Conceptual Framework
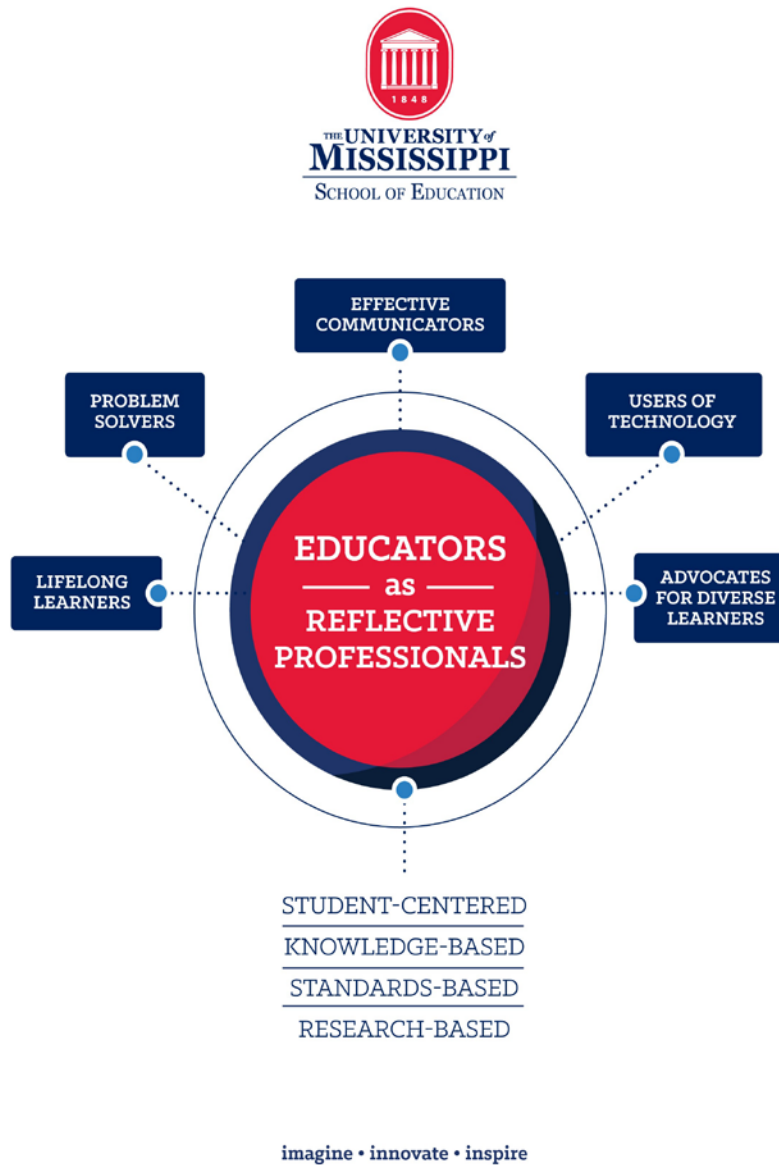
EDUCATORS AS REFLECTIVE PROFESSIONALS

Note: Conceptual framework updated in October 2019.

The University of Mississippi
School of Education

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School of Education

Conceptual Framework

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Faculty approved 2019

Table of Contents

Preface

The School of Education works diligently to prepare reflective professionals capable of meeting the educational challenges of the 21st century. In a political, social, and cultural climate where the effectiveness of schools of education is questioned, the School of Education at The University of Mississippi strives to be the state's flagship educator preparation institution. As the school strives to meet this vision, the conceptual framework serves as the foundation upon which program areas prepare reflective professionals who can help all P-12 students succeed.

The conceptual framework for the School of Education at The University of Mississippi was developed in 2000 prior to the NCATE visit in 2002. During the development process, a committee (consisting of university, P-12 faculty, and administrators) convened to elucidate the shared vision of the School of Education. After many meetings, the committee drafted the conceptual framework with the assistance of professional consultants. Upon revision, School of Education faculty approved the conceptual framework—Educators as Reflective Professionals.

The conceptual framework has been evaluated and updated as part of the unit's continuous improvement process. For example, School of Education faculty examined the framework in fall 2004 at an annual retreat. In spring 2005, a faculty committee formed for closer examination. The committee's review resulted in two major changes: (1) the original outcome "Committed to Diversity" became "Advocates for Diverse Learners," and (2) the communications outcome, "Communicators," became "Effective Communicators." Other revisions included updating the theoretical and research literature supporting the framework. Again, the committee put forth the revisions to the larger faculty assembled at the annual retreat in August 2005. After feedback from faculty, refinement of Educators as Reflective Professionals was unanimously approved in spring 2006.

A strategic planning activity at the School of Education Assessment Retreat in January 2011 set the stage for further enhancement of what is poised to become a third iteration of the conceptual framework. The activity, facilitated by the dean, challenged faculty to suggest nouns, verbs, and adjectives to further clarify the unit's identity. Thematic analyses of the most frequently suggested words revealed the phrase "imagine, innovate, and inspire" as a possibility for a newly constituted Conceptual Framework Committee to explore for use during fall 2011. After several meetings, a presentation to the faculty and receiving feedback from faculty, students, and other stakeholders, the faculty of the School of Education adopted at the 2012 assessment retreat the indicators "Imagine, Innovate, and Inspire" to better articulate the professional dispositions expected of candidates across all programs.

THE UNIVERSITY OF MISSISSIPPI SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK: EDUCATORS AS REFLECTIVE PROFESSIONALS

The School of Education's theme, "**Educators as Reflective Professionals**," captures the mission of the unit and offers direction for systematic and continuous review and improvement of its professional development programs. While the theme has remained consistent since the last NCATE visit (2015), terminology has been revised to reflect current research, current faculty ideas, and current certification requirements, as well as current special professional association standards.

Note: Conceptual framework graphic was updated in September 2014.

Overview of The University of Mississippi

The University of Mississippi's Mission and Core Values are reflected in the School of Education's Conceptual Framework. The University of Mississippi is the oldest public institution of higher learning in the state with a fundamental purpose to create, evaluate, share, and apply knowledge in a free, open, and inclusive environment of intellectual inquiry. As the state's flagship university, the University of Mississippi serves the state of Mississippi, the nation, and the world through teaching, research, and public service. Its teaching, research, and service missions are characterized by equal access and equal opportunity to all who qualify.

As a comprehensive university with high research activity, The University of Mississippi offers a broad range of undergraduate and graduate programs, as well as opportunities for continuing study. The University's main campus at Oxford emphasizes a traditional, residential educational experience, with a

central College of Liberal Arts and several professional schools. The University's regional campuses emphasize professional offerings and primarily serve adult learners.

The Vision of the Institution

The vision of the University is to lead and excel by engaging minds, transforming lives, and serving others. As part of this vision, the University of Mississippi has articulated three flagship goals and seven priorities of excellence for undergraduate education and student success; graduate and professional education; research, scholarship, innovation, and creativity; the collegiate experience; faculty; staff; and transformation through service. The flagship goals identify specific targets for achievement by 2020 such as endowment growth, awarding of more degrees, and advancing to the Carnegie Very High Research University classification, to name a few. Furthermore, these goals prioritize leading the state and region in preparing STEM (Science, Technology, Engineering, and Mathematics) professionals and improving science literacy of the general public as well as strengthening the collaborations between the University and the Oxford-Lafayette community—which have immediate implications for the School of Education and the preparation of professional educators to improve P-12 student learning.

Core Values of the Institution

Finally, UM's community-based strategic planning process identified institutional core values that further shape the unit's mission and enliven the conceptual framework, including the building blocks, outcomes, and professional dispositions expected of faculty, staff, and candidates across all programs. In pursuit of its mission, the University of Mississippi:

- Reaffirms its identity and purpose as fundamentally academic.
- Nurtures excellence in teaching, learning, creativity, and research.
- Provides the best and most accessible undergraduate education in the state of Mississippi.
- Offers high-quality graduate and professional programs.
- Protects academic freedom and cultivates individual integrity and academic honesty.
- Promotes inclusiveness in its student body, faculty, and staff.
- Requires respect for all individuals and groups.
- Fosters a civil community of shared governance and collaborative endeavors.
- Practices good stewardship of its resources.
- Devotes knowledge and abilities to serve the state and the world.
- Honors the dignity of all employees and compensates them fairly.

Addition information about the University, including our Institutional Profile, Common Data Set, Strategic Plan, and regional accreditation information can be found at the Student Consumer Information Disclosure website, http://www.olemiss.edu/info/disclosures/.

School of Education (created in 1903)

The School of Education's professional programs operate from a well-developed strategic action plan that first evolved in 1985 and has been continually revisited and updated, most recently in fall 2014. The plan is clearly aligned with the university's goals. Built from essential knowledge and skills, research findings and sound professional practice, each program's knowledge base serves as a foundation of the school's conceptual framework, "Educators as Reflective Professionals." The school's conceptual framework and

vision statement attest to the commitment of faculty and staff, whose dedication and scholarly pursuits create curricular models and a spirit of innovation. All this translates into an outstanding education for students in the school, who graduate as reflective professionals with the knowledge, skills and dispositions to facilitate lifelong learning in an interactive and diverse society. In harmony with this philosophic base, the strategic plan continues to be modified as stakeholders revisit issues annually. The school seeks to make the plan a dynamic document based on current research and societal needs. The School of Education is proud of its heritage and optimistic about its future.

The School of Education's theme, "Educators as Reflective Professionals", captures the mission and vision of the unit and offers direction for systematic and continuous review and improvement of its professional development programs.

Mission

The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond. (approved November 7, 2014)

Vision

We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others. (approved October 10, 2014)

Unit's Philosophy, Purposes, Outcomes and Knowledge Bases

Philosophy

All programs within the unit are committed to the continuous development of reflective educators who act as facilitators and leaders in their fields. The concept of reflection as a key to professional thought process and construction of knowledge is not a new one (Dewey, 1933; Eisner, 1985; Huinker & Freckmann, 2004; Schon, 1983). In 1933, John Dewey published the seminal book, *How We Think: A Restatement of the Reflective Thinking to the Educative Process*. Dewey's work proposed that humans cannot be "given" knowledge and understanding, but must construct personal understanding through a process involving experience and reflection. Participation in this process, contended Dewey, leads to creation of mental "schemata" or models stored in the mind. According to Dewey (1933), "Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends constitutes reflective thought" (p. 9).

Educators have traveled many roads since the 1930s, and a wealth of recent research on the brain and cognitive processes has transformed our understanding of Dewey's model and the related cognitive research of Jean Piaget into a more dynamic, 21st-century paradigm (Case, 1984, 1985; Pascual-Leone, 1987; Siegler, 1983, 1985). Theorists today, however, are still reaffirming the basic values of reflective thought. It is these values that inform the unit's philosophical foundation, the purposes we hope to achieve, our philosophical commitments, and the dispositions we attempt to model and to develop in education candidates at The University of Mississippi.

There are multiple reasons why reflective thinking must be a primary educational aim in a stellar academic program (Brubacher, 2000; Giovannelli, 2003; Newman, 1999; Roth, 2002; Schon, 1991). According to Dewey (1933), reflective thinking promotes:

- action with a conscious aim,
- systematic preparations and inventions, and
- the enrichment of experiences with meaning.

The unit is committed to producing candidates at all levels who use reflective thinking for these purposes. In fact, unit programs offer a variety of learning experiences that promote the acquisition of knowledge, skills, and dispositions that facilitate lifelong learning in an interactive and diverse society.

Hodge and Chantler (2010) posit that the most effective teacher education opportunities come about when educators are enabled to engage in reflection on their practice with the understanding that reflecting on the process of teaching reminds us what it means to learn (p. 12). Citing Pollard (2005), they describe "the process of reflective practice as essentially cyclical or spiraling in process, with teachers monitoring, evaluating and revising their practice continuously, and considers that teachers are further enabled to engage with the process of reflection while working together with peers within a 'community of practice'" (p. 12) or what Fulton and Myers (2014) from Etienne Wenger defines as "made up of persons who share a concern or a passion for something they do" (p. 5). Further, Hodge and Chantler state that "The value of questioning our own practice is that it reminds us that teaching and learning is a relational process" (p. 14). Hodge and Chantler argue that "engagement with reflective practice and especially evaluating the learning experience from the perspective of the learner are essential elements of the teaching process whoever the learner might be (p. 14). Smith (2010) stated that the results of a systematic reflection to teaching will not only serve to improve one's one teaching but will additionally serve to improve student learning. Gribskov, (2014) cites three processes that are connected to the improvement of instructional practice, those being: **critical reflection**, meaningful comparison, and productive discussion. Finally, on the subject of "Reflective Professionals," Wagner (2006), states that an outcome of "reflective practice influences the improvement of student achievement through identification of truly authentic areas of strength." He continues, "When we are cognizant of our skill and knowledge strengths, we use them most efficiently" which in turn "leads to innovative practices through the continuous process of setting and attaining goals" (p. 32).

The following common beliefs guide our commitment to the development of reflective professionals.

Schools and their roles in a democratic society. Unit faculty believe that the school is a small community where the voices of every citizen are equally important. Development of each person within the school community is multifaceted and determined by the interplay of social, cognitive, physical, and emotional dimensions. The faculty's vision for schools is that they be inclusive, diverse, facilitative, cooperative, caring, and interactive. With this vision as a beacon, each of the three areas within the unit has developed individual knowledge bases to articulate their beliefs and practices (Comer, Haynes, Joyner, & Ben-Avie, 1999; Darling-Hammond, 2001; Goleman, 2006).

Learning and learners. To serve learners effectively, candidates must have a strong knowledge of content and pedagogy. The reciprocal relationship between content and pedagogy "bolsters or reduces teacher performance" (Darling-Hammond, 2001). Candidates must learn how to select and use a variety of research-based inductive and deductive instructional strategies that take into consideration child development and diversity.

Unit faculty believe that in some cases learners are served by a constructivist method of experience, reflection on that experience, and interaction with others. Further skills are developed through practice in meaningful situations, and positive dispositions are learned through exposure to others who model appropriate dispositions (Katz, 1985; Piaget & Inhelder, 1969; Vygotsky, 1986). This social constructivist view of learning is the basis for classroom instruction and field/clinical practice where

candidates are expected to apply their knowledge of human development theory to classroom practice (Darling- Hammond, 2001; Elkind, 1989).

Educators in multiple school roles. Unit faculty believe that administrators, teachers, and counselors are members of teams that work together to support the emotional, social, cognitive, and physical development of students. Together these educators must collaborate to set clearly defined learning goals and then communicate these goals to the students they serve. Educators must set high expectations for all students and use data to track students' progress. Educators must work together to make pedagogical decisions based on a continuum of constructivist and instructivist approaches to teaching and learning. We believe that students *must have opportunities to be active* in directing their own choices, solving their own problems, and constructing their own knowledge. In these instances, educators act as advisors and supporters who are **innovative** and **inspire** the movement of students to higher levels of confidence and competence (Gardner, 2011; Glasser, 1990; Johnson & Johnson, 1987; Schmuck & Schmuck, 1992; Zemelman, Daniels, & Hyde, 2005). At other times, we believe the teacher must instruct students, model strategies, and provide practices that **inspire** students to **imagine** while honing new learning. We believe that administrators, teachers, and counselors must be motivators of students through dynamic learning experiences that are guided by two critical factors: (1) relating to and building on students' prior knowledge, and (2) respecting the dignity of each student.

Preparation of educators for 21st-century schools. Unit faculty believe that in order for program candidates to serve as reflective professionals who positively and effectively interact with diverse learners, they must become lifelong learners who not only understand the knowledge bases that support their discipline(s), but stay on the cutting edge of emergent knowledge in their field(s) (Schon, 1983). We, therefore, value faculty research as a means for participation in the advancement of educational science and as a means of providing candidates at all levels with the intellectual underpinnings of our profession. Through collaborative relationships with organizations outside the School of Education, unit faculty model how reaching out to others enhances the educational process. We believe that educators for 21st-century schools must adopt positive dispositions toward diversity and develop skills appropriate to their areas of expertise and suitable for working with those diverse populations of learners in a global and technological world (Darling-Hammond, 2001; Gardner, 2011; InTASC, 1995; NBPTS, 1989; NCTAF, 1996). Professional education programs at The University of Mississippi have developed their knowledge-based frameworks with these ends in mind. Additionally, with the emerging implementation of the Common Core Standards nationally, specifically in the curricular areas of language arts and mathematics, new opportunities have arisen for the Unit to be at the forefront in educator preparation to adequately meet the expectations delineated in the Common Core Standards. According to Wiener (2013), "the Common Core calls on teachers to focus on deepening students' understanding of what they're learning, enhancing their problem-solving skills, and improving their ability to communicate ideas"(p. 1). Knight, Lloyd, Arbaugh, Edmondson, McDonald, Nolan & Whitney (2013) when referencing Moon, Michaels & Reisner (2012), state that "the more recent content standards emphasize student depth of knowledge, higher order thinking, and adaptive application that places great demands on the kind of teaching skills that few teachers possess and will require particular attention to the type of professional development needed for both preservice and inservice teachers" (p. 200). Our goal is to effectively prepare our candidates to confidently engage their prospective students in mastery of the standards and experience successes in their own educational pursuits (McLaughlin & Overturf, 2012; Wiener, 2013).

Purposes
Professional education programs in the School of Education prepare professionals in three major areas: teacher education (elementary education, secondary education, and special education), educational leadership, and school counseling. Elementary, secondary, and special education candidates are admitted at four levels (bachelor's, master's, specialist, and doctorate) based on admission criteria approved by the

faculty. In the Department of Leadership and Counselor Education, candidates are admitted at three levels (master's, specialist, and doctorate). Undergraduate programs prepare basic-level teachers. Master's programs prepare professionals to work in their setting at more advanced levels and in increasingly refined ways. Specialist and doctoral programs prepare leaders in education who are able to conduct independent research and apply theory in a continuing search for educational improvement.

At each level, candidates engage in reading, research, discussion, simulation, reflection, and application intended to help them grow as reflective professionals. As candidates progress through each program, they explore and build knowledge, apply and reflect on that knowledge, and practice and refine skills in coursework and field/clinical experiences (McEwen & Bull, 1991; Shulman, 1986). Positive dispositions are built through experiences with peers, school personnel, and faculty, and are assessed at periodic intervals throughout the program. In addition, performance-based outcomes are systematically assessed throughout each program. This process is founded on a conceptual framework that establishes unity across all degree-program areas. The conceptual framework provides direction for the development and refinement of programs, courses (teaching), research, and service. It sets forth the operational guide for the unit and identifies goals that lead to a unified whole while still permitting individual interests and pursuits among its faculty.

Outcomes

The outcomes of the unit are as follows:

- **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. Unit programs provide opportunities for candidates to reflect upon and evaluate experiences, knowledge, and skills that promote lifelong learning. As candidates become confident of their knowledge and abilities, they develop dispositions of reflection and attitudes of lifelong learners. The unit seeks to develop intentional, proactive approaches to learning in view of the challenges emerging with the implementation of Common Core standards. "Meeting these challenges will demand individuals who intentionally and routinely do the deep thinking necessary to solve problems yet to be defined" (Wiersema, p.117). (Darling-Hammond, 1999; InTASC, 1995; Hagger, Burn, Mutton & Brindley, 2008; Katz, 1985; Kraft, 2001; NBPTS, 1989; Ryan & Cooper, 2008; Spring, 2013; Wiersema & Licklider, 2009).

- **Problem solvers** who develop solutions to improve the educational environment for all students. Effective professionals are able to establish inquiry-based learning environments that promote problem solving across all subject areas. Assisting candidates in developing the skills of critical thinking and problem solving that lead to appropriate judgment is essential in promoting reflection on student learning and achievement. According to Epstein, "Good educators engage in intentional teaching that is 'planful, thoughtful, and purposeful' and that uses "their knowledge, judgment, and expertise to organize learning experiences" (p. 39). (Darling-Hammond, 1999; Dewey, 1933; Epstein, 2008; Fenstermacher, 1994; InTASC, 1995; Kraft, 2001; NBPTS, 1989; Ryan & Cooper, 2008; Vygotsky, 1980).

- **Effective Communicators** who effectively use verbal, nonverbal, electronic, and print modes of communication to establish a positive school environment that promote student thinking and learning, as well as enhance the right kinds of school-family connections that build on relationships, listening, welcoming, and shared decision making. In all professional programs, faculty encourage authentic and consistent communication about practice in order to promote critical reflection (Brookfield, 1995; Dewey, 1933; Ferlazzo, 2011; InTASC, 1995; ISTE, n.d.; Munby, 1986; Munby, 1989; NBPTS, 1989; Ryan & Cooper, 2008; Smith, 1990).

- **Users of technology** who have command of the connections among the three knowledge bases of content, pedagogy, and technology and integrate multimedia in learning environments as instructional and management tools to enhance student learning. Demonstrating the use of multimedia as an instructional tool is an important way to support the learning process and add value to the classroom experiences. Unit programs provide candidates with opportunities and experiences for gaining knowledge of technology and developing skills consistent with their professional needs along with a key construct in their teacher preparation that emphasizes a content-specific orientation to technology integration. Candidates also reflect on the utilization of developing technologies and learn to make critical and moral judgments about content and use of information accessed electronically (Koehler, Mishra, & Yahya, 2007; Kohen & Kramarski, 2012; inTASC, 1995; ISTE, n.d.; NBPTS, 1989; Mouza, Karchmer-Klein, Nandakumar, Ozden, & Hu, 2014; Roblyer & Edwards, 2000; Standish, 1996; USDE, 2005).

- **Advocates for diverse learners** who appreciate, promote, and model the values of diversity. Since P-12 students bring a diverse range of experiences to the learning environment, educators need a multicultural base and a global perspective in order to understand, appreciate, and work effectively with others whose cultural experiences are different from their own. Candidates work in diverse settings, developing respect for all learners and for one another as they reflect on student learning and collaborate to promote achievement. Zhang and Pelttari emphasize that "past and current literature reveals the critical need for educators to be sensitive to and understand the diverse sociocultural backgrounds and related academic needs of children." (p. 180). Moreno and Gaytan suggest, "it is critical to ensure that current and future educators are culturally competent to work with any student, regardless of background" (p. 12). (Banks, 1999, *2001*; INTASC, 1995; Moreno & Gaytan, 2013; NBPTS, 1989; Ryan & Cooper, 2008; Spring, 2013; Wells & Chang-Wells, 1992; Zhang & Pelttari, 2014).

Imagine, Innovate, and Inspire reflect underlying themes that are aligned with the five outcomes described in the Conceptual Framework and linked to candidate professional dispositions.

Unit Programs' Knowledge Bases
Outcomes identified for the unit and its programs at The University of Mississippi are justified by the literature on teacher education. This literature clearly identifies knowledge bases that should influence the preparation of teachers, school counselors and administrators (Reynolds, 1989). The key to the effectiveness of the unit is a link from all program knowledge bases to the unit's conceptual framework. Each knowledge base is grounded in literature and research that documents "best practices." Bullock, Gable, Lewis, Collins, Zolkoski, Carrero, & Lusk (2013), opine that "the expertise of the researchers and the practical knowledge of teachers provide opportunities to pilot and improve instructional practices and strategies." Thus, bridging the research-to-practice gap requires continued and mediated support as educators translate and contextualize research findings. (p. 4) These practices, based on research, influence the preparation of teachers, counselors, and administrators. Each is also systematically reviewed and is, therefore, continuously evolving (Bullock, Gable, Lewis, Collins, Zolkoski, Carrero, & Lusk, 2013).

Teachers as Facilitators Knowledge Base. The eight program themes that comprise the "Teachers as Facilitators" knowledge base purposefully parallel the five unit outcomes/goals. Consistently, these themes indicate how the department's knowledge base (and thus each program area) adheres to the expected outcomes for the entire unit. Lifelong learners, problem solvers, effective communicators, users of technology, and advocates for diverse learners are all themes that are revisited in the TEACHERS acronym and emphasized in each of the following programs:
- Elementary Education

- Secondary Education
  - English Education
  - Mathematics Education
  - Science Education – (Biology, Chemistry, or Physics)
  - Social Studies Education
- Special Education

Qualified candidates are admitted to these programs at four levels. The undergraduate programs prepare candidates for initial state licensure. The master's, specialist, and doctoral programs prepare teachers to work in P-12 environments at more advanced levels. Each program is built around eight themes, selected by the faculty and school partners to embody and operationalize the idea that teachers are facilitators, whether they operate at the initial or advanced levels. At each level, candidates engage in reading, research, inquiry, discussion, simulation, reflection, and application intended to help them grow in their ability to practice the eight program themes that are part of the department's knowledge base and are reflected in all program courses. The "Teachers as Facilitators" themes are based on research, the experience, philosophy, and professional insights of the faculty, the standards of each of the specialty professional associations, and the demands and changes of the educational process (Comer, 1999; Darling-Hammond, 2000; Henderson, 1996; Katz & Raths, 1985; Pankratius & Young, 1995). The acronym TEACHERS is used as a mnemonic device and quick reference to the themes.

T – <u>Thinking and Problem Solving</u>. A teacher uses knowledge of the learning process and fosters thinking skills and complex conceptual learning as well as more basic skills and learning (ACEI, 2007; Biggs, 1993; Day, 2002; Dewey, 1933; InTASC, 1995; Loughran, 1997; NBPTS, 1989; Shulman, 1986; Vygotsky,1980).

E – <u>Equality and Respect for Diversity</u>. A teacher develops an understanding of and a respect for individual and cultural diversity (ACEI, 2007; Banks, 1999; Gay, 1997; InTASC, 1995; Mesa-Beins & Schulman, 1994; NBPTS, 1989; Wells & Chang-Wells, 1992).

A – <u>Appropriate Teaching Strategies</u>. A teacher understands how to effectively use a variety of instructional strategies appropriate to his/her discipline to maximize student learning (InTASC, 1995; NBPTS, 1989; ACEI, 2007; Marzano, Pickering & Pollock, 2001)

C – <u>Communication and Cooperation</u>. A teacher understands the nature of schools as part of a social system; a teacher communicates sensitively with learners, their families, professionals, and others in a manner which includes an understanding of the special vocabulary specific to his/her discipline (Brookfield, 1995; Dewey, 1933; InTASC, 1995; Munby, 1986, 1989; NBPTS, 1989; Smith, 1990; Poetter, 2012; ACEI, 2007, Marzano, 2003).

H – <u>Human Development and Curriculum</u>. A teacher understands the continuum of human development and the nature of different discipline structures; a teacher implements an appropriate and conceptually spiraling curriculum (Elkind, 1989; Forman & Kuschner, 1983; Goldberg, 1997; InTASC, 1995; Katz, 1985; Piaget & Inhelder, 1969; Vygotsky, 1986)

E – <u>Esteem, Autonomy, and Lifelong Learning</u>. A teacher engages learners in active, self-monitoring roles and develops personal standards and career aspirations; a teacher develops in his/her students expectations of becoming lifelong learners and professional educators (InTASC, 1995; NBPTS, 1989; Katz, 1985).

R – <u>Relevance: Social and Global</u>. A teacher relates experiences in school to critical issues in our global society (ACEI, 2007; InTASC, 1995; NBPTS, 1989;).

S – <u>Supervision, Management, and Guidance</u>. A teacher effectively supervises and guides learners and utilizes effective techniques for classroom management and behavior (InTASC, 1995; NBPTS, 1989; Marzano, Pickering & Pollock, 2001).

Counselors as Facilitators of Development and Collaboration Knowledge Base. The counselor education program in the Department of Leadership and Counselor Education prepares reflective professionals in three programs. The master of education program is the entry level to the counseling profession in the school setting. The education specialist program is an extension of the master of education program. The doctorate degree is the terminal degree program.

The eight program themes that comprise the counselor education knowledge base purposefully parallel the five unit outcomes. Consistently, the eight "Counselors as Facilitators of Development and Collaboration" themes indicate how the counselor education knowledge base adheres to the expected outcomes for the entire unit. Specifically, lifelong learning, problem solving, communication, technology, and diversity can be found within the eight themes.

The themes of the knowledge base for programs in school counseling flow from the *ACA Code of Ethics* of the American Counseling Association (ACA, 2014). The knowledge base is driven by the eight theme areas defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (Gladding, 2003).

These eight program themes comprise the knowledge and skills development base for all graduate programs. Breadth and depth of knowledge and skills, along with specific emphasis, increase as the student moves from the master's level to the doctoral level.

1. *Professional Orientation and Ethical Practice*: The counselor examines the goals and objectives of professional counseling organizations, ethical codes, legal issues affecting counseling, standards of preparation, certification, and licensing, and the role identity of counselors (Baker & Gerler, 2008; Corey, Callanan, & Corey, 2002; Gladding, 2004; Kottler, 2010; Remley & Herlihy, 2010; Sharf, 2011). The use of **decision-making models** in making ethical decisions is incorporated in almost every course.

2. *Social and Cultural Diversity*: The counselor engages in studies of ethnic groups and subcultures, and how these **diverse** groups impact the counseling practice (Gladding, 2003; Sue & Sue, 2012).

3. *Human Growth and Development*: The counselor acquires an understanding of the nature of development at all age levels encompassing the individual differences and **diversity** within the various age levels (Berk, 2007; Dacey & Travers, 2005).

4. *Career Development*: The counselor incorporates **lifelong learning** through topics such as vocational-choice theory, information services, career decision-making processes, career assessment, and placement (Brown, 2002: Sharf, 2009; Zunker, 2005).

5. *Helping Relationships*: The counselor explores effective **communication** techniques as well as the philosophic and research bases of the helping relationship, counseling and consultation theory, ethical issues related to the helping relationship, and an emphasis on empowering clients toward therapeutic change (Ivey, Ivey, & Zalaquett, 2013).

6. *Group Work*: The counselor focuses on **problem solving** as well as the theory and practice of therapeutic groups. Also, the counselor integrates the study of related group processes and the practices that have proven useful in counseling and consulting (Gladding, 2002; Kline, 2003).

7. *Assessment*: The counselor develops the framework for systematic understanding of the individual, methods of data assessment, individual and group testing, case study approaches, the clinical interview, and the study of individual differences utilizing the **technological tools** in the field of counseling (Thorndike, 2011).

8. *Research and Program Evaluation*: The counselor interprets statistics, research design, professional evaluative procedures, and the development of research and demonstration proposals utilizing **technological tools** (Huck, 2012; Rossi, Freeman, & Lipsey, 2003).

Leaders for the 21st-Century Knowledge Base. The administrator preparation programs in the Department of Leadership and Counselor Education prepare reflective professionals as P-12 school principals and leaders. The Master of Education degree in administration is the entry level to the profession in the school setting. The Education Specialist program is an extension of the M.Ed., and the Doctor of Philosophy program is the terminal degree leading to the highest level of state licensure. The Doctor of Philosophy degree expands the knowledge base of the program and expands the ability to analyze data, manage data, and make data-driven decisions in a very challenging and rapidly changing environment. The three degree programs are based on the core knowledge established from current research findings and sound professional practices (Bagin & Gallagher, 2011; Purkey, 2005; Yukl, 2012).

Consistently, the four "Leaders for the 21st Century" themes indicate how the administrator preparation knowledge base adheres to the expected outcomes for the entire unit. Specifically, lifelong learning, problem solving, communication, technology, and diversity can be found within the four themes.

The themes of the knowledge base for the programs in administrator preparation flow from the standards listed by both the Interstate School Leaders Licensure Consortium (ISLLC) and National Educational Leadership Preparation (NELP). The knowledge base is driven by the four theme areas defined by these two organizations.

The four themes comprise the knowledge and skills development base for all programs in administrator preparation. Breadth and depth of knowledge and skills increase as the administrator moves from the master's to the doctoral level.

1. Theoretical and Research Foundations: The administrator acquires an understanding of the educational leadership function and research process. The administrator conceptualizes theories and models and their relationships to leadership problems and functions in school organizations, school management, school goal settings, curriculum design, supervision of teaching, school learning climates, and school value systems (Gay & Airasian, 2000; Sergiovanni, 1996; Yukl, 2012).

2. Leadership Abilities: The administrator develops the theoretical knowledge and practical application skills essential for successful educational leaders. Embedded in the knowledge and skills areas are leadership styles, **problem solving**, decisionmaking, motivation, vision, critical analysis, staff development, collaboration, and change management. The administrator integrates and utilizes these skills to become a change agent in the school (Covey, 2013; Purkey, 2005; Kouzes & Posner, 2006).

3.   Management Skills: The administrator possesses the theoretical knowledge and practical application skills as well as the **technological skills** essential for effectiveness in a leadership position. The administrator acquires skills in the following areas: (1) personnel, (2) budgeting and resource allocation, (3) organizational skills, (4) **communication skills,** (5) external relations, and (6) program development and evaluation (Barth, 1990; Bridges & Hallinger, 1995).

4.   Professional: The administrator engages in extensive analysis and evaluation of the moral and ethical dimensions of individual behavior and organizational decisions. In the process, the administrator acquires an appreciation for **diversity,** an understanding of attitudes, values, and beliefs through self-assessment and **lifelong learning**. The administrator explores individual beliefs, the beliefs of others, and societal influences that affect leadership within an organization (Berliner & Biddle, 1995; Purkey, 2005; Spring, 2013; Valente & Valente, 2005).

Professional Commitments and Dispositions

As shown in the conceptual framework, the unit is committed and dedicated to preparing reflective educators who act as facilitators and leaders. Both undergraduate and graduate programs enable candidates to acquire knowledge, skills, and dispositions essential for successful student learning in P-12 settings. Most important, the unit acknowledges the importance of Common Core Standards and is committed to preparing candidates who are familiar with the professional standards and who can develop and manage learning environments where success is achieved.

Knowledge and demonstration of the values and dispositions essential for working effectively with children, families, and communities is a major component of the unit's training. Candidates are initially exposed to the dispositions of the professional educator during their introductory courses where professional standards and a code of ethics are introduced. Expectations of candidates, in terms of dispositions, are integrated throughout all programs as candidates begin to understand their roles as a teacher or professional educator in relation to students, families, and the community. Candidates are expected to model appropriate professional behavior consistent with the conceptual framework, as well as state and national standards. They must care about students, establish a safe learning environment, maintain high expectations consistent with the standards, and develop respectful relationships with parents and the community. Embedded in the unit's conceptual framework and revealed in the knowledge bases undergirding that framework are a number of attitudes, dispositions, and orientations that education faculty value for themselves and program candidates (Darling-Hammond, 2001; inTASC, 1995; Katz, 1993; NBPTS, 1989). Dispositions that merit attention have been identified by program faculty and are assessed at specific points during the candidate's program. These dispositions are also aligned to the conceptual framework outcomes as part of the unit's assessment process.

Woven throughout each program are opportunities for candidates to exhibit their ability to establish learning environments that engage students in problem solving in diverse school and community settings. The faculty values and believes in P-12 student learning as the fundamental purpose for preparing reflective professional leaders. Candidates must also develop the ability to help others take responsibility for their own learning. Additionally, we are convinced that the belief in lifelong learning for self and others is a quality of the reflective professional.

The unit faculty similarly believes that teaching, counseling, and leadership experiences in schools should promote high standards for academic achievement for P-12 students. Thus, the unit provides direction for selecting curriculum and teaching strategies that include considerations of how desirable dispositions can be strengthened. In all professional programs, authentic and consistent communication about the learning

environment is encouraged in order to promote critical reflection. Unit programs also provide candidates with opportunities and experiences throughout their training on the use of technology as an instructional tool for supporting the learning process.

Finally, professional integrity permeates the education profession at The University of Mississippi. Trust, fairness, and equity promote the success of all candidates as they demonstrate their personal and professional values in the classroom and as they show their sensitivity to diversity in the school and community. The unit expects each candidate to value the rights of every student to a quality education.

Dispositions, aligned with the outcomes of the CF, the indicators of Imagine, Innovate, and Inspire as well as the Mississippi Educator Code of Ethics are assessed at multiple points throughout programs. To accomplish consistency across programs, a single instrument is administered for all programs in the unit and used statewide. See Table 1.

Table 1: Unit Dispositions

Unit Dispositions	MCoE	Imagine, Innovate, Inspire	CF
The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure.	9	Professionalism	Effective Communicators
The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents.	5	Professionalism Excellence Leadership	Life-Long Learners
The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use.	6	Professionalism Leadership	Life-Long Learners Effective Communicators
The teacher candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program.	2	Excellence Professionalism	Effective Communicators Problem Solvers
The teacher candidate accepts constructive criticism in a positive manner.	1	Excellence Transformation	Effective Communicators Problem Solvers
The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner.	4	Caring, Equality, Authentic Assessment	Advocates for Diverse Learners Effective Communicators Users of Technology
The teacher candidate maintains a professional relationship with all students both inside and outside professional settings.	4	Professionalism Collaboration Excellence	Life-Long Learners Effective Communicators

Candidate Outcomes Aligned with Professional and State Standards

The unit exemplifies quality assurance as its programs are guided by internal and state professional standards (CAEP) that are congruent with national standards such as the Interstate Teacher Assessment and Support Consortium (InTASC) standards, the National Board for Professional Teaching Standards (NBPTS), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards, and National Educational Leadership Preparation (NELP) standards. In addition, INTASC standards, NBPTS standards, CACREP standards, and NELP standards have been aligned with program course objectives to ensure that candidates gain content knowledge, pedagogical skills, and dispositions   related to the national standards. Performance-based outcomes are identified for each program, and authentic assessment tools are systematically used to measure the performance of program candidates as they progress through a planned sequence of courses. Program outcomes are compatible with and reinforce the performance-based outcomes of state and national organizations.Table 2 identifies the unit outcomes as reflected by the conceptual framework and shows alignment with professional and state standards.

Table 2: Unit Outcomes Aligned with Standards

Unit Outcomes	INTASC Standards	NBPTS Standards	CACREP Standards	NELP Standards
Lifelong Learners	#3: 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. #8: 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. #9: 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. #10: 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.	#1.11: encourage students to assume responsibility for their own learning, recognizing that the long-range goal of a teacher is to help their students become self-directed and capable of learning on their own. #2.3: demonstrate an overall knowledge of the discipline that allows for teaching to students' ability levels and learning styles. #4.3: practice lifelong learning, stay abreast of current research, and seek advice of others. #5.2: participate in professional organizations and activities. #5.3: participate in continuous professional development.	#1. (f). professional organizations, including membership benefits, activities, services to members, and current issues #5. (d). counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling	#1.2: Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. #4.1: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high quality, technology-rich curricula programs and other supports for academic and non-academic student programs. #7.3: Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
Problem Solvers	#1: understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. #4: understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these	#1.1: develop instruction that requires students to apply knowledge, skills, and thinking processes. #1.2: create and utilize learning experiences that challenge, motivate, and actively involve the learner. #1.4: develop and incorporate learning experiences that encourage students to be adaptable, flexible, resourceful, and creative. #3.2: stimulate students to reflect on their own ideas and those of others.	#1. (b). professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications #1. (c). counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event #3. (g). theories and etiology of addictions	#1.1: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. #1.2: Program completers understand and demonstrate the capacity to lead improvement processes that include data use,

13

Unit Outcomes	INTASC Standards	NBPTS Standards	CACREP Standards	NELP Standards
	aspects of the discipline accessible and meaningful for learners to assure mastery of the content. #5: 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. #6: understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. #7: 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. #8: 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. #9: 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.	#3.3: provide opportunities for students to use and practice what is learned.	and addictive behaviors, including strategies for prevention, intervention, and treatment #4. (f). assessment instruments and techniques relevant to career planning and decision making #5. (g). crisis intervention and suicide prevention models, including the use of psychological first aid strategies #6. (d). group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness #7. (a). historical perspectives concerning the nature and meaning of assessment; (b). basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations; (c). statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; (d). reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); (e). validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity)	design, implementation, and evaluation. #2.2: Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. #3.1: Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. #6.2: Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Unit Outcomes	INTASC Standards	NBPTS Standards	CACREP Standards	NELP Standards
Effective Communicators	#2: uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. #3: 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. #10: 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.	#1.7: communicate with and challenge students in a supportive manner and provide students with constructive feedback. #1.9: communicate specific goals and high expectations for learning. #2.1: communicate a breadth of content knowledge across the discipline to be taught. #2.6: collaborate with teachers/colleagues in other disciplines to analyze and structure cross-disciplinary approaches to instruction. #5.4: find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.	#1. (b). professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications #4. (d). interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	#1.1: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. #2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult. #2.3: Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. #5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Unit Outcomes	INTASC Standards	NBPTS Standards	CACREP Standards	NELP Standards
Users Of Technology	#3 (g): promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. #4 (g): uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. #5 (l): understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. #7 (k): knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. #8 (g): engages learners in a range of learning skills and technology tools to access, interpret, evaluate and apply information. #9 (f): advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. #10 (n): knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.	#1.5: include creative and appropriate use of technologies to improve student learning. #2.4: connect content knowledge to real-world applications.		#1.1: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. #3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. #4.1: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high quality, technology-rich curricula programs and other supports for academic and non-academic student programs.
Advocates for Diverse Learners	#1: 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. #2: uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to	#1.6: recognize individual differences in students. #2.5: present content in a manner that reflects sensitivity to multicultural and global perspectives. #2.7: use and develop multiple teaching/learning strategies that are appropriate to student developmental levels. #3.1: change the classroom to accommodate a variety of instructional strategies.	2. (a). multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally; (b). attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients; (c). theories of multicultural counseling, identity development, and social justice; (d). individual, couple, family, group,	#3.1: Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. #3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and

Unit Outcomes	INTASC Standards	NBPTS Standards	CACREP Standards	NELP Standards
	meet high standards. #5: 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. #9: engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	#3.5: make appropriate provisions for assessment processes that address social, cultural, and physical diversity.	and community strategies for working with and advocating for diverse populations, including multicultural competencies; (e). counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and (f). counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. 3. (d). theories and models of individual, cultural, couple, family, and community resilience; a general framework for understanding exceptional abilities and strategies for differentiated interventions; (f). human behavior, including an understanding of developemental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior 4. (d). interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development 5. (e). a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions 6. (f). ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	staff. #4.3: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. #7.3: Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

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