hirsch, Ornstein, Tyler

Educational Evaluation: Bloom, the National Educational Goals (Goals 2000), the national content and performance standards from the Learned Societies for the disciplines, e.g., National Council of Teachers of Mathematics, and the National Assessment of Educational Progress (NAEP)

### **Early Childhood Concepts:**

Behaviorist, Maturationist, and Constructivist, Bateson, Berk, Bruner, Corsaro, Froebel, Garvey, Gesell, Piaget, Rousseau, Thorndike, Watson, Vygotsky, Montessori

## LEADERSHIP STUDIES (MA)

**Theme:** Transactional, Transformational and Adaptive, Constructs of Administration, Administration

**Rationale:**

Program knowledge base, goals and processes reflect an integrated focus on transactional (school operation) and transformational and a adaptive (school improvement) theorists. Emphasis is on the administrator as manager and instructional leader.

**Theories/Theorists/Model:**

Organizational Change Theory, Leadership Theory, Administrative-Management Theory, Social Systems Theory, Feminist Theory, Critical Theory, Human Relations Theory, Cultural Pedagogy, Chaos/Complexity Theory

**Areas of Emphasis:**

**Principalship (MA)**

**Theories/Theorists/Models:**

Apple, Giroux, Bennis, Aronowitz, Greene, Hersey/Blanchard, Covey, DeBono, Demming, Depree, Drucker, Frankl, Fromme, Gardner, Gibb, Harris, Kanter, Kouzes, Lippitt, May, Blake, Mouton, Senge, Sergiovanni, Vroom, Yuki, Heifetz, Noddings, Holt

**Superintendency**

**Theories/Theorists/Models:**

Bennis, Blumberg, Cuban, Covey, Dahl, Deal, Fullan, Bolmay, Drucker, Etzioni, Fiedler, Fullan, Gardner, Getzels, Guba, Glasser, Halpin, Hersey, Herzberg, Hunter, Katz, March, Mintzberg, Sergiovanni, Vroom

**Supervision of Instruction**

**Theories/Theorists/Models:**

Bennis, Berne, Bruner, Covey, DePree, Erikson, Gardner, Glickman, Goodlad, Harris, Holt, Hoy, Kanter, Kohlberg, Maslow, Piaget, Sergiovanni, Sizer, Tyler, Vroom, Chronback, Buros, Campbell DT, Campbell Stanley, Gagne, Scriven, Stake, Stufflebeam, Tyler, Aristotle, Plato, Aquinas, Kant, Locke, Mill, Bentham, Hobbes, Marx, Horkheimer, Adorno, Marcuse, Arendt, Noddings, Gilligan, Apple, Giroux, Aronowitz, Steinberg

**Social Service and Attendance Personnel Certificate Program**

**Rationale:**

The conceptual framework of the Social Service and Attendance Personnel Program is grounded in the knowledge, skills, and dispositions established in the conceptual framework for all programs in Leadership Studies. However, to assure that graduates of the program will have the

appropriate knowledge, skills, and dispositions to support their work in school social services, the concepts for leadership are supplemented and enriched by the philosophy of school counseling.

**Theories/Theorists/Models:**

Apple, Giroux, Bennis, Aronowitz, Greene, Hersey, Blanchard, Covey, DeBono, Demming, DePress, Drucker, Frankl, Fromme, Gardner, Gibb, Harris, Kanter, Kouzes, Lippitt, May, Blake, Mouton, Senge, Sergiovanni, Vroom, Ukl, Heifetz, Noddings, Holt, Glasser, Ericsson, Perls, Bandura, Lewin, Rogers

**EDUCATION (Ed.D)**

**Educational Leadership Major**

**Theme:** Educational administrator in public education as a critical transactional and transformational leader:

**Rationale:**

The doctoral program in Educational Leadership is designed to prepare practitioners to be reflective, ethical leaders who contribute to best practice in public school administration.

**Theories/Theorists/Models:**

Acquinas, Adorno, Apple, Arendt, Aristotle, Aronowitz, Bennis, Bentham, Berne, Blumberg, Bolmay, Bruner, Buros, Campbell DT, Campbell-Stanley, Chronback, Covey, Cuban, Dahl, Deal, DePree, Drucker, Erikson, Etzioni, Fiedler, Fullan, Gagne, Gardner, Getzels, Gilligan, Giroux, Glasser, Glickman, Goodlad, Guba, Halpin, Hanis, Hersey, Herzberg, Hobbes, Holt, Horkheimer, Hoy, Hunter, Kant, Kanter, Katz, Kohlberg, Locke, March, Marcuse, Marx, Maslow, Mill, Mintzberg, Noddings, Piaget, Plato, Scriven, Sergiovanni, Sizer, Stake, Steinberg, Stufflebeam, Tyler, Vroom

**Curriculum & Instruction Major**

**Theme:** The educator as a practitioner, researcher and leader in the field of curriculum and instruction.

**Rationale:**

The Curriculum and Instruction doctoral program is intended to train education professionals to be reflective researchers and practitioners in both public education and higher education.

**Theories/Theorists/Models:**

Barnard, Bennett, Bobbitt, Bruner, Cuban, Cubberly, Dewey, Eisner, Eliot, Flexnor, Fullan, Gagne, Gardner, Giroux, Goleman, Goodlad, Kohlberg, Ornstein, Pinar, Posner, Rush, Spencer, Spring, Taba, Taylor, Thorndike, Toffler, Tyler

**EDUCATION (Ed.S)**

**Theme:** Post-master's preparation of the experienced professional as specialist.

**Rationale:**

The Professional Education Unit offers an Ed.S. in Education with Areas of Emphasis in Reading Education, Counseling, Leadership Studies, and Curriculum and Instruction. The target population(s) for the program are post-master's professionals including teachers, reading specialists, administrators, counselors and other educational human service professionals seeking a planned and structured post-master's program of study. This is a post-master's degree program requiring 30 semester hours of study and a comprehensive assessment.

Students completing the Ed.S.in Education are expected to demonstrate the following:

In-depth knowledge and understanding in core studies (e.g. research, statistics, writing, and technology);

An in-depth understanding in a content area (C &I, Leadership Studies, Counseling, or Reading Education);

Synthesis and integration of the core and content knowledge gained in the program.

**Theories/Theorists/Models:**

Aquilino, Belson, Bradburn, Converse, Fox, Fowler, Dish, Sieber, Cuban, Crawford, Hanna, Maddox, Morrison, Tapscott, Willard, Barnet, Clark, Hall, Lanham, Turbian, Miller.

### **READING EDUCATION (MA) READING EDUCATION CERTIFICATE**

**Theme:** Reading Specialist as a facilitator of literacy instruction and learning.

**Rationale:**

Curriculum is based upon the candidate serving in a variety of literacy roles within the school. These literacy roles include: a teacher of struggling literacy learners, resource person for classroom teachers of literacy, and literacy curriculum specialist that helps design, implement and evaluate the literacy curriculum within the school. The candidate draws from Routman, a knowledge-base built upon a belief that all children can learn and the theoretical position that learning is a constructive process affected by cognitive and emotional factors within the learning environment. An abbreviated certificate program which leads to an endorsement in Reading is also available to students.

**Theories/Theorists/Models:**

Goodman(s), F. Smith, Vygotsky, Camboume, Clay, Holdaway, Caulkin, Graves, Tharp, Gallimore, Meeks, Wells, Bruner, Piaget, Levin, Slavin, Goswami, Snow, Luria, Lyons, Wood, Chomsky, Allington, Routman, Pearson, Chall, Teal, Allington, and Templeton.

### **SCHOOL COUNSELING (MA)**

**Theme:** Humanistic, cognitive behavioral and developmental models of counseling and psychotherapy

**Rationale:**

Individuals are viewed (In terms of their cognitive, behavioral, psychosocial and moral developments as exemplified In the works of recognized theorists and in terms of their human potential to become more fully functioning.

Specialization: Pre K- Adult

**Theories/Theorists/Models:**

Palo, Erikson, Kohlberg, Ropers, Maslow, Ellis, Adler, Berne, Pens, Glasser, Egan, Parsons, Roe, Holland, Crites, Ginzberg and Super Piaget Hutchinson, Cole, Gysbers, Myrick and Thompson, Piaget, Myrick and Vernon

**SCHOOL PSYCHOLOGY (Ed.S)**

**Theme:** School Psychologist as expert problem solver

**Rationale:**

The School Psychology Program bases instruction upon the seven-step problem-solving model. Through exposure to this model and its applications, students learn to make data-based decisions, design research-based interventions, and serve as expert problem-solvers within the schools. The purpose of the school psychology program is to prepare professional school psychologists to work within the schools as social systems to meet the following goals:

1. Apply their knowledge of psychology and education in order to prevent or remove the barriers to optimal growth and development at the community, school, classroom, and individual child level.
2. Apply the problem-solving process within a collaborative consultation model that embraces both direct and indirect service delivery.
3. Ensure professional competence based on a solid foundation of ethical, legal, and responsible practice that respects human diversity and individual differences.
4. Apply knowledge and skills in conducting and interpreting research applied to practice.
5. Apply knowledge and understanding of the multiple systems that develop.
6. Ensure a broad range of quality services in primary, secondary, and tertiary prevention to serve universal, targeted, and selected populations.
7. Apply skills in program evaluation to improve service to individuals, families, schools, and communities.
8. Integrate technological applications to facilitate all the above goals

**Theories/Theorists/Models:**

Theorists: Piaget, Vygotsky, Bronfenbrenner, Bowlby, Ainsworth, Steele, Garbarino, Elkind, Albee, Caplan, Bandura, Zimbardo, Kohlberg, Gilligan, Darwin, Lorenz, Pavlov, Thorndike, Gardner, Binet, Wechsler, Maslow, Adler,

Theories: Systems Theory, Risk & Resiliency, The Health Belief Model, Theory of Reasoned Action, Social Cognitive Theory, Eco-behavioral Theory, Measurement Theory, Learning Theory, Change Theory

**SPECIAL EDUCATION (MA)**

**Theme:** Diagnostic Prescriptive Model

**Rationale:**

Curriculum stresses inter-disciplinary and trans-disciplinary practices. Focus is on intensive educational assessment and the determination and implementation of a viable intervention (test-teach-test) as part of the Response to Intervention (RTI) model. A variety of administrative arrangements for delivery of education for exceptional students (e.g., inclusion, consultative resource room, self-contained) are addressed

**Theories/Theorists/Models:**

Applied Behavior Analysis, Eco-behavioral, Positive Behavior Support, medical, person-centered planning; Skinner, Keller, Dunlap, Homer, Carr, Albin, and Schopler

**Areas of Emphasis:****Autism****Theories/Theorists/Models:**

Applied Behavior Analysis, Eco-behavioral, Positive Behavior Support, medical, person-centered planning; Skinner, Keller, Dunlap, Homer, Carr, Albin, and Schopler

**Multicategorical****Theories/Theorists/Models:**

Theories: behavioral, psychodynamic, sociological, ecological, humanistic, psychoeducational, eco-behavioral, medical model, applied behavior analysis, social teaming, cognitive teaming, curriculum-based teaching, skill-deficit, inactive-learning, metacognitive, cognitive/learning strategies, reciprocal, teaching/scaffolding, deviance, cognitive-developmental, five center career education, direct instruction

Major Theorists: Pavlov, Freud, Watson, Bandura, Ellis, M. Skinner, Redl, Piaget, Rogers, Bryan & Bryan, Mastropier & Scruggs, Zeaman & House, Sigmond, Palinscar, Campione, MacMillan, Englebert, Deshler, Ysseldyke, Hallhan, Alley, Bender, Mercer, Sleeter, Reid, Algozine, Gagne, Johnson & Mykelbust, Hebb, Trogesen, Sapona, Schumker, Lenz, Skritic, Graham, Harris

Emphasis is placed on the development of positive behavior management approaches based upon sound behavior analysis principles as part of tiered instructional approaches.

## **Deaf/Hard of Hearing**

### **Theories/Theorists/Models**

Speech Development -Ling

Normal Language Development – Goodman, Smith

Psycholinguistic Theory - Goodman, Smith

Cognition and Language Development –Piaget

Interactionist Theory

Maturational Theory - Darwin, Lorenz, Bowlby, Gessell, Hall, Ainsworth

Attribution Theory –Weiner

Information Processing Theory – McLaughlin

Cognitive Learning Theory -Circa, Miller

Cultural and Social Learning -Watson, Skinner, Bandura, Snow

Ecological Theory –Bronfenbrenner

Transactional Theory of Reading and Writing –Rosenblatt

Humanistic Approach –Maslow & Rogers

Meanings of Symbol Systems – Holmes & Vygotsky

Learning/Thinking Styles Theories – Sternberg, Jung, Kolb & McCarthy, Gardner, Armstrong,

Nunley, Hart Darling-Hammond, Dennison & Dennison

Brain –Based Learning – Caine & Caine, MacLean, Harrmann

## **Preschool Special Needs**

### **Theories/Theorists/Models:**

Theories: The theories of numerous individual are used including Piaget, Kohlberg, Maslow, Vygotsky, Bronfenbrenner, Bredekamp, and Dunst

## **Gifted**

### **Theories/Theorists/Models:**

Theories: Binet, Terman, humanism, cognitive strategies, multiple intelligences, metacognitive approaches

Theorists: Bloom, Renzulli, Tennen, Bruner, Guilford, Gardner, Sternberg.

## **Visual Impairments**

### **Theories/Theorists/Models:**

Theories: behavioral, psycho-educational, functional

Models: learning media, functional vision, medical

Theorists: Diderot, Huay, Allen, Braille, Hall, Barraga, Ferrell, Spungin, Mangold, Hyvarinen, Roman-Lantzy

Humanistic Approach –Maslow & Rogers

Meanings of Symbol Systems – Holmes & Vygotsky  
Learning/Thinking Styles Theories – Sternberg, Jung, Kolb & McCarthy, Gardner, Armstrong,  
Nunley, Hart Darling-Hammond, Dennison & Dennison  
Brain –Based Learning – Caine & Caine, MacLean, Harrmann

### **SPEECH PATHOLOGY (MA)**

**Theme:** Test, diagnose, and design treatment for students with speech difficulties.

**Rationale:**

The Department of Communication Disorders offers an M.A. degree leading to West Virginia Department of Education licensure as a speech language pathologist as well as eligibility for national certification in Speech-Language Pathology by the American Speech-Language-Hearing Association (ASHA).

**Theories/Theorists/Models:**

Chris Dollaghan, Judy Geirut, Ron Gilliam, Audrey Holland, Jeri Logemann, Penelope Myers, Lorraine Ramig, Jay Rosenbek, Susan Ellis Weisman

APPENDIX E  
**MARSHALL UNIVERSITY CREED**

Inspired by the example of John Marshall, we the students, faculty, staff, and administrators of Marshall University, pledge to pursue the development of our intellects and the expansion of knowledge, and to devote ourselves to defending individual rights and exercising civic responsibility. We strive to exemplify in our own lives the core values of John Marshall's character: independence, initiative, achievement, ethical integrity, and commitment to community through association and service. As Marshall University, we form a community that promotes educational goals and that allows individuals maximum opportunity to pursue those goals.

**We are:**

**An Educational Community** in which all members work together to promote and strengthen teaching and learning;

**An Open Community** uncompromisingly protecting freedom of thought, belief and expression;

**A Civil Community** treating all individuals and groups with consideration, decency, and respect, and expressing disagreements in rational ways;

**A Responsible Community** accepting obligations and following behavioral guidelines designed to support the common good;

**A Safe Community** respecting each other's rights, privacy and property;

**A Well Community** respecting and promoting physical and emotional health;

**An Ethical Community** reflecting honesty, integrity and fairness in both academic and extracurricular activities;

**A Pluralistic Community** celebrating and learning from our diversity;

**A Socially Conscious Community** acting as citizens of the world and seeking to contribute to the betterment of people and their environments;

**A Judicious Community** remaining alert to the threats posed by hatred, intolerance and other injustices and ever-prepared to correct them.

*(From Marshall University Undergraduate Catalog 2009-2010, p. 9.)*

## APPENDIX F UNIT VALUES

**The following is a statement of the values held by the faculty, staff, administrators and students of the Marshall University Professional Education Unit.**

### **Academic Excellence:**

Faculty should demonstrate excellence in the following areas: teaching, advising, scholarship and/or service:

- Teaching Priority: Faculty should demonstrate excellence in teaching priority by integrating syllabi and consequentially the courses with 21<sup>st</sup> century skills and promoting student inquiry through creative teaching methods.
- Advising Priority: Faculty should demonstrate excellence in valuing students by advising accurately and promptly.
- Service and Leadership Priority: Faculty should demonstrate excellence in service and leadership both to the educational unit and within the community.
- Scholarship Priority: Faculty should demonstrate excellence in scholarship by research and with other significant contributions to the field such as through presentations and writings.

Staff should demonstrate excellence in the areas of:

- Oral and written communication skills
- Technology for word processing and reporting research
- Procedural guidelines for faculty travel, applications, etc.

Candidates should reach levels of excellence related to:

- Knowledge of the content
- Skills in applying knowledge to field experiences with students (eg., instruction, classroom management, assessment)

Administrators should demonstrate excellence in leadership, knowledge, planning, promoting initiatives, directing personnel, organization, and in marshaling resources.

### **Integrity:**

Faculty should demonstrate integrity by adhering to moral and ethical practices appropriate to the profession.

Staff should demonstrate integrity regarding confidentiality of information

Candidates should adhere to standards of integrity related to:

- Completing research and other assignments without plagiarism
- Completing assessments without outside assistance
- Devoting quality time to assignments

Administrators should demonstrate integrity as they implement the vision of the unit, maintain positive relationships in the unit and with other entities, and collaborate with both internal and external stakeholders.

### **Responsibility and accountability:**

Faculty should demonstrate a sense of responsibility by submitting accurate reports, including verifiable data, etc. within the timeframe as determined by unit administrators.

Staff should demonstrate a sense of responsibility and initiative by submitting reports, data, etc. within the timeframe determined by their unit administrators.

Candidates should demonstrate responsibility by:

- Completing assignments in a timely way
- Informing instructors of challenges that may interfere with course expectations
- Interacting with instructors, peers, students and personnel in a respectful manner

Administrators should model excellence in their assignments, demonstrating and promoting accountability for faculty, staff, candidates, and with other leaders.

### **Diversity:**

Faculty, staff, candidates and administrators should represent multiple cultures or micro-cultures. All are expected to be open-minded regarding the value, intelligence, ethics and contributions of others without regard to race, color, gender, religion, age, disability, national origin or sexual orientation.

### **A Commitment to Continuous Improvement:**

Faculty, staff, candidates and administrators should value the idea that there is room for improvement on every level (personal, classroom, program, unit). All are expected to actively contribute to assessing unit goals and unit performance. Faculty, staff, candidates and administrators should aim to create a system in which we are producing evaluation data to assess our unit, interpreting the information each semester, evaluating the program data, and creating and implementing action plans for improvement.

APPENDIX G  
**WV PROFESSIONAL TEACHING STANDARDS CORRELATED TO INSTAC STANDARDS**

| <b>WV PROFESSIONAL TEACHING STANDARDS</b>  | <b>INTASC STANDARDS</b>  | <b>NATIONAL BOARD STANDARDS – KEY INDICATORS</b>  |
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| <p><b>Standard 1: Curriculum and Planning</b><br/>           The teacher displays deep and extensive knowledge of the core content and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21<sup>st</sup> century interdisciplinary themes of global awareness; economic, business and entrepreneurial literacy; civic literacy and health literacy. Knowledge of content is absolutely necessary for good teaching, but it must be combined with an understanding of the complex and sophisticated relationships within the content and must be made relevant to the learner. The teacher designs instruction that is aligned with the WV CSOs and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem-solving and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of content and depth of knowledge of the WV CSOs. The teacher uses his/her knowledge of content, process and development of 21<sup>st</sup> century learning skills to move beyond being a <i>provider</i> of knowledge to being a <i>facilitator</i> of learning. Experiences are created to advance student learning and systems thinking through processes such as critical thinking, collaboration and problem-solving and that encourage creativity, innovation and self-direction.</p> |  |   |
| <p><b>1A: Core Content</b> – The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.</p>  | <p><b>4.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> | <p><b>2.a</b> NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.</p> |

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| <p><b>1B: Content Pedagogy</b> – The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation and problem-solving.</p> <p><b>1C: Setting Goals and Objectives for Learning</b> – The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.</p> <p><b>1D: Designing Instruction</b> – The teacher designs instruction that engages students in meaningful instructional activities that support the WV CSOs and that result in intentional student learning.</p> | <p><b>5.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.</p> <p><b>4.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>5.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.</p> <p><b>4.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>5.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.</p> <p><b>2.</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>4.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>5.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical</p> | <p><b>2.b</b> NBCTs have skill and experience in teaching the subject(s) they teach and are familiar with the skill gaps and preconceptions students may bring to the subject</p> <p><b>2.c</b> NBCTs are able to use diverse instructional strategies to teach understanding</p> <p><b>3.b</b> NBCTs know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals</p> |
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| <p><b>1E: Student Assessments</b> – The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.</p>   | <p>thinking, creativity, and collaborative problem-solving related to authentic local and global issues.</p> <p><b>5.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.</p> <p><b>6.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teacher’s and learner’s decision making.</p> <p><b>7.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>8.</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p><b>9.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> | <p><b>3.c</b> NBCTs know how to assess the progress of individual students as well as the class as a whole</p> <p><b>3.d</b> NBCTs use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents</p> |
| <p><b>Standard 2: The Learner and Learning Environment</b><br/>The teacher demonstrates knowledge of the underlying principles of how students develop and learn and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learning culture that allows all students to be</p> | <p><b>INTASC INDICATORS</b></p>  |   |

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| <p>successful while respecting their differences in learning styles, as well as socio-economic, cultural and developmental characteristics. That respect for diversity is apparent in the design of the learning environment – the activities and tasks, the materials and the student groupings – to assure student learning. The learning environment is characterized by effective classroom procedures, the appropriate use of technology and efficient management of behaviors and physical space. Students’ misconceptions and misunderstandings of concepts are addressed in the lesson design to assure that the appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.</p> |   |   |
| <p><b>2A: Understanding Intellectual/Cognitive, Social, and Emotional Development</b> - The teacher’s understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.</p>  | <ol style="list-style-type: none"> <li><b>1.</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</li> <li><b>2.</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</li> <li><b>3.</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</li> <li><b>4.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</li> <li><b>6.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teacher’s and</li> </ol> | <p><b>1.a</b> NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn</p> <p><b>1.c</b> NBCTs understand how students develop and learn</p> <p><b>1.e</b> NBCTs are also concerned with the development of character and civic responsibility</p> |

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| <p><b>2B: Creating an Environment of Respect and Rapport</b> - The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.</p> | <p>learner’s decision making.</p> <p><b>7.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>8.</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p><b>9.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>1.</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>2.</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>3.</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p><b>4.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for</p> | <p><b>1.b</b> NBCTs treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice</p> <p><b>1.d</b> NBCTs respect the cultural and family differences students bring to their classroom</p> <p><b>1.e</b> NBCTs are with their students’ self-concept, their motivation and the effects of learning on peer relationships</p> <p><b>3.b</b> NBCTs know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals</p> |
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| <p><b>2C: Establishing a Culture for Learning</b> - The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.</p> | <p>learners to assure mastery of the content.</p> <p><b>6.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teacher's and learner's decision making.</p> <p><b>7.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>8.</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p><b>9.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>3.</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> | <p><b>1.f</b> NBCTs are concerned with the development of character and civic responsibility</p> <p><b>3.b</b> NBCTs know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals</p> |
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| <p><b>2D: Implementing Classroom Procedures</b> - The teacher assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.</p> <p><b>2E: Managing Student Behaviors</b> -The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.</p> <p><b>2F: Organizing the Learning Environment</b> - The teacher assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.</p> | <p><b>3.</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p><b>3.</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p><b>3.</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> | <p><b>3.b</b> NBCTs know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals</p> |
| <p><b>Standard 3: Teaching</b><br/>The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target, and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning,</p>                              | <p><b>INTASC INDICATORS</b></p>   |   |

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| <p>discussion, pacing and grouping techniques that engage all students and elicit clear evidence of their learning.</p> <p>The teacher engages in the instructional cycle of planning, instructing, assessing, and adjusting based on data. The teacher extracts data from ongoing formative/classroom assessments to inform and adjust instruction for intervention, enrichment or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of the WV content standards and objectives. The teacher provides timely, specific descriptive feedback through classroom assessment <i>for</i> learning practices, thus enabling students to self-assess and set their own goals. Excitement about learning is not only demonstrated in the instruction, but also by the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.</p> |   |  |
| <p><b>3A: Importance of Content</b> - The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.</p> <p><b>3B: Communicating with Students</b> - The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.</p>  | <p><b>4.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>3.</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p><b>4.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> | <p><b>1.a</b> NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn</p> <p><b>2.a</b> NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.</p> <p><b>2.b</b> NBCTs have skill and experience in teaching the subject(s) they teach and are familiar with the skill gaps and preconceptions students may bring to the subject</p> <p><b>1.b</b> NBCTs treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice</p> <p><b>1.c</b> NBCTs understand how students develop and learn</p> <p><b>1.d</b> NBCTs respect the cultural and family differences students bring to their classroom</p> |

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| <p><b>3C: Questioning and Discussion Techniques</b> - The teacher practices quality questioning techniques and engages students in discussion.</p> | <p><b>5.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.</p> <p><b>6.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teacher's and learner's decision making.</p> <p><b>7.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>8.</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p><b>4.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>5.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.</p> <p><b>7.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>8.</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their</p> | <p><b>1.e</b> NBCTs are also concerned with the development of character and civic responsibility</p> <p><b>2.c</b> NBCTs are able to use diverse instructional strategies to teach understanding</p> |
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| <p><b>3F: Flexibility and Responsiveness</b> - The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.”</p> | <p>deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p><b>9.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>2.</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>3.</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p><b>5.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.</p> <p><b>7.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>9.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> | <p><b>1.b</b> NBCTs treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice</p> <p><b>1.c</b> NBCTs understand how students develop and learn</p> <p><b>1.d</b> NBCTs respect the cultural and family</p> |
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| <p><b>Standard 4: Professional Responsibilities for Self-Renewal</b><br/> Teachers persistently critically examine their practice through a continuous cycle of self-improvement focused on how they learn, teach and work in a global and digital society. The teacher is responsible for engaging in professional, collaborative self-renewal in which colleagues, as critical friends, examine each other’s practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialogue enables teachers to discover better practice, to be supported by colleagues in engaging in that practice and significantly contribute to the learning of others as members of a professional learning community. Teachers who contribute to the teaching profession through the implementation of practices that improve teaching and learning demonstrate characteristics of informal teacher leadership.</p> | <p><b>INTASC INDICATORS</b></p>  |  |
| <p><b>4A: Professional Learning</b> - The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global and digital society.</p>  | <p><b>6.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teacher’s and learner’s decision making.<br/> <b>7.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.<br/> <b>8.</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.<br/> <b>9.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> | <p><b>4.a</b> NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.<br/> <b>4.b</b> NBCTs are familiar with learning theories and instructional strategies and stay abreast of current issues in American education</p> |

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| <p><b>4B: Professional Collaborative Practice</b> -- The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice, addressing questions and issues related to the school and student achievement.</p> <p><b>4C: Reflection on Practice</b> - The teacher engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data.</p> <p><b>4D: Professional Contribution</b> -- The teacher contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practices and learning for students.</p> | <p><b>9.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>10.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p><b>9.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>10.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> | <p><b>5.a</b> NBCTs collaborate with others to improve student learning</p> <p><b>4.c</b> NBCTs critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice</p> |
| <p><b>Standard 5: Professional Responsibilities for School and Community</b><br/>The teacher's primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a responsibility for the improvement of the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture. Through a</p>   | <p><b>INTASC INDICATORS</b></p>   |   |

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| <p>commitment to group accountability, the teacher helps develop and maintain student support, management and assessment systems that enable learning to take place. A teacher's professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students on activities that connect school, families and the larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.</p> |   |  |
| <p><b>Functions:</b></p> <p><b>5A: School Mission</b> - The teacher works collaboratively with the principal and colleagues to develop and support the school mission.</p> <p><b>5B: School-wide Activities</b> - The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction, and assessment.</p> <p><b>5C: Learner-Centered Culture</b> - The teacher participates in activities and models behaviors that build and sustain a learner-centered culture.</p>  | <p><b>10.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p><b>9.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>10.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p><b>3.</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p><b>9.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on</p> | <p><b>5.c</b> NBCTs work with other professionals on instructional policy, curriculum development and staff development</p> <p><b>4.a</b> NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.</p> <p><b>5.a</b> NBCTs collaborate with others to improve student learning</p> |

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| <p><b>5D: Student Support Systems</b> - The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning.</p> <p><b>5E: Student Management Systems</b> - The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.</p> <p><b>5F: School, Family and Community Connections</b> - The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.</p> | <p>others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>10.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p><b>9.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>10.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p><b>10.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p><b>2.</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>9.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice,</p> | <p><b>5.a</b> NBCTs collaborate with others to improve student learning</p> <p><b>1.d</b> NBCTs respect the cultural and family differences students bring to their classrooms</p> <p><b>5.b</b> NBCTs are leaders and actively know how to seek and build partnerships with community groups and businesses.</p> <p><b>5.e</b> NBCTs know how to work collaboratively</p> |
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| <p><b>5G: Strategic Planning/Continuous Improvement</b> -The teacher participates in the development and implementation of the school’s strategic planning and continuous improvement process.</p> <p><b>5H: Teacher Leadership</b> - The teacher demonstrates leadership by implementing classroom and school initiatives that improve education, as well as by making positive changes in policy and practice that affect student learning.</p> <p><b>5I: Ethical Standards</b> – The teacher models the ethical standards expected for the profession in the learning environment and in the community.</p> | <p>particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>10.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p><b>10.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p><b>10.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p><b>9.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> | <p>with parents to engage them productively in the work of the school</p> <p><b>5.c</b> NBCTs work with other professionals on instructional policy, curriculum development and staff development</p> <p><b>5.d</b> NBCTs can evaluate school progress and the allocation of resources in order to meet state and local education objectives</p> <p><b>5.b</b> NBCTs are leaders and actively know how to seek and build partnerships with community groups and businesses.</p> |
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APPENDIX H  
DIVERSITY MODEL

